

Pupil Premium Review for 2018-19

1.		Impact on in-school barriers	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	All children will make progress in line with their greatest potential	Children's progress will be closely monitored on an individual basis and will be reported in line with personal attainment.	Progress reports provided to Governors.
B.	Pupils will maintain full time, long-term attendance at Willow Grove with minimal disruption to educational provision.	With consistent attendance at the same school the children will increasingly feel part of a positive community.	Attendance has fluctuated across the school year between 96.2% and 89.6%. The first being the Autumn 1 half term and the second being the Summer 2 half term. There continue to be no part time places in school. Case studies show significantly improved attendance for many individual children. Case studies will be shared with Governors over the academic year 2019-20.
C.	Any secondary needs will be identified and supported within the curriculum and the wider life of the child wherever possible.	Children's identified needs will be met, monitored and supported within the planning of the curriculum and in academic and social opportunities. Academic progress will be seen in all the core subjects.	Responsive timetabling has supported the secondary needs of some children. Increases and decreases of curriculum focus is allowed to support the changing needs of the cohort at any one time. External agencies are referred to for support when felt necessary. The play sessions, Pods and an increased sensory offer support dysregulation cause by some secondary difficulties in our children.
D.	The progress of all children will be tracked and monitored.	Progress will be seen consistently within the curriculum and will be tracked by the monitoring of B Squared Connecting Steps.	Progress reports provided to Governors.
E.	Children will develop the skills to initiate friendships with both their peers and the adults in the school.	Motional and the Jigsaw curriculum will be used to support behavioural skills development. The children will be given opportunities to rehearse their skills in life experiences across the school year.	The Jigsaw curriculum continues to support the development of the children. The increased play offer is encouraging the classes to work as teams and is facilitating the developing relationships with the staff teams. More time is needed to monitor and respond to the growing understanding of the children's needs.

4.			Impact on External barriers
G.	Families feel increasingly more confident in managing the challenging behaviours of their children.	Family Partnership will use a range of evidence to show increased parental ability to manage their own children's needs over time.	
H.	Families support their children in achieving their potential	Parental attendance at school events will show an increase over time.	
I.	The children will have access to a wide range of activities that encourage community engagement and participation	Family Partnership will use a range of strategies to engage children and their families in supported community access leading to independent, family community engagement.	
J.	Families will be supported to attend and manage for themselves their involvement with outside agency. Families will be encouraged to engage with training to enable greater levels of independent living	Family Partnership will show evidence of increased independence when working with external agencies.	
F.	Staff will remain up-to-date with support strategies and training that enables them to support all the needs identified in the school cohort.	Staff will show increased knowledge of Motional Mental Health and Well Being tools. Motional breakfasts will be delivered throughout the school.	The Jigsaw curriculum continues to support the development of the children.