



		<ul style="list-style-type: none"> <li>• Morning magic movement 3x 30mins weekly £1200</li> <li>• Speed up Handwriting intervention 3 x 20min weekly £900</li> <li>• Outdoor provision for learning and developing gross motor skills – improve resources, provision and environment. £3000</li> </ul>		<p>Children will be enabled to use the character profile wheels to identify where they need to develop their character. Any adult involved in this child’s care will be made aware of their thoughts on how they want to develop. Children will complete simple character profile reviews with adult help to track how they have made progress with their character development. September 2016 – parents asked during annual review or SEND meeting what their aspirational targets were for their children for this year and beyond. This will be revisited during the mid point and end of year review meetings when parents will be asked to comment on any differences they have noticed in their child.</p>		
<p>Impact I)</p> <ul style="list-style-type: none"> <li>• 1 parent and 2 professionals have commented on the early morning Magic Movement and the impact it is having on the children’s confidence and the improvement in their gross motor skills even when not in school.</li> <li>• May – Parents of PPG/SEND children feel included in the provision for their children. They understand their children’s needs and feel supported by the school. One child comes in early to school for emotional support another is being supported to move to a school for special provision.</li> <li>• This cohort are now able to share their success with their peers. They are able to say something about what they have learned and they are developing the characteristic of pride.</li> <li>• Indoor lunch clubs – these have provided for children when the playground has been overwhelming or when there are friendship issues. The free flow element has worked well and the club is there for when they need it but they are welcome to go outside when they want to. Overall a successful year.</li> <li>• Magic movement – this has been externally validated by an occupational therapist as providing excellent support on a regular basis for children that need support with a variety of gross motor issues eg dyspraxia, self-regulation, to enable them to be in a good state for learning . It also provides for some emotional needs in order to help children settle for the day.</li> <li>• Speed handwriting – children have now settled into the programme – this took some time as the children that were identified for the programme were reluctant writer but they are now engaged and this is led by enthusiastic members of staff. It is an holistic, kinaesthetic approach to fine motor skills.</li> <li>• Outdoor environment provision included forest schools. This was successful because we saw children who are normally quiet in class being engaged and contributing to discussion. They were being allowed to learn in a different environment, It has been great to see children develop. Some started off very reserved and are now fully engaged. They have also made new friendships. Children have flourished in this environment.</li> </ul>						

End of Year data

Cohort of 3 children	KS1 School Disadvantaged	
	Expected or better attainment	Expected or better progress
Reading	0%	66%
Writing	0%	66%
Maths	0%	66%

<p>Reading - Across the school last year the whole disadvantaged cohort out performed their peers by 4%. The GAP for disadvantaged pupils with National Other is -28% School Dis (2 out of 4 children) 50% National Other 78%</p> <p>Writing – there was an 11% gap between PPG cohort and their peers last year. The GAP for disadvantaged pupils with National Other is -20% School Dis 50% National Other 70%</p>	<p>Lack of application of basic skills: writing phonics SPAG</p> <p>Lack of aspiration</p>	<p>Continue to invest in the reading scheme – especially non-fiction and graphic novels in order to sustain the improvements form 2015-16.</p> <ul style="list-style-type: none"> <li>- £2000</li> </ul> <p>Revisit the coverage of objectives in each year group and ensure bulk of objectives are taught in the first half of the academic year.</p> <p>Quality First Teaching: Ensure children understand the full writing learning journey and this is captured in their learning journals. Feedback is responsive and immediate with clear improvement opportunities and space to practise expectations.</p> <ul style="list-style-type: none"> <li>- Staff CPD £1000</li> <li>- NQT+1 course for 3 people £1000</li> </ul> <p>4 stage pedagogy to mastery learning. Planning for excellence and identifying what an 'excellent' version looks like.</p>	<p>Mastery Learning (EEF) +5months</p> <p>Sutton Trust (2011) states that "The effect of having a very effective teacher as opposed to an average teacher is the same as the effect of reducing class size by ten students" This is one example of the importance of QFT.</p>	<p>100% coverage by May 2017</p> <p>100% of children make expected progress in Writing and reading. The group of yr1 learners make accelerated progress. The 4 stage pedagogy enables the children to talk about the four stages of writing. They can present their work and talk about how they got there.</p> <p>Planning monitoring and triangulation with data and journals will show that all learners are on track to meet their aspirational targets – irrelevant of their starting point. This will be monitored by Middle Leaders every 6 weeks and reported back to SLT.</p> <p>5 learners all achieve mastery by the end of 2016/17 More Able children will be monitored every six weeks. They will be focus children within each of the classes and teachers will be asked to report separately on them so as to raise their profile. SLT will specifically target these children during their pupil</p>	<p>100% of cohort make expected progress or better in Reading and Writing.</p>
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<p>Maths – The GAP for disadvantaged pupils with National Other is -2% School Dis 75% National Other 77%</p> <p>Underachievement of a group of pupils in Year 1</p> <p>5 children across the school are achieving above ARE</p>		<p>Leadership development to raise accountability for all for PPG learners.</p> <ul style="list-style-type: none"> <li>- Leadership release x 3 leaders £3000</li> <li>- Leadership development £1500</li> </ul>		<p>premium conferencing and capture how these children are maintaining their 'higher ability status' We will respond to needs that arise during these conferences. These children will be given specific opportunities to develop their leadership skills and this will be monitored using the value wheels.</p>		
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Impact II)

Winchelsea Special School Outreach has stated that QFT and the growth mind-set environment has impacted positively on the learning for disadvantaged children.

Cohort of 3 children	KS1 School Disadvantaged		2015-16 National Other Attainment	Gap
	Expected or better attainment	Expected or better progress		
Reading	100 % (3)	100%	78%	+22
Writing	100 % (3)	100%	70%	+30
Maths	100 % (3)	100%	77%	+23

Cohort of 20 children (inc 2 SEND +PPG)	Whole School Disadvantaged		2015-16 National Other (KS1)	Gap
	Expected or better attainment	Expected or better progress		
Reading	65% (13)	(95%)18	78%	-13
Writing	60% (12)	(95%)18	70%	-10
Maths	60% (12)	(95%)18	77%	-17

#### More Able Disadvantaged Learners

Cohort of 6 children	School Disadvantaged	
	Expected progress	Better than expected progress
Reading	100%	50% (3)
Writing	100%	33% (2)
Maths	100%	50% (3)

<p>III) The cohort of 20 children (PPG only) need to develop their character and the ability to understand how they learn.</p>	<p>Lack of self-esteem, a general lack of maturity and the inability to cope with difficult situations.</p>	<p>Planning a curriculum for character growth. Each half term one of our 6 'Characteristics for Optimum Growth' will be explored in assemblies and explicitly taught in class. This will dovetail into the whole school rewards system.</p> <ul style="list-style-type: none"> <li>- Staff CPD £550</li> </ul> <p>Metacognition – children will be taught specific self-reflection skills specifically: TASC Wheels, Thinking Hats, Mind mapping amongst others.</p>	<p>This was a real trend in the pupil conferences: children do not have the capacity to work through problems that present themselves in real life.</p>	<p>Children are articulate and able to describe their character with the use of the 'wheels'. They can say how they have got better and what helped them to learn.</p> <p>They have successfully completed the Forest schools course and can articulate how it has helped them to learn.</p> <p>The 3 Year 4 children are successfully prepared and 'Middle School Ready'. They experience a smooth transition and are confident to make the move.</p>	<p>All children will have made progress in the Character development. This can be measured using the 'Wheels'</p>
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<p>Impact III)</p> <p>Teachers anecdotal evidence states that the first half term’s value of Pride has helped learners to understand expectations in the area. When SLT spoke to a group of learners from across the school, they are articulate about this characteristic and what they had to do to get better.</p> <p>Mental Health First Aid training has taken place. Staff that undertook training said it was informative and was a good introduction to enable us to being to share with all staff in the hope that we will develop our Mental Health provision for all. Next steps early next year training for all staff in school followed by a statement of action for inclusion in curriculum.</p> <p>Character is introduced each half term through assemblies when several famous diverse people are discussed and explored. Evidence from Governor visit that learners are able to articulate their learning in this area and talk about what they have learnt from the famous people’s lives and actions.</p> <p>Medium term planning is now driven by focus characteristic. The impact of this is that the expected learning in characteristic development is explicit and not incidental. It has been possible to monitor this against the MTPs and values wheels.</p> <p>Metacognition skills have been trialled in year one as a pilot before introducing to whole school in 2017-18. The Year 1 teacher will lead this strand of the SIP next year.</p> <p>Techers have reported that pupil conferences have enabled them to plan and tailor scaffolding to pupils needs. This has identified a need for CPD on impactful scaffolding strategies. Staff CPD time was allocated and SEND learning walks and books looks indicate an improvement in this area. This needs to be developed further next year.</p> <p>Forest Schools Data –</p> <p>3 groups - 21 children in total attended Forest schools. Notes form the sessions state that it was incredible to see children who get a little ‘lost’ in the classroom to come out if their shell and contribute to sessions. They all had the opportunity to lead, make suggestions, talk to, and work with others that they would not normally work with. Specifically the more able pupil Premium group made significant progress in their characteristic of Leadership and gaining confidence in relationships. Emotional Intelligence was a focus and this particular group of children grew in their ability to laugh at themselves and notice the impact of their behaviour on others. It widened their social network by finding things they have in common and build on that by making connections together.</p> <p>Teachers have commented that these skills have been transferred to class for example speaking out and offering ideas as part of class discussions.</p> <p>Individual case studies are available.</p>						

<p>IV) Action research to support the development of provision for vulnerable learners.</p>	<p>What are the gaps and how do we address them for our learners?</p>	<p>Supervision Action research – How does ‘supervision’ impact the Pastoral Support worker and her capacity to ensure the very best deal for these learners.</p> <p>Triads research the needs of a PPG learner in their classroom and use the Lesson Study model to adapt the learning environment and resources for that child – drawing on our ‘new knowledge’ from last year’s professional enquiries.</p> <p>Release for teachers to observe, support and reflect</p> <ul style="list-style-type: none"> <li>- 4xhalf days for 10 teachers (20 days) £4000</li> </ul>	<p>The importance of teachers engaging in action research is well documented.</p> <p>David Hargreaves and Martyn Hammersley write extensively on the subject. They are supported by many such as Higgins and Baumfield who carried out the Learning to Learn in Schools project from 2003 onwards.</p>	<p>Action research gives insight to how supervision might support the PSW in her work.</p> <p>Research triads identify previously missed needs in their PPG learner. Evidence based research is used to alter the teaching for that child. This has a positive impact on their rate of progress.</p> <p>Staff use Action Research to enable them to reflect on their teaching style and the tools and pedagogies that they employ.</p> <p>Staff will be encouraged to include More Able children in their research.</p>	<p>Each teacher and TA has engaged with a piece of Action research and they can discuss how this has had a positive impact on their practice.</p>
<p>Impact IV) See additional impact report by Aimee Lancaster.</p>					
<p>A personal budget for each child has been set aside for parents to be able to decide how best to use it to support the development of their child. It might include uniform, music lessons, trips etc - £3000 IMPACT - This has helped families to budget and provide for external activities such as PGL residential. Families have been extremely grateful.</p>					

