

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
<p>I1 Closely monitor provision for Pupil Premium and SEND children to ensure the best possible attendance, progress and achievement</p>	<p>HB/CC</p>	<ol style="list-style-type: none"> 1. Monitor use of baselines, pre and post data collection to ensure that steps of progress can be demonstrated by all children. 2. Monitor and review interventions, e.g. through data scrutiny and observations, to ensure effective pupil progress. 3. Half termly monitoring of SPSPs and Provision Maps. 4. Regular monitoring of attendance to ensure issues are followed up quickly with parents or EWO involvement. 5. Identification of pupils with social, emotional and mental health issues that can be supported. Plan and deliver intervention through these pupils. 6. Provide evidence of pupil progress through a "Work Sampling" Folder. 	<ul style="list-style-type: none"> - Effective provision and improved outcomes for PP and SEND pupils. - Improved target setting and assessments ensure that steps of progress can be demonstrated by all pupils and appropriate next steps are identified to allow a child's learning to move forward. - For SEND and PP children to improve their attendance by at least 5% this year compared to their percentage attendance last year. - Targeted provision for pupils with social, emotional and mental health needs with improved outcomes. - Clear evidence to demonstrate positive pupil progress. 	<ul style="list-style-type: none"> - Half termly audits of SEND files. - Fortnightly attendance analysis. - ECM Meeting and Pupil Progress meetings. - Termly observations of interventions. - Half termly monitoring of work samples. 	



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I2 Stretch and challenge the more able children to make the best possible progress		1. Monitor classroom practice through book and planning scrutiny and lesson observations to ensure appropriate differentiation and challenge for more able pupils. 2. Monitor additional provision to extend the most able both within and beyond the classroom 3. PM objective “To develop teaching approaches so all children have regular opportunities to apply their learning and think at greater depth in Maths”	- More able children are challenged in a deeper, more meaningful way to ensure greater depth to their learning - Additional provision is in place to ensure all able children are being regularly challenged and extended	- Work and planning scrutiny - Lesson observation - Performance Management reviews	
I3 Ensure high quality provision for pupils with dyslexia	HB/CC	1. To ensure staff are aware of the new Dyslexia Guidance. 2. To deliver training for staff on how to organise and resource their classrooms to ensure that they are dyslexia friendly and support all pupils. 3. Ensure appropriate advice is available for parents to support their child at home.	- Improved provision for pupils for dyslexia. - Staff have the knowledge and confidence to put in appropriate support for pupils with dyslexia. - Parents are better informed about what they can do to support their child.	- Learning walk - Staff audit - Parental feedback	



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I4 Refine and develop the support for our most vulnerable children through effective team working and targeting of resources	CMP	<ol style="list-style-type: none"> 1. Develop the role of the new Higher Level TAs 2. Develop the role of the clinician 3. Ensure we integrate the support with other staff already working in school 4. Ensure new staff develop good communication with teachers, parents and support staff 5. Ensure we have the right level of supervision and support for all staff 6. Ensure provision for all our vulnerable children is effectively and efficiently documented 	<ul style="list-style-type: none"> - Children receive the support they need to engage well with their learning and incidents of disruptive behaviour at playtime are reduced. - Parents are given appropriate support to help them understand their children's needs and work well with the school staff. - Staff receive valuable advice to manage children in their class and practical support with individuals. 	<ul style="list-style-type: none"> - Regular ECM meetings bring all staff together to review provision and ensure we are providing the right support for vulnerable individuals. - Report to the SI committee during the year and the Full GB - Teacher questionnaire reviews provision and impact 	