

**REVIEW OF IMPACT**

DESIRED OUTCOME	SUCCESS CRITERIA	MEASURED IMPACT AUTUMN 2020	MEASURED IMPACT SPRING 2021
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<p><b>A1</b> Pupils' functional literacy skills will increasingly allow them to access the curriculum independently (KS2-KS4)</p>	<p>Pupils' literacy skills will increase at least by their individual set targets, leading to the expected progress throughout the curriculum</p> <p>Literacy data to be increasingly accurate due to moderation meetings, making it possible to also undertake gap analysis which in turn helps students advance in their learning)</p> <p>Pupils at KS3 will consistently use Tier 3 vocabulary within each subject field.</p> <p>Pupils will be able to provide definition for at least 3 key words in a chosen subject field.</p>	<p><b>Key Stage 2</b></p> <p>At the start of the Autumn term, all pupils undertook a baseline assessment. The purpose of this was to determine the impact that home learning had had on pupils and indicate 'lost learning'. At the end of the Autumn term, pupils undertook tests to ascertain whether expected progress had been made in literacy skills.</p> <p>The end of Autumn term assessments showed:          Writing – 71.4% of KS2 pupils made expected progress in writing, with 35.7% of those pupils exceeding their target.          Reading – 92.9% of KS2 pupils made expected progress in writing, with 78.6% of those exceeding targets.          SPAG – 92.9% of KS2 pupils made expected progress in SPAG, with 28.6% of those exceeding their target.</p> <p>Following the assessments, a gap analysis was undertaken and pupils were identified to receive additional intervention with TA4. Groups for phonics and pitched reading were also adjusted in accordance with the data.</p>	<p><b>Data KS2 end of Spring term assessment showed:</b></p> <p>Writing - 82% of KS2 pupils made expected progress, with 41% of those pupils exceeding their targets.</p> <p>Reading – 94% of pupils made expected progress, with 71% of those exceeding their targets.</p> <p>SPAG – 82% of pupils made expected progress, with 47% exceeding their targets</p> <p>1 pupil is below in all areas, linked to absence due to family circumstances; attendance/engagement now improved.</p> <p>Pupils identified as not meeting target have received additional TA4 support and interventions to ensure that gaps within their literacy skills are bridged.</p>
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		<p><b>KS3/KS4</b></p> <p>Baseline in English and Reading were undertaken by all pupils at the beginning of the term. From the assessment, it was identified at what point the pupils were currently working at and appropriate but challenging targets set. Individual interventions packages and additional dyslexia screening were implemented for those pupils identified as having gaps in their literacy skills to ensure that expected progress could be made.</p> <p>KS3 – 89% made measurable progress during the Autumn Term.</p> <p>KS4 – 74% made measurable progress during the Autumn Term.</p> <p>For those pupils identified as not making the expected progress, additional support from in school and out agencies has been implemented.</p>	<p><b>Data KS3/4 end of Spring term literacy assessment showed:</b></p> <p>KS3 – 72% made measurable progress during the Spring term.</p> <p>6 pupils have been highlighted as not making progress within literacy linked to shielding, attendance and family circumstances. A range of interventions have been implemented through the use of the Attendance Officer, LAC support worker and outside agency involvement. Attendance has now started to improve for 66% of the group.</p> <p>KS4 – 91% made measurable progress with 15% exceeding their targets.</p> <p>Pupils identified as not meeting target have received additional support and interventions to ensure that gaps within their literacy skills are bridged.</p>
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<p><b>A2</b>          Pupils' numeracy skills will increase and interventions will allow pupils to fully grasp new concepts, gradually closing the gap between ability and attainment (KS2-KS4)</p>	<p>Pupils' numeracy skills will increase by their individual set targets, leading to the expected progress linked to the new KPIs</p> <p>Staff feel comfortable setting more challenging targets for next round</p>	<p><b>Key Stage 2</b></p> <p>At the start of the Autumn term, all pupils undertook a baseline assessment. The purpose of this was to determine the impact that home learning had had on pupils and indicate 'lost learning'. At the end of the Autumn term, pupils undertook tests to ascertain whether expected progress had been made in numeracy skills.</p> <p>Data from the end of term assessments show that in numeracy 85.7% of pupils made expected progress during the Autumn term. With 57.1% of those exceeding their targets.</p> <p>Following the assessments, a gap analysis was undertaken and pupils were identified to receive additional intervention with TA4.</p>	<p><b>Data KS2 end of Spring term assessment showed:</b></p> <p>Numeracy - 88% of KS2 pupils made expected progress, with 47% of those pupils exceeding their targets.</p> <p>1 pupil is working below expectation, linked to absence due to family circumstances; attendance/engagement now improved.</p> <p>Pupils identified as not meeting target have received additional TA4 support and interventions to ensure that gaps within their literacy skills are bridged.</p>
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		<p><b>KS3/KS4</b></p> <p>Baseline in Numeracy were undertaken by all pupils at the beginning of the term. From the assessment, it was identified at what point the pupils were currently working at and appropriate but challenging targets set. Individual interventions packages and additional dyscalculia screening were implemented for those pupils identified as having gaps in their numeracy skills to ensure that expected progress could be made.</p> <p>KS3 – 91% made measurable progress during the Autumn Term.</p> <p>KS4 – 87% made measurable progress during the Autumn Term.</p> <p>For those pupils identified has not making the expected progress, additional support from in school and out agencies has been implemented</p>	<p><b>Data KS3/4 end of Spring term Numeracy assessment showed:</b></p> <p>KS3 – 88% made measureable progress with 4% exceeding target during the Spring term.</p> <p>2 pupils have been highlighted as not making progress within Numeracy linked to shielding, attendance and family circumstances. A range of interventions have been implemented though the use of the Attendance Officer, LAC support worker and outside agency involvement.</p> <p>KS4 – 96% made measureable progress with 2% exceeding target during the spring term.</p> <p>Pupils identified as not meeting target have received additional support and interventions to ensure that gaps within their Numeracy skills are bridged.</p>
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<p>A3 Unmet speech, language and communication needs of the children and young people are identified</p> <p>Intervention to support and develop the communication skills of the children/young people will be provided.</p> <p>Staff knowledge and awareness of SLCN will be further developed.</p> <p>More staff successfully complete Elklan training course (e.g.,</p>	<p>Children and young people engage in assessment and intervention process</p> <p>Positive shift in qualitative and quantitative measures taken by SALT.</p> <p>Staff report increased confidence in identifying and supporting children and young people's communication skills.</p> <p>Evidence of successful completion of Elklan training.</p>	<p>Key Stage 2</p> <p>During the Autumn term, the pupils in KS2 benefitted from bi-weekly SALT input from the SALT service.</p> <p>Throughout the Autumn term, all pupils were screened during the allocated SALT time. From this, a plan was devised to determine what interventions needed to be implemented by school.</p> <p>A comprehensive timetable for intervention was put into place with SALT trained TA4 by the end of Autumn term 1. All pupils were baselined by the TA4 in the skill areas identified in the screening.</p> <p>Pupils in class 1 have accessed bi-weekly whole class support in 1 English lesson each week.</p> <p>Pupils in class 2 have accessed weekly lego therapy sessions.</p> <p>Two further KS2 staff have received training in order to deliver lego therapy interventions.</p>	<p><b>Key Stage 2</b></p> <p>SALT input for Spring 2021:</p> <ul style="list-style-type: none"> <li>• 1 x initial assessment session</li> <li>• 3 x EHCP review of targets</li> <li>• 1 x attendance at EHCP review meeting</li> <li>• 2 x meetings with Route 29 therapist</li> <li>• 5 x intervention sessions</li> <li>• 1 x teletherapy intervention session</li> <li>• 1 x classroom observation</li> <li>• 2 x whole class sessions</li> <li>• 2 x Lego therapy sessions</li> <li>• 1 x whole school Blank Level training</li> </ul> <p>Good engagement from pupils during 1:1 sessions. Session feedback and resources provided to staff after each session.</p> <p>Training evaluations given to staff following whole school training session.</p> <p>Lego Therapy pre and post outcome measures provided to staff.</p>

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<p>S&amp;L support for 11-16s or S&amp;L support for VYP)</p> <p>School will continue to deliver refresher training to ensure all staff are aware of strategies to support SLCN (in line with requirements for maintaining Elklan Communication Friendly Settings status.</p>		<p>High School            SALT input for Autumn 2020:</p> <ul style="list-style-type: none"> <li>• 8 x classroom observations</li> <li>• 1 x initial assessment sessions</li> <li>• 1 x home visit for EOTAS pupil</li> <li>• 3 x reassessment sessions</li> <li>• 4 x intervention sessions</li> <li>• 6 x EHCP review of targets</li> <li>• 6 x annual review reports</li> <li>• Screened 10 Y7 pupils for whole class sessions</li> <li>• 6 x whole class verbal reasoning sessions</li> </ul> <p>Good engagement from pupils in 1:1 sessions when within a session.            Pupil feedback from Y7 verbal reasoning sessions to contribute to end of year report. For example, what they enjoyed, what they learnt, what they found difficult, anything which could be changed.</p> <p>Staff signed up for Elklan training.</p>	<p>High School            SALT input for Spring 2021:</p> <ul style="list-style-type: none"> <li>• 2 x initial assessment sessions</li> <li>• 8 x intervention sessions</li> <li>• 4 x home visits for sessions with EOTAS pupil</li> <li>• 2 x classroom observations</li> <li>• 11 x pupils screened for whole class sessions</li> <li>• 12 x whole class verbal reasoning sessions</li> <li>• 1 x demonstration of lego therapy with member of staff</li> <li>• 5 x lego therapy sessions with Y7 pupils</li> <li>• 2 x joint problem solving sessions with Educational Psychology and school staff</li> <li>• 1 x whole school blank level training</li> </ul> <p>Good engagement from pupils in 1:1 sessions when within a session.            Pupil feedback received from the verbal reasoning sessions to contribute to end of year report. For example, what they enjoyed, what they learnt, what they found difficult, anything which could be changed.            Feedback received from training session.            Devised a SALT screening tool for staff to complete with new pupils.</p>

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<p><b>A4</b>            Pupils' emotional, social and mental health needs being addressed through structured therapeutic interventions leads to narrowing of gaps between ability and attainment</p>	<p>Reduction in incidents of dysregulation of behaviour as measured in PIFs</p> <p>Improvements evident on emotional resilience monitoring.</p> <p>Gaps between ability and attainment are narrowed</p>	<p><b>Key stage 2</b></p> <p>Emotional resilience monitoring has shown that 64.3% (9/14) of pupils in KS2 have shown improved scores on the Skills For Learning scale.</p> <p>A further 21.4% (3/14) of pupils, who had experienced a significant change in their home circumstances which had a detrimental impact on their emotional wellbeing, have been offered additional support from school. We have also made additional referrals to external agencies to support the families</p> <p><b>KS3/KS4</b></p> <p>Individual Personal Development targets were set at the beginning of the Autumn term, linked to the individual needs of the pupil.</p> <p>KS3 – 100% made measurable progress during the Autumn Term.</p> <p>KS4 – 72% made measurable progress during the Autumn Term.</p>	<p><b>Data KS2 end of Spring term assessment showed:</b></p> <p>Emotional Wellbeing - 95% of KS2 pupils made expected progress.</p> <p>1 pupil is working below expectation, linked to absence due to family circumstances; attendance/engagement now improved.</p> <p>Pupils identified as not meeting target have received additional TA4 support and interventions to help with self-regulation and emotional wellbeing.</p> <p><b>Data KS3/4 end of Spring term Emotional Wellbeing assessment showed:</b></p> <p>KS3-76% made measurable progress during the spring term.</p> <p>KS4-78% made measurable progress during the spring term.</p> <p>Pupils identified as not meeting target have received additional support and interventions to help with self-regulation and emotional wellbeing.</p>
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		<p>Additional support from school and outside agencies has been requested and implemented for those pupils and families who are currently struggling with their mental health and emotional wellbeing.</p>	