

**Rackenford primary School DA Action Plan 2018/19**

Key Issue: all children, including those that are disadvantaged and/or have SEND and/or flexi schooled make good or better progress.

Key issue: All children, including those that are disadvantaged and/or have SEND and/or flexi schooled are successfully inspired to engage fully in their learning.

Key Issue: Attendance for those children who are DA and or SEND and or Felxi Schooled is in line with national bench mark and school target of 97%.

<b>Actions:</b>	<b>How:</b>	<b>Resources:</b>	<b>Success criteria/outcome:</b>	<b>Evidence to QA success criteria/outcome:</b>	<b>Milestones</b>	<b>Led by:</b>
Ensure classroom teaching supports and promotes DA students making accelerated levels of progress within their normal lessons.	<p>Ensure lessons include some or all of the characteristics of a 'great lesson'</p> <p>Spine curriculum: a suite of non negotiables is taught daily: phonics, spelling, number facts, handwriting and reading</p> <p>Put into practice appropriate 'quick techniques' shared at training with TXW</p> <p>Planning for learning: using a universal provision approach for all learners and use of Devon Graduated Response Tool for SEND.</p>	<p>Cross phase federation training and sharing of expertise regarding DA</p> <p>Twilight and staff meeting time</p> <p>SendCo led training</p> <p>Graduated response tool</p> <p>PLP documents</p> <p>Spine Curriculum</p>	<p>Greater levels of personalisation for DA pupils.</p> <p>Pupil voice shows DA pupils state they are making progress, are challenged and feel that they can achieve as the teaching meets their needs.</p> <p>Interventions within the classroom are appropriate and relevant to the child's needs/interests</p> <p>75% of DA pupils make better than expected progress.</p>	<p>Learning walks</p> <p>Work scrutiny</p> <p>Pupil Voice</p>	<p>3/09/18 Inset non-negotiables:</p> <p>Launch of SPINE curriculum: daily reading, spelling, writing, phonics, and X tables.</p> <p>GE of Writing Guided reading focus in Spring Term 2019</p> <p>Half termly data sweep analysis</p> <p>Half termly 'Scarecrow' diagnostic</p>	<p>SCM</p> <p>SH</p> <p>CS</p> <p>SCM &amp; SH</p>

	Ensure DA pupils known by all – including overlap of vulnerability/situation, e.g DA and Flexi School, Send, PA crossovers.		Meeting needs of all learners: All staff know DA childrens needs and situations. Planning for learning takes into account cross overs.		assessment outcome	
	Consider seating plans to increase the learning of DA pupils.		All DA pupils seated in appropriate places for learning.	Seating plans Learning walks Pupil voice	Termly whole school planning	Class teachers
	Prioritise DA pupils in feedback			EQ Learning walks Work scrutiny Pupil voice	EQ Timetable PP/DA review	SCM And subject leads
	Target DA pupils for support through planning and delivery of lessons.		'Stage not age' planning, teaching and learning approach. Will meet learners	EQ – LW, PV, WS	EQ PP/DA review	SCM and subject leads

			needs. Pre and post teaching, precision teach will lead to accelerated progress.			
	Remove barriers to learning of DA pupils	Staff training Staff meetings  Mindfulness built into every day  PE and PSHE curriculum	Teacher working with DA pupils first so that they know task and expectation.  Building learning power in lessons, Austin's Butterfly approach and use of learning pit will foster and engourage resilience and model effective learning habbits. Outdoor Ed/forest school will enable Pupils build relationships and social skills. Mindfulness and Brain gym will enable pupils to focus on positive mental health and wellbeing.	EQ – LW, SV, WS  Learning walks Assemblies Publishing outcomes Opportunities to shine		SCM and subject leads
	Plan for developing metacognition of DA pupils	Staff training Staff meetings	Building learning power in lessons, Austin's Butterfly approach and use of learning pit will foster and engourage	EQ – LW, SV, WS Learning walks Assemblies Publishing outcomes Opportunities to shine		SCM and subject leads

			<p>resilience and model effective learning habits. Outdoor Ed/forest school will enable Pupils build relationships and social skills.</p> <p>Mindfulness and Brain gym will enable pupils to focus on positive mental health and wellbeing.</p> <p>The quality of homework is high and impacts on pupil progress. It is set regularly.</p> <p>A lunch time and an afterschool homework club facilitates and supports DA pupil's organisation of completion of homework.</p>			
	Set well planned and meaningful homework for DA pupils	Staff directed time		Work scrutiny Parent voice Pupil voice	Homework review Summer term staff meeting.	SCM
Actions:	How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Milestones	Led by:
Ensure DA pupils receive targeted and effective levels of support outside of their lessons to allow them to develop	Target specific DA pupils for enrichment and extra curricula activities		<p>All PP/DA pupils offered music tuition (drumming, keyboard, piano)</p> <p>Music tuition is funded with PP/DA premium and top up funding.</p>	Go attendance report for extra curricula	PP/DA review Pupil voice Parent voice	SCM

socially, emotionally and culturally.			Educationa visits are part funded by PP/DA premium and top up funding.			
Ensure DA pupils and parents receive targeted and effective levels of support to attend school aspiring to achiveve school attendance target of 97%	Target late pupils, or less resilient students who are PA, with regular meeting with parents/carers/EWO	EWO time HoS time	Attendance of DA pupils improves from last year		Half termly attendance data	SCM
	Ensure that weekly, house points, learning leaves, awards, school teams and pupil leadership groups include DA pupils		DA pupils will be represented in all sectors of school life.		Celebration assemblies events	SCM SH
	Target DA parents as a priority for attendance to parental events		Increase of attendance at parents' evenings for DA parents  Increased in parental engagement through staff voice.	Attendance registers Staff voice	Termly review	SCM & Admin
	Target DA parents to be part of the PTFA, fundraising and other groups.		Improved relationships with DA parents  DA parents actively involved, and understand what is happening at RPS	Attendance registers Staff voice	PTFA meetings	SCM
	DA pupils to have regular contact with HoS	Time	DA pupils feel valued and have a voice	Pupil Voice		SCM