

Sholing Infant School Improvement Plan 2017-18

School Improvement Focus: priorities	Key objectives
<p>Outcomes:</p> <p>Increase the % of pupils attaining expected +in reading, writing and maths..</p>	<p><u>Year 2</u> :</p> <p>85%+ of pupils achieve expected+ for reading and maths with girls achieving above the same group nationally (2018 targets 93% EXS+ for girls in reading</p> <p>90%+ of disadvantaged pupils achieve the expected standard in reading and maths</p> <p>80%+ of pupils achieve the expected standard+ in writing.</p> <p>80% +of disadvantaged pupils achieve expected+ in writing.</p> <p>Increase the % of pupils achieving the GDS to at least the national % in writing (2018 target 24%)</p> <p>Increase the % of disadvantaged pupils achieving the GDS in writing and maths to within 5% of the national 'other' (2018 targets W 18% M 18%)</p> <p>Increase the % of Y2 pupils achieving their end of year targets to 90% +</p> <p>100% of disadvantaged pupils achieve their end of year targets .</p> <p>Maintain the % of Y2 pupils passing the phonics screen at 90%+</p> <p><u>Year 1:</u></p> <p>85%+ of pupils achieve at least the end of year expectations for the year group in reading and maths and 80% + in writing.</p> <p>80%+ disadvantaged pupils achieve expected+ in reading, writing and maths.</p> <p>95%+ of Year 1 pupils achieve the expected standard in the phonic screen.</p> <p>90%+ of all pupils achieve their end of year target in R W and M</p> <p><u>Year R:</u></p> <p>Maintain high achievement in terms of GLD (2018 target 74%+).</p>

At least maintain the % of pupils achieving the expected standard in reading and writing at 80%+ given that 67% of the cohort in 2017/18 are boys.

Maintain the reduction in the attainment gap between disadvantaged and other pupils in the specific areas with disadvantaged progress exceeding that of other pupils given the increased provision.

SEN pupils to make progress inline with all pupils.

Continue to improve outcomes for HA pupils as reflected in the exceeding data, particularly in writing

Increase the % of disadvantaged pupils achieving exceeding in writing.

Narrowing gaps:

Disadvantaged pupils:

Reduce the attainment gap between PP and non PP pupils in all subjects.

GLD at the end of EYFS – continue to monitor emerging gaps forensically and ensure that the school gap is narrower than the national gap.

Develop a bespoke programme of support to meet the differing needs of disadvantaged pupils in EYFS

KS1

Reduce the gap between disadvantaged and other pupils in maths where there is currently a significant gap at the end of Y1.

Maintain the parity between disadvantaged and other pupils in reading and writing and increase the % of disadvantaged achieving GDS in reading.

Disadvantaged pupils a focus in teacher PM with clearly identified expectations for individual pupils recorded.

Gender:

Monitor gender gap in EYFS and ensure that the high % of boys does not lower expectations in reading and writing.

Reduce gender gap in Year 2 which has widened in Year 1. Six boys who achieved the ELG in maths in EYFS did not reach expected at the end of Y1.

Reduce the gender gap in writing which has widened in Year 1 ; Monitor reading achievement of girls and boys to ensure that a gap does not develop

<p>Teaching, Learning and Assessment</p> <p>Maintain the standards of teaching and learning across the school as securely good or better, given a significant number of new appointments through a robust system of coaching and CPD</p>	<p>Maintain the % of good/ outstanding teaching in the school as determined by the full range of evidence.</p> <p>Ensure that all teaching is at least good across the school, including that of newly appointed NQTs, achieved through intensive coaching support/CPD where necessary.</p> <p>Ensure that teachers new to subject leadership are developed as middle leaders through the middle leadership opportunities provided within cluster schools and Hamwic.</p> <p>Millie Pollard to have dedicated coaching time, focusing on Year 1 teachers, where there is least experience.</p> <p>Trevor Steward to focus coaching in Year 2 to support newly appointed experienced teachers.</p> <p><u>Science</u></p> <p>Improve quality of science teaching in Year 2 as evidenced in planning and pupils books.</p> <p>Improve quality of curriculum opportunities for science in Year 2 with teaching and learning more closely matched to curriculum objectives, and more practical/engaging for pupils.</p>
<p>Leadership and Management</p> <p>Improve attendance</p>	<p>Develop leadership in terms of both middle and senior leadership.</p> <p>Secure smooth transition to HAMWIC</p> <p>Improve attendance for specific groups of pupils</p> <p>Review the impact of the school's use of the primary PE and sports funding</p>

Priority 1: Outcomes

Increase the % of pupils attaining the national expectation in reading, writing and maths at the end of KS1

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
Improve outcomes in reading	<p><u>Reading: Improve the % of pupils achieving ARE+ in Y2 by</u></p> <ul style="list-style-type: none"> • Termly benchmark using 'expected' and 'exceeding' benchmarks for all children with a target of expected or above. These will include highlighted CEWs, suffixes etc and will also include a numerical fluency check. (comprehension answers to be scribed by adult) JP • SEN pupils to be benchmarked according to book band • Reading conference for all HA pupils each term. JP to tweak • Reading conferences at least 2- for borderline expected pupils who are reluctant/struggling writers (summer term) • Teachers to capture evidence on making links between texts in guided reading sessions. • Increased range of real texts at the expected level for guided reading 	<p>Targets set in each year group are achieved.</p> <p>Gap narrowed in Y1 and Maths gap narrowed in Y2.</p> <p>Increased home reading in Y2</p>	<p>Lesson observations</p> <p>Work scrutiny Evidence scrutiny</p> <p>Learning walks</p> <p>PM interim reviews</p> <p>Tracking reviews- progress data</p> <p>TA intervention evidence folders</p> <p>English leader reports (termly)</p> <p>PP reports</p>	<p>English leader EYFS leader SLT Class teachers</p>	<p>Half termly progress reviews.</p>	<p>PP teacher/TAs (JP SD RG)</p> <p>MAST-English leader/EYFS leader (Cost of TP CG2X 0.5)</p>

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<p>JKS JP</p> <ul style="list-style-type: none"> • Further support for TAs on observational evidence to ensure inclusion of specific examples of CEWs and phonics. • Support for TAS on understanding what the statements in the reading journals really mean-examples. • Re-working of reading journals. • New page in reading journals on making links between books by same/different author • Review planning for guided reading- 2 week cycle- include revision of alternative sounds as flashcards /games for specific children. • Increased teaching of comprehension skills (SATS style) to whole class. (To include skimming and scanning) • Continue to develop strategies to encourage home reading, particularly for Year 2 pupils- continue with reading disco. • Reading workshops for specific invited parents eg EPS GDS 2X each year-JP/JKS • Reading interventions reinstated 					

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	<p>in Year 2 based on fluency levels achieved in end of term benchmarks- children at risk of not achieving required fluency levels identified and short term intervention put in place with careful monitoring of improved fluency levels.</p> <ul style="list-style-type: none"> • Teach fluency explicitly by reading aloud-paired reading /read around- clear explicit modelling of fluency by adults and HA readers • Incorporate 'Echo reading' into guided /choral reading sessions • Parent /pupilworkshop on how to support children on developing fluency. • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes <p><u>Reading: Improve the % of pupils achieving ARE+ in Y1</u></p> <p>Reading:</p>					

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<ul style="list-style-type: none"> • Termly benchmark using 'expected' and 'exceeding' benchmarks for all children with a target of expected or above. These will include highlighted CEWs and will also include a numerical fluency check. (comprehension answers to be scribed by adult) JP • JP to brief TAs on benchmarking prior to termly data set. • SEN pupils to be benchmarked according to book band • Benchmarks updated to include new codes eg Ph for phonically decoded and sc for self corrected etc. • HA pupils will have a reading conference at the end of the year (answers scribed by teacher) JKS • Further support for TAs on useful observational evidence to ensure inclusion of specific examples of CEWs and phonics . JKS • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes <p><u>Reading: Improve the % of pupils achieving ARE+ in YR</u></p>					

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<ul style="list-style-type: none"> • Increased opportunities for children to read on days other than the 'reading day' • All children to have a reading book from the outset to encourage story telling and sequence. • Tricky word cards sent home from the outset for children to learn on sight (reading rockets) • Phonics news sent home each week to parents. • Reading workshop held within the first half term to support parents with reading at home. • Disadvantaged children to read daily with PP champion in YR • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes 					
Improve outcomes in writing	<ul style="list-style-type: none"> • Improve end of Year 1 outcomes- no dip in EYFS outcomes eg EXP to EME over the course of Year 1- link to PM targets. <p><u>Writing: Improve the % of pupils achieving ARE+ in Y2 by</u></p> <ul style="list-style-type: none"> • Improving the quality of texts used 	<p>Cumulative increase in pupil outcomes between EYFS and Year 1.</p> <p>Quality of teaching of writing (inc writing in phonics). is at least good- supported by MP coaching</p>	<p>As above</p> <p>Y1 coaching notes- MP</p> <p>Y2 coaching notes- TS</p>	<p>SLT/ English leader/EYFS leader</p> <p>Y1 coach-MP class teachers</p>	<p>Half termly progress reviews</p>	<p>Release cover for MP</p>

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<p>to inspire pupils writing.</p> <ul style="list-style-type: none"> • Reinstating the journey of writing including GPS discrete teaching based on writing outcome. Improving the quality of medium term planning in English in Y2 to ensure that full coverage of all NC objectives/PDs is evident . • Focusing on producing short accurate pieces for WT/EXS children, rather than allowing children to write at length until accuracy is achieved. • Continuing to build on spelling and handwriting improvements from last year- CEWs in the morning/handwriting pen etc.. • Continue with assessment sheets for each piece of writing but start a new one each term for clarity- focus on key 'gaps' following analysis at the end of each term. • Ensure that the full range of suffixes and contractions are evident in GDS writing • Continue with GPS bar <ul style="list-style-type: none"> -Term 1: teacher to create and mark against the bar -Term 2: teacher to generate the bar but children to populate three 					

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	<p>boxes- symbols to be on-teachers mark against them</p> <p>-Term 3: children create GPS bar using symbols from English wall and teachers not to mark against them.</p> <ul style="list-style-type: none"> • Editing to focus on specific s – children not to correct/improve everything. Base editing on self-evaluation on GPS bar. (No 'Editing Elephant') • Continue to teach spelling rather than phonics in Year 2 except for SEN+ children-daily lesson (not test) • SEN children to continue with teacher generated bar and marking against bar throughout. • Introduction of peer assessment where and when appropriate. • Embedding the new system of pupil targets to impact on children's progress • Developing an effective and supportive learning environment. which children are expected to use to ensure accuracy in their writing- this use of the environment to support spelling accuracy needs to be modelled explicitly by teachers /TAs in every lesson through use of 					

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<p>learning walls.</p> <ul style="list-style-type: none"> • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes <p><u>Writing: Improve the % of pupils achieving ARE+ in Y1 by:</u></p> <ul style="list-style-type: none"> • Morning jobs-spelling of CEWs, moving on to Y2 words as soon as children can spell Y1 words.(no think books) • CEW spelling tests from the start of the year • Short accurate pieces of writing, for SEN/exp pupils. • HA pupils to cover identified Y2 content. • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes • <p><u>Writing: Improve the % of pupils achieving ARE+ in YR by:</u></p> <ul style="list-style-type: none"> • Continuing with Spelling Rockets 					

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<ul style="list-style-type: none"> Revising writing provision to account for increased number of boys in the 2017/18 cohort, without lowering expectations and quality of writing. Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes 					
Improve outcomes in maths	<p><u>Maths: Improve the % of pupils achieving ARE+ in Y2</u></p> <ul style="list-style-type: none"> Continue with tick sheet assessments updated regularly- improve to include specifics eg shape names and specific fractions Planning to include GDS objectives from the start of the year. Streaming- modified to include two classes of EXS and GDS and one class of WT and less secure EXP All pupils to do a WT maths test on entry with tick sheet used to sign off skills already acquired Regular opportunities for written reasoning for <u>GDS pupils. Jane Harris to support- 2X maths lessons per week</u> Regular problem solving/application 	<p>Targets achieved</p> <p>Gap between disadvantaged pupils and others narrowed in maths in both Y1 and Y2.</p>	<p>As above</p>	<p>SLT Maths leader- Naomi Finch Class teachers Y2 reasoning support-JH</p>	<p>Half termly reviews of progress Termly maths reports to highlight progress/development actions needed to secure further progress.</p>	<p>MAST-NF Cost of JH 0.5</p>

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<p>for all pupils</p> <ul style="list-style-type: none"> • Cross curricular problems revised to make less open ended and to enable evidence of specific maths knowledge to be applied and demonstrated. • Review maths journey- lose 'Prove it Penguin' except for lower group (not expected target) Journey to be main task followed by mastery monkey (same content but in application) GDS pupils to be moved onto GDS content with input or reasoning with scaffold for written work. <p><u>HA may start on mastery monkey depending on content.</u></p> <ul style="list-style-type: none"> • Review long term planning to: • Include estimating to check the reasonableness of their answers to calculations • Shorten certain areas of content eg less x and divide calculating-more on facts • All shapes to be included • Ensure content all taught by term 2-term 3 for revisit and application • Improve task design 					

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<ul style="list-style-type: none"> • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes <p><u>Maths: Improve the % of pupils achieving ARE+ in Y1</u></p> <ul style="list-style-type: none"> • Increased challenge for HA pupils- move on to numbers to 100 and application through problem solving- NOT reasoning. HA pupils to cover agreed Y2 content and evidence sheets for WT completed. • Review maths journey- lose 'Prove it Penguin' except for SEN (not expected target) Journey to be main task followed by mastery monkey (same content but in application) • Improve task design • Review end of term cross curricular maths challenge • Regular problem solving opportunities identified in planning. • Continue to moderate children's work at a year group/school and cluster level to ensure parity across classes 					
Diminish gap between	<ul style="list-style-type: none"> • Reinstate the role of PP champion in EYFS- all disadvantaged pupils to 	Diminished gap between disadvantaged/other	English/Maths leaders JP SD RG	PP reports Progress/attainment data	Termly reports Progress reviews half termly	Cost of PP champions

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disadvantaged and other pupils.	<p>have a bespoke provision map, based on their baseline outcomes, and which is reviewed and amended each half term.</p> <ul style="list-style-type: none"> • Key EYFS focus on speaking, reading, phonics and MH. (adjusted according to pupil need) • PP champions to identify key targets for disadvantaged pupils by the end of autumn 1, with class teacher, and provide an overview to teachers and SLT. • Provide bespoke provision in reading, writing and maths on a half termly basis depending on the needs of the child in relation to their target. • Reduce the disparity between disadvantaged pupils and other pupils at the GDS in writing and maths. • PP champions to provide termly report incorporating progress against key targets. • PP children included in maths workshops-either EXP or GDS as an additional booster. • Increased number of parent workshops for PP children, delivered by PP champions- reading 	<p>pupils at the end of EYFS/KS1</p> <p>Narrow the existing gap between disadvantaged and other pupils at the GDS in writing and maths to within 5% of national 'other' (18%+)</p> <p>Key focus dis' pupils who achieved expected at the end of EYFS but who have fallen below expected at the end of year 1- these pupils will require increased time with PP champion.</p> <p>Improved engagement/attendance of disadvantaged pupils.</p>	Overseen by LH			

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
	<p>and maths focused</p> <ul style="list-style-type: none"> • PP champions to attend Parents evenings for disadvantaged pupils along with class teachers. • Free revision guides for Year 2 disadvantaged pupils. • Priority access to ELSA for pupils/parents to support with learning and homework. 					
<p>Improve teaching and learning in Science, with a key focus on Y2</p>	<ul style="list-style-type: none"> • Improve planning to ensure that Science teaching is engaging and inspiring, offering pupils opportunities to work practically. • Improve the quantity and quality of science as evidenced by pupil books. • Improve opportunities for application of science in both English and Maths. • Improve assessment in science to ensure that teacher judgements at the end of Y2 are robust. • Build in opportunities for moderation in Science as for other subjects. 	<p>Y2 Science attainment maintained.</p> <p>Planning and work scrutiny demonstrate a clear alignment to curriculum statements and PDs</p> <p>All content covered in teaching.</p> <p>Quality of pupils work is of the same high standard as English and Maths.</p> <p>Application of English/maths robust in Science books.</p> <p>Improved assessments in science provide robust validation for judgements alongside pupil</p>	<p>Lesson monitoring Learning walks, Work scrutiny Science leader leader monitoring reports Attainment/ progress data</p>	<p>Termly Science reports</p>	<p>SLT Science leader Y2 class teachers</p>	<p>MAST-LD 3X 1 day per year.</p>

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
		books.				

Priority 2: Teaching, Learning and assessment

- Maintain the standards of teaching and learning across the school as securely good or better, given a significant number of new appointments through a robust system of coaching and CPD

Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost
Maintain the % of good/ outstanding teaching in the school as determined by the full range of evidence. Ensure that all teaching	Effective induction of new experienced staff- ensure that expectations for pupils are clear and that staff have an excellent understanding of their accountabilities across	Clear action plan for English/RE/Music shared and understood by all staff.	Performance management information-teachers and TAs Lesson monitoring	LH/SLT to implement strategies and monitor impact TS and MP as teaching and	All teaching, to be at least securely good by end of the autumn term.	Cover for MP and newly appointed English leader NQT accreditation-

<p>is at least good across the school, including that of newly appointed NQTs, achieved through intensive mentoring support/CPD where necessary.</p> <p>Ensure that teachers new to subject leadership are developed as middle leaders</p> <p>Improve the school's capacity in terms of providing coaching through the appointment of a new member of SLT.</p>	<p>the school- LH to ensure that new staff have an opportunity to observe TS and NF teaching core subjects in the first half term.</p> <p>Develop coaching in Y1 by MP-dedicated coaching hour each week.</p> <p>Develop coaching in Y2 by TS-dedicated coaching hour each week.</p> <p>Robust PM objectives set</p> <p>Mentoring of NQTs by SA and LD-supported by HT. Mentors to attend all relevant training.</p> <p>Continue to give rigorous and challenging feedback on Q of T (learning walks formal lesson monitoring work scrutiny pupil progress) with clear improvement points.</p> <p>Where overall performance in relation to Q of T is not yet good by the end of Autumn term an action plan of support is put in place.</p> <p>NQT package-HAMWIC training and support provided as well as DHT organised cluster training. NQTs have a weekly opportunity to observe good or better practice, initially in core subjects. Weekly</p>	<p>Q of T at least good for new staff- clear understanding of expectations in relation to outcomes.</p> <p>Teaching , as reflected by performance data, lesson observation, work scrutiny etc is at least good with increasing evidence of outstanding.</p> <p>NQTs to achieve at least good quality of teaching by the end of autumn term 2017</p> <p>NQTs successfully complete NQT year and teaching at securely good by the start of the spring term.</p> <p>NQT+ 1 supported in subject leadership by an experienced member of staff.</p> <p>New teachers effectively inducted-clear understanding of school expectations and supported through coaching where needed. JP to</p>	<p>Work scrutiny</p> <p>Learning walks-folders</p> <p>Achievement data</p> <p>Coaching notes</p> <p>NQT reports</p>	<p>learning coaches</p> <p>NQT mentors-LD SA</p>		<p>Hamwic- £1500</p> <p>Subject leadership course for JJ-Hamwic?</p>
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<p>Ensure that reduced hours for TAs are used effectively to maximise pupil progress</p>	<p>observations by mentor for NQTs. Half termly observations by HT</p> <p>Year leaders to plan interventions with their teams with clear and specific planned outcomes which can be measured.</p> <p>TAs have a robust understanding of their accountabilities in relation to progress for individuals/groups.</p> <p>TAs to provide feedback in progress reviews.</p>	<p>provide support on reading to new YR teachers .</p> <p>Specific interventions including peer to peer support/mentoring for staff not securely teaching to at least a good standard.</p>	<p>Progress reviews Progress data Observations of interventions by SLT</p>	<p>Year leaders</p>	<p>Termly progress data Half termly progress reviews</p>	<p>Cost of TA support</p>
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<p>Priority :3 Leadership and Management</p> <p>Develop leadership in terms of both middle and senior leadership.</p> <p>Improve attendance for specific groups of pupils</p> <p>Review the impact of the school's use of the primary PE and sports funding</p>						
Objective	Actions	Success criteria	Monitoring evidence	Responsibility	Timescale	Cost

<ul style="list-style-type: none"> Develop middle leadership in school by developing further accountabilities and securing impact across the school and through effective CPD 	<ul style="list-style-type: none"> SLT to support JJ DB with action planning/evidence file/observations of teaching and learning etc. Complete induction process with newly appointed English leader- SLT support with action plan and subject leader reports etc. Both middle and senior leadership to be a focus in cluster reviews. What is the impact of their leadership? What difference have they made to pupil progress? Who are vulnerable groups and how does their achievement compare to that of others 	<p>Middle leaders impact positively on outcomes for pupils in the subjects led, as evidenced in achievement data/ lesson monitoring/owork scrutiny etc.</p> <p>Middle leaders support other staff where required in terms of subject knowledge/pedagogy etc.</p> <p>Robust quality assurance through peer review and joint monitoring</p>	<p>Achievement data work scrutiny subject leader reports</p> <p>External reports</p>	<p>LH TS governors</p> <p>Cluster HT DHT/SLT/ Governors</p>	<p>June 2018</p>	<p>MAST time for Englishleader</p> <p>Cost of Peer to peer support in cluster (cover for SLT)</p> <p>Additional EWS time £200</p>
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<p>Improve the attendance of specific groups- SEN and Disadvantaged (FSM and PP eligible)</p>	<ul style="list-style-type: none"> Continue to develop JH's role in terms of attendance-meetings with parents of pupils who have low attendance: <ul style="list-style-type: none"> -provision of support for parents where required eg support with emergency transport. -home visits where attendance is below the expected level or raises concern and where parents do not attend school meetings. -Continue phone calls home weekly on a Monday for parental update on attendance- all PP/FSM pupils with attendance below 96% as well as all PAS. - phone call home for SEN pupils causing concern. Continue to track attendance via SOL and compare 	<p>Diminishing gap between attendance of Disadvantaged pupils and others to below 0.5%</p> <p>Diminish gap between SEN support pupils and others to below 0.5%</p> <p>Attendance overall for all groups -96%+</p> <p>No disadvantaged pupil a PA</p>	<p>Attendance reports each term</p> <p>Attendance audits</p>	<p>LH JH class teachers</p> <p>Governor responsible for attendance.</p>	<p>Half termly monitoring – vulnerable pupils in terms of attendance invited in for review.</p>	<p>EWS SLA X 1 day</p> <p>Cost of JH-ELSA for attendance monitoring/phone calls and home visits.</p>
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	<p>attendance of specific groups.</p> <ul style="list-style-type: none"> • Attendance display showing children an ongoing record of their attendance week on week- all classroom doors- attendance stickers awarded. • End of year attendance rewards- disadvantaged/SEN pupils key focus for teachers to check. • SENCO meetings with parents of SEN pupils who have poor attendance. • EWS-additional time purchased for half termly meetings with SEN/PP pupils parents where required 					
<p>Review the use of the primary PE and sport premium and measure its impact on outcomes for pupils</p> <p>Ensure that governors effectively hold the</p>	<ul style="list-style-type: none"> • PE leader to audit and evaluate the use of the PE funding over the past year making recommendations to SLT and governors. 	<p>Increased quality PE/sports opportunities.</p> <p>Increased access for all pupils</p> <p>Increase in % of pupils attending extra-</p>	<p>PE reports</p> <p>PE SEF</p> <p>Data on participation.</p>	<p>SA LH Governors</p>	<p>Autumn term 2017 and on- going.</p>	<p>none-Sports funding/PP funding covers.</p>

<p>school to account for this</p>	<ul style="list-style-type: none"> • PE leader to provide reports to governors termly on the quantity and quality of PE/sports opportunities available to pupils both as part of the curriculum and as extra- curricular opportunities. (including information of access by specific groups) • PE leader to devise strategies to widen the participation of specific groups in extra -curricular sports activities (as well as all pupils) • PE leader to use expertise to support skills of NQT in EYFS. • Other NQTs and NQT+1 to receive coaching from sports specialist. 	<p>curricular sports activities.</p> <p>Improve Q of T of inexperienced teachers/NQTs</p>				
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