

Sholing Infant School Improvement Plan 2021-22

School Improvement Focus: priorities	Key objectives
Quality of education	<p>Writing:</p> <ul style="list-style-type: none"> -To improve outcomes in writing, at EXS and GDS, with a key focus on boys writing, ensuring that vocabulary and basic skills eg spelling are a priority. -To audit missed learning across EYFS and KS1, closing gaps where needed -To develop opportunities for pupils to write across the curriculum. -To improve handwriting, ensuring that incorrect formation is addressed through timely intervention and that the vast majority of Y2 pupils are at least partially joining by the end of Y2. (Presentation focus too) <p>Reading:</p> <ul style="list-style-type: none"> - To improve outcomes in reading, at EXS and GDS -Review whole school approach to reading ensuring a consistent approach to planning, provision and assessment -Introduction of reading spines across the school, ensuring that pupils have access to a wide range of high quality, engaging texts. -Review phonics planning/ teaching in light of the validation work currently ongoing. -Purchase a catch up reading programme for use in KS1 and demonstrate fidelity to it-e.g. FFT -Continue to develop reading for pleasure across the school -Develop use of the school library and increase its profile <p>Phonics:</p> <ul style="list-style-type: none"> -Improve consistency in phonics planning -ensure that catch up phonics programmes are quality assured and impactful <p>Maths:</p> <ul style="list-style-type: none"> - To improve outcomes in reading, at EXS and GDS - To review/revisit the principles and pedagogy of Loopy maths, ensuring that a consistent approach is secured and new staff have a good understanding of it. <p>Wider curriculum:</p> <ul style="list-style-type: none"> -RHE/PSHE Ensure that representation of the wider community is evident in terms of environment/resources -Review planning and evidence base for RHE/PSHE -Review progression guide for RHE/PSHE -Review medium term planning in foundation subjects, ensuring that the learning journey adheres to the agreed model, and includes real and meaningful opportunities for children to learn as practically as possible and making use of the outdoors where possible. -Improve evidence in KS1 books in foundation subjects and science, to ensure that evidence matches planned outcomes and that lowest 20% of pupils are provided with scaffolds to demonstrate pupil knowledge and understanding , and challenge for HA (Y1 focus)

	<p>EYFS</p> <ul style="list-style-type: none">-Increase the % of pupils achieving a GLD in EYFS-Ensure that EYFS framework is successfully introduced, with reference to planning, provision and assessment-Ensure that provision, inside and out meets the interests and needs of the pupils-Implement baseline and ensure that assessment is robust with a key focus on the lowest 20%-Increase % of boys achieving a GLD with an increased focus on boys writing <p>SEND/Lowest 20%</p> <p>Provision, teaching and assessment in all subjects but especially English and Maths meets the needs of pupils with SEND and enables pupils with SEND and those in the lowest 20% to make rapid progress and achieve ambitious targets set.</p> <p>Disadvantaged pupils</p> <ul style="list-style-type: none">-Improve outcomes in reading, writing and maths for disadvantaged pupils
Behaviour and attitudes	<ul style="list-style-type: none">-Review system of sanctions/rewards under a whole school review of the behaviour policy, ensuring that 'rewards' appeal to and 'grow with' the age and stage of pupils.

Personal development	<ul style="list-style-type: none">• Develop a local offer for supporting mental health for pupils• Develop strategies to enable all pupils, and especially those who are disadvantaged, to access the wide range of curricular and extra- curricular experiences offered by the school.• Review the opportunities that the school offers to all pupils in relation to their SMSC development, given that some pupils esp. those eligible for PPG, may have experienced a paucity of rich cultural experiences, ensuring that these are coherently planned and linked to learning journeys.
Leadership and management	<ul style="list-style-type: none">• Leaders will support staff to develop the knowledge skills and accountability of middle leaders ensuring that their subject, and pedagogical content knowledge enhances the teaching of the curriculum and the appropriate use of assessment.• Coaching• Leaders will engage and consult with staff to ensure that strategies are in place to ensure staff well-being in terms of their mental and physical wellbeing (including supporting teaching staff to achieve a proportionate work life balance• Effective use of PPG and Catch up funding

Quality of Education

Objective	Specific tasks	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
To improve achievement in writing across the school	To improve end of KS1 outcomes in writing, at EXS and GDS, with a key focus on boys writing	<ul style="list-style-type: none"> • Increase opportunities for pupils to be read to, from high quality texts. • Increase opportunities for pupils to read frequently for their own enjoyment. • Continue to develop Vocab Vicki • Review planning, ensuring that writing outcomes are devised to provide the best evidence • Review texts used , ensuring that they appeal to boys as well as girls • Ensure that writing outcomes engage boys sufficiently well • Ensure that writing outcomes are purposeful and impactful, e.g. result in a response, which appeals to boys. • Ensure that teachers have a robust understanding of the strengths and development areas of boys writing through analysis of recent writing outcomes, and that these are responded to 	Learning walks Work scrutiny Planning scrutiny Observations of learning environment Pupil interviews Writing conferences Teaching and learning reviews Governor monitoring (supported by Eng lead) Progress reviews and analysis of data	SLT/VH	MAST for English lead VH 0.1 weekly	
	To audit missed learning across EYFS and KS1, closing gaps where needed	<ul style="list-style-type: none"> • Baseline pupils key skills on entry from previous years objectives 	Planning scrutiny linked to scrutiny of pupils work and	SLT	MAST-SLT	

	<ul style="list-style-type: none"> • Ensure that planning is adapted to include essential prior learning. • All foundation subjects/science must start with prior learning through a 'What I have already learned... how this will build into my new learning?' approach which will be displayed on the topic learning wall. 	<p>observations of teaching and learning.</p> <p>Work scrutiny</p> <p>Learning walls</p> <p>Work scrutiny</p> <p>Lesson observations/learning walks</p>	Subject leaders		
To develop opportunities for pupils to write across the curriculum.	<ul style="list-style-type: none"> • Creative use of timetabling, eg where working on skills lessons in English, consider teaching foundation lessons in the morning sessions to maximise opportunities for writing in science/foundation subjects. (Maintaining the core purpose of subject specific lessons) • Ensure that written evidence in foundation /science is used as part of the evidence base for assessing pupil progress in writing. 	<p>Work scrutiny</p> <p>Lesson monitoring/learning walks</p>	SLT	None	
To improve handwriting, ensuring that incorrect formation is addressed through timely intervention and that the vast majority of Y2 pupils are at least partially joining by the end of Y2.	<ul style="list-style-type: none"> • Intervention must be provided for left handers in KS1 where required • Handwriting lessons to be taught 5 mins daily- adults to demonstrate letter formations and joins, not just spend handwriting time "copying" lines of letters • Exemplars of 'good handwriting' and presentation displayed in the classroom for all children to refer to • Where letters are not correctly formed- zero tolerance approach 	<p>Review of class sets of books as part of SLT weekly-improver list issued to teachers and followed up immediately-additional intensive support for pupils as required in a time limited intervention (X 4 weeks)</p> <p>Year groups moderate books regularly to ensure a shared expectation regarding handwriting and presentation.</p>	VH SLT	MAST	

		<p>and support provided-correct formation and lead outs.</p> <ul style="list-style-type: none"> • Ditties used throughout the school not just in YR • Handwriting practice in Y1 follows principles of EYFS for children who still need it e.g. producing letters by practising letter movements: big letters on walls; little letters in shaving foam; letters in sand etc 	Work scrutiny			
To improve writing outcomes for pupils in EYFS, with a particular focus on boys	<ul style="list-style-type: none"> • Evidence of independent writing during writing time, forms part of the evidence for all children and is retained chronologically in the child's writing book. • Adult lead writing tasks always ensure that some of the writing completed is independent and demarcated as such. • Support from Michelle W –HAMWIC to ensure that provision typically maximises opportunities for writing. • Improve provision , inside and out for opportunities for child initiated writing ensuring that it is: <ul style="list-style-type: none"> -purposeful e.g. linked to a something real, such as inviting parents to an event - writing a list for a football team -writing a menu at the mud kitchen 	<p>Scrutiny of planning by VH</p> <p>Learning walks</p> <p>Work scrutiny-writing books will include both adult lead writing (with some independent application) as well as independent tasks completed during writing lessons</p> <p>Audit-HAMWIC</p> <p>EYFS achievement data/progress reviews</p>	VH SLT MW	MAST VH		

		<p>-list of food for a party</p> <ul style="list-style-type: none"> • Writing need not be discrete in continuous provision but should be integral and purposeful to other opportunities. 				
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Objective	Specific tasks	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
<p>Reading: - To improve achievement in reading, at EXS and GDS across the school through a review of whole school approach to reading ensuring a consistent approach to planning, provision and assessment</p>	<p>Improve outcomes in reading to: 80%+ end of KS1 80%+ end of EYFS EYFS target to be added following baseline.</p>	<ul style="list-style-type: none"> • Half termly informal review of pupils in KS1 not on track for reading. Intervention put in place to secure rapid progress. • Termly formal review for all pupils. • Increase the range of decodable texts available for pupils to access where they are continuing to work through phonic phase books • Additional reading for all PPG pupils, with the focus based on identified next steps. • All children read decodable books daily 2X individual reading in KS1 , supported by guided 	<p>Learning walks</p> <p>Pupil interviews</p> <p>Listening to individual children read</p> <p>Reading journals</p> <p>Teaching and learning reviews</p> <p>Governor monitoring (supported by Eng lead)</p> <p>Progress reviews and analysis of data</p>	<p>SLT/VH</p>	<p>MAST for English lead VH</p> <p>0.1 weekly</p>	

		<ul style="list-style-type: none"> Parents meetings on how phonics is taught and phonics workshops re-introduced. 				
Introduction of reading spines across the school, ensuring that pupils have access to a wide range of high quality, engaging texts	<ul style="list-style-type: none"> VH to share reading spines document with staff VH to audit and review text choices regularly Texts to become part of class library as read to the children, for re-reading Children in KS1 are read to 2X daily as a minimum 	<p>Work scrutiny-reading journals</p> <p>Review of class library-stock/access/pupil response</p> <p>Learning walks-observations of staff reading skills</p> <p>Timetables/spine choices adhered to-check routinely</p>	VH SLT			
Review reading corners in classroom	<ul style="list-style-type: none"> Teachers to select high quality books, including those read aloud to pupils to create a class 'library' (these should be quality assured by teachers as being worthy of their place in the class library as 'read aloud' books. Class libraries to include no more than 40 books, at the start of the year to include favourite books from previous year. Children are able to borrow books from the library regularly/ I love reading book taken home weekly 	Teachers and VH to monitor half termly using the Reading Framework audit document-shared with SLT and support provided where needed.	All staff	New books-£1500	Cost of new book storage units	Approx £2000

		<ul style="list-style-type: none"> • Purchase outward facing book shelves on which to display books • Ensure that all children have regular access to the book corner regularly to read/re-read favourite books individually or with friends. • Include reading spines books in the class library once read to enable children to discuss, enact and re-read 				
	Pupils have opportunities to dramatize/re-enact key texts.	<ul style="list-style-type: none"> • Ensure that pupils have lots of opportunities to enact/dramatize stories, using key tier 2 vocabulary 	<p>Planning scrutiny</p> <p>Teaching and learning reviews</p> <p>Learning walks</p>	VH	MAST	
EYFS	<ul style="list-style-type: none"> • Pupils at risk of falling behind in reading are identified in the first 3 weeks of school and are provided with additional phonics teaching (RG) • Stories are read to pupils using the reading spine choices as well as other high quality texts 3X weekly (trad/modern/traditional/range of cultures) • Additional story times are timetabled for those pupils with sp/language difficulties and for disadvantaged pupils. • Parents are provided with books from the library to share with children at home 1X weekly 	<p>Learning walks-monitoring of adults reading aloud to pupils</p> <p>Reading framework audits used by teachers/TAs and VH in relation to reading aloud to children.</p> <p>Progress data (Pupils on track)</p> <p>SLT to be part of regular pupil progress reviews, monitoring discussions around interventions .</p> <p>Parent questionnaires – how well are they supported to read aloud effectively to their children? How secure is their understanding of the</p>	SLT VH NF	MAST for VH NF	MAST for NF to compile set list of poems/rhy mes for EYFS adults to teach and recite with pupils.	

		<ul style="list-style-type: none"> • All classes participate in a daily rhyme and singing session. (taken from a list of poems and rhymes agreed by EYFS leader) • Reading time dedicated on the timetable daily-giving children the opportunity to read in a quiet learning environment. • Provision during reading 'day' enables children reading with adults to read in a quiet learning environment-EYFS leader to review how this day is organised. • Parents meetings on how phonics is taught and phonics workshops re-introduced. • Coaching provided in reading/phonics by VH to ensure that all teachers are supported to deliver high quality teaching of reading. 	<p>way in which we teach reading?</p> <p>EYFS lead to review reading sessions through learning walks ensuring that children in EYFS are able to read in a quiet focused environment.</p>			
	<p>Review phonics planning/ teaching in light of the validation work currently ongoing</p>	<ul style="list-style-type: none"> • VH to provide revised planning template which teachers must use. • Additional phonics teaching for children not at the expected level, and at risk of falling behind- RG in EYFS and LT in KS1 • In EYFS phonics to be taught for a number of mini sessions daily as well as for a 20 minute daily session-NF to create guidance as to 	<p>Planning scrutiny</p> <p>Work scrutiny</p> <p>Phonics tracking data based on phonic screen</p> <p>Teaching and learning review with a key focus on Y2 content</p>	<p>MAST VH-review Y2 scheme of work.</p> <p>MAST NF to create guidance with VH as to how to</p>		

		<p>how and when mni sessions can take place.</p> <ul style="list-style-type: none"> • Letters and sounds taught in EYFS and Y1. Majority of children taught NC objectives in relation to reading/spelling in Y2- scheme of work to be planned by VH. • Planning ensures that interactive and inclusive teaching strategies are consistently applied-no hands up/individual children at board/turn taking games etc. Every child should be joining in at all points of every lesson. • Teachers plan for focus children (EYFS) to write whilst sitting on a chair at a table –not on the floor with w/boards. In KS1-all children at tables writing in phonics books. • Coaching provided in reading/phonics by VH to ensure that all teachers are supported to deliver high quality teaching of reading. 		incorporate mini phonics sessions.		
	Purchase a catch up reading programme for use in KS1 and demonstrate fidelity to it-e.g. FFT	<ul style="list-style-type: none"> • Evaluation of Catch up reading interventions-supported by trust. All Y1 pupils not at ARE to access. 	Observations of programme being taught Progress data	SLT		

	Continue to develop reading for pleasure across the school	<ul style="list-style-type: none"> • All children are able to access the school library regularly and are able to share books with their families at home. • All pupils access plenty of opportunities to use the reading corner. Use of class library used for focused reading tasks in KS1 guided reading • Class library always a choice in BBT in EYFS • Ongoing 'special' reading events eg Readathon /sponsored read etc 	Pupils library records scrutinised termly.	JC – access to library records Teachers HLTAs (PPA time) VH –Readathon etc		
	Develop strategies to support parents with reading at home	<ul style="list-style-type: none"> • All teachers/TAs to produce and upload videos of themselves reading favourite books to See Saw for children to watch at home with parents • Parent workshop on the importance of reading to their children as well as listening to them read-include parents reading in the home/school reading diary too. • Teachers explain to parents the benefits of reading aloud at home. • English lead to make a film for parents to illustrate the benefits of sharing and talking about stories aloud and how teachers read stories aloud to their own class. 	Parent questionnaires-evaluating provision and impact of workshops. Monitoring of reading diaries Reading rewards-monitoring of which groups benefit most- how do teachers address lack of access from specific groups? Monitoring of additional storytime sessions by SP/Lang HLTA and PPG champions	MAST-Teachers MAST- VH NF to lead parent workshop		

		<ul style="list-style-type: none"> • Story time is a protected and timetabled lesson-in EYFS 3X daily and in KS1 2X daily • Additional small group story times for pupils with Sp/language needs and for disadvantaged pupils. 				
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Objective	Specific tasks	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
To improve outcomes in maths, at EXS and GDS To ensure that all teachers, including those new to KS1 have an expert understanding of the principles and practice of Loopy maths.	Improve outcomes-add targets	<ul style="list-style-type: none"> • Half termly informal review of pupils in KS1 not on track for reading. Intervention put in place to secure rapid progress. • Termly formal review for all pupils. 	Lesson monitoring/reviews Learning walks Planning scrutiny Work scrutiny Progress data Intervention plans	SLT DB	MAST DB	
	To review/revisit the principles and pedagogy of Loopy maths, ensuring that a consistent approach is secured and new staff have a good understanding of it	<ul style="list-style-type: none"> • CPD- NF to support staff through effective planning -use of HAMWIC video/resources • NF to support DB with an evaluation of maths planning in the first half term, ensuring that key improvement points have been addressed. • NF to support DB with work scrutiny in autumn 1 to ensure that key strengths/development points are identified and any remedial action taken. 	Lesson monitoring/reviews Learning walks Planning scrutiny Work scrutiny Progress data Intervention plans	NF DB –CPD planning and delivery	MAST NF DB	

RHE/PSHE	Ensure that representation of the wider community is evident in terms of environment/resources	<ul style="list-style-type: none"> • Purchase resources which represent wider community, ensuring that all pupils are able to see themselves represented in the learning environment and resources eg in books/displays/small world/role play. • Ensure that Black History month is recognised and the lives of significant individuals are explored and celebrated • Where appropriate widen focus in topics to ensure that 'unseen' contributions are explored and recognised e.g. NASA mathematician Katherine Johnson/Mary Seacole as well as Florence Nightingale 	<p>Planning scrutiny- medium term-SLT</p> <p>Planning scrutiny – subject leaders-are all opportunities maximised?</p>	LC/SLT Teachers	MAST LC to audit provision and classroom environment	
	Review planning and evidence base for RHE/PSHE	<ul style="list-style-type: none"> • Planning to be re-worked to ensure that both the PSHE and RHE elements are included and are sequentially planned and taught. • Pupils to have an individual PSHE book in which evidence is collected , and which pupils can refer to • Monitoring of PSHE to be more robust to ensure that pupil interviews/work scrutiny is reviewed termly (at the half term point) 	<p>Work scrutiny</p> <p>Planning scrutiny</p> <p>Lesson observation</p> <p>Pupil interviews</p>	LC	MAST	
Foundation subjects Improve evidence in KS1 books in foundation subjects and science, to ensure	To ensure that foundation subject lessons are building upon what children already know.	<ul style="list-style-type: none"> • Ensure that progression guides are up-to-date so that teachers know what children learnt in previous year groups. • Check planning to ensure that children are given opportunity to 	<p>Work scrutiny</p> <p>Learning walks</p> <p>Pupil interviews</p>	Middle leaders (subject leaders)	MAST for middle leaders	

<p>that evidence matches planned outcomes and that lowest 20% of pupils are provided with scaffolds to demonstrate pupil knowledge and understanding, and challenge for HA (Y1 focus)</p>		<p>explain what they already know from own knowledge and taught content in previous year groups.</p> <ul style="list-style-type: none"> Teachers to discuss the learning with the teachers in the prior year group to help with access to resources/talk about pedagogy. Undergo pupil conferences to check that learning is cumulative and builds upon what has already been learnt to ensure knowledge is embedded. 	<p>Planning scrutiny</p>	<p>TLR for curriculum -BR SENCO-JR</p>		
	<p>To ensure that the foundation subjects are providing real and meaningful opportunities for hands-on learning.</p>	<ul style="list-style-type: none"> Ensure that the learning journey model is adhered to and that the planning results in children being given as many opportunities as possible to be active with their learning Look at opportunities for external visits to enhance children's experiences. Ensure that appropriate resources are ordered to help children be practical. Ensure that any practical opportunities are evidenced in books to showcase children's active learning and aid their recall of what they did in their lesson. Make sure that the EYFS learning environment is exciting for children, igniting their curiosity and engagement with the world with plenty of practical resources for them to manipulate. Improve opportunities to use the school grounds/garden for pupils learning. 	<p>Work scrutiny Learning walks Pupil interviews Planning scrutiny</p>	<p>Middle leaders (subject leaders) TLR for curriculum -BR</p>	<p>MAST for middle leaders</p>	
	<p>To develop the planning of foundation subjects to ensure that the lowest 20% of pupils</p>	<ul style="list-style-type: none"> Review opportunities for pupils with SEN/lower attaining pupils to demonstrate their knowledge and understanding through means other 	<p>Work scrutiny Learning walks</p>	<p>Middle leaders</p>	<p>MAST for middle leaders</p>	

	<p>are being appropriately supported.</p>	<p>than written recording, e.g. through annotation, photographic evidence and pupil interviews.</p> <ul style="list-style-type: none"> • Planning to include clear provision for SEN/bottom 20% to ensure consistency across the year group. • Share good practice by showing teachers examples of annotations in books made by adults working with SEN/lower attaining pupils as well as scaffolds provided 	<p>Pupil interviews Planning scrutiny</p>	<p>(subject leaders) TLR for curriculum -BR SENCO-JR</p>		
	<p>To develop the planning of foundation subjects to ensure that higher ability pupils are being appropriately challenged.</p>	<ul style="list-style-type: none"> • Foundation planning to include provision for HA pupils – each lesson should have a HA challenge and possible questions that could stretch these pupils. These should also be on any slides to remind teachers. • Share good practice by showing teachers examples of where HA pupils have been stretched by differentiation of task/extension of a task through further questioning in the foundation subjects. • Ensure teachers are doing year group moderation of their foundation subject books to check consistency across classes. 	<p>Work scrutiny Learning walks Pupil interviews Planning scrutiny</p>	<p>Middle leaders (subject leaders) TLR for curriculum -BR SENCO-JR</p>	<p>MAST for middle leaders</p>	
	<p>To support all staff across the school with the planning, delivery and assessment of the foundation subjects</p>	<ul style="list-style-type: none"> • BR available for coaching for NQTs, teachers new to a year group or any other teachers who need support with planning, teaching or assessing of the foundation subjects. • Arrange for less confident teachers to observe good practice. • Liaise with subject leaders and support with any monitoring that they might need help with. • 	<p>Work scrutiny Learning walks Pupil interviews Planning scrutiny</p>	<p>Middle leaders (subject leaders) TLR for curriculum -BR</p>	<p>MAST for middle leaders</p>	

Objective	Specific tasks	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
EYFS	Increase the % of pupils achieving a GLD in EYFS to at least meet the national average.	<p>Implement baseline and ensure that it is supported by a school derived observational baseline</p> <p>Develop robust assessment systems with a key focus on pupils below ARE</p> <p>Ensure that EYFS framework is successfully introduced, with reference to planning, provision and assessment</p> <p>Ensure that provision, inside and out meets the interests and needs of the pupils , improving pupils access to a range of natural materials, and ensuring that all continuous provision always reflects what children need , and their interests (HAMWIC support)</p> <p>Ensure that a PDR approach is in place and that the number of jobs chosen by pupils reflects their age and stage. (Children choose jobs-share with talk partner-questioning-doing- reflecting and sharing)</p> <p>Improve the quality of interactions with children through application of SST.</p> <p>Increase % of boys achieving a GLD with an increased focus on boys writing</p>	<p>Baseline outcomes monitored and sense checked.</p> <p>Two weekly assessment meetings –EYFS team-regularly attended by SLT.</p> <p>Progress data –termly</p> <p>EYFS teaching and learning reviews</p> <p>EYFS audits</p> <p>Learning walks</p> <p>HAMWIC audit</p>	<p>SLT</p> <p>NF/SLT</p> <p>NF SLT</p>	NF MAST	
SEND/Lowest 20%	Provision and assessment in all subjects but especially	<ul style="list-style-type: none"> TLR post created to support teachers with provision for 	Progress data	BR JR SLT	BR JR MAST	

	English and Maths meets the needs of pupils with SEND and enables pupils with SEND and those in the lowest 20% to make rapid progress and achieve ambitious targets set.	<p>SEND/Lowest 20% in foundation subjects.</p> <ul style="list-style-type: none"> • All subject leaders to monitor their subject at least termly, including the full range of evidence (pupil conferencing/book looks/planning scrutiny) • Teachers to moderate a range of lowest 20% of pupils work termly with SENCO support. • Teachers to ensure that there is a focus on mixed ability teaching in foundation subjects and ensure that talk pairs are carefully considered • Increase the use of stories in foundation subjects, ensuring that children of all abilities are able to access key information. • CPD for TAS-NASEN training • Improve teachers understanding of effective scaffolding- new learning is always based on what I can do already-zone of proximal development 	<p>Work scrutiny</p> <p>Planning scrutiny</p> <p>Learning walks</p> <p>TLR/SENCO monitoring half termly</p> <p>Pupil interviews</p>			
PPG	<p>Improve outcomes for disadvantaged pupils in RWM</p> <p>Improve attendance for PPG pupils</p>	<ul style="list-style-type: none"> • PPG champion role reinstated at KS1 • LH to review PPG Promise , ensuring that pastoral, enrichment and academic components are equally represented and that all disadvantaged pupils pastoral needs 	<p>Progress meetings for disadvantaged pupils based on SMART targets in PPG passports every month –teacher+ PPG champion+LH</p>	LH	Covered by PPG income	

		<p>are a priority starting point to underpin academic.</p> <ul style="list-style-type: none"> • Use of tuition funding, focusing on the basic skills in literacy , including phonics.. • Weekly attendance monitoring-LH/JH –call log made to parents and correlation between improvements to attendance. • Review attendance rewards for disadvantaged pupils and share with parents 	<p>Monitoring work of PPG champions/ELSA half termly with LH-barriers addressed.</p> <p>Monitoring of engagement in extracurricular activities-increasing participation-LH</p> <p>Weekly attendance data monitored by LH</p>			
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Behaviour and Attitudes

Objective	Specific tasks	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
-Review system of sanctions/rewards under a whole school review of the behaviour policy, ensuring that 'rewards' appeal to and 'grow with' the age and stage of pupils.	<ul style="list-style-type: none"> • Review behaviour policy with staff and governors. • Publish behaviour policy to parents • Review home/school agreement • Add additional section to the policy on provision for individual 	<ul style="list-style-type: none"> • Agree sanctions/rewards with staff/pupils – ensure that these are appropriate for age and stage of pupils in different year groups. • Ensure consistency in rewards , ensuring that all classes access the same rewards and individualised reward programmes are not used. 	<p>CPOMS- incidents of poor behaviour.</p> <p>Positive rewards- teachers to monitor for all pupils in the class- are all pupils accessing these equally? Are any pupils getting left behind?</p>	SLT	None	

	pupils requiring a bespoke approach to supporting behaviour.					
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Personal Development:

Objective	Specific task	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
Develop a local offer for supporting mental health for pupils	<ul style="list-style-type: none"> Continue to develop staff and pupil understanding of what school can offer to support pupils/staff with mental health concerns. 	<ul style="list-style-type: none"> CPD for staff –phase 2 of training following on from first phase received in 2021 SENCO /mental health champion to complete school offer to be shared with all stakeholders and published on the website. Wellbeing lead to survey staff and develop a programme of support based on analysis of response. Staff to use ‘live’ HAMWIC document to access high quality resources for teaching about mental health. Update prospectus to include information for parents-published online. 	<p>Audits</p> <p>Parent/pupil questionnaire</p> <p>PSHE work scrutiny</p> <p>Observations of PSHE teaching</p> <p>Website has local offer published and used by parents</p>	SLT LC JR	SENCO MAST LC MAST	
Develop strategies to enable all pupils, and especially those who are disadvantaged, to	<ul style="list-style-type: none"> All disadvantaged pupils to access at least one sports club and one 	<ul style="list-style-type: none"> All clubs free to disadvantaged pupils 	Monitoring of participation of different groups of pupils and	LH	See PPG Plan	

<p>access the wide range of curricular and extra-curricular experiences offered by the school - research has indicated the value of extra-curricular activities in terms of their positive impact on achievement, attendance at school, soft skills, as well as the development of other personal attributes such as independence and persistence</p>	<p>extra- curricular enrichment club throughout the year.</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils offered clubs prior to releasing places to all pupils. ● Disadvantaged pupils invited by 1:1 contact with parent as well as by usual communication methods. ● Consultation with disadvantaged pupils about any barriers preventing children from attending clubs and remedial action taken eg clothing/equipment funded ● Disadvantaged pupils consulted on what clubs interest them before offer made. ● Siblings may attend after school clubs together to support pick ups ● Holiday clubs funded by PPG ● Extra -curricular specialist sports clubs (talent based) offered to disadvantaged pupils eg gymnastics ● Violin /music lessons offered free to disadvantaged pupils ● Disadvantaged pupils encouraged to take on in school responsibilities/roles eg school ambassadors/councillors and roles in assemblies etc. 	<p>comparative data created.</p>			
<p>Review the opportunities that the school offers to all pupils in relation to their SMSC development,</p>	<ul style="list-style-type: none"> ● Increase opportunities for pupils to access a wide range of 	<ul style="list-style-type: none"> ● Regular opportunities for pupils to listen and respond to a range of live music e.g. BSO 				

<p>given that some pupils esp. those eligible for PPG, may have experienced a paucity of rich cultural experiences, ensuring that these are coherently planned and linked to learning journeys.</p>	<p>experiences to support their SMSC development.</p>	<ul style="list-style-type: none"> • Opportunities for pupils to engage in drama and dance workshops • All topics to include opportunities for pupils to learn about cultures other than their own, including the impact that people from a range of backgrounds have made. • All children, through assemblies and PSHE lessons, have regular opportunities to be reflective. • All children have an opportunity to access Forest school at least once throughout the year, and develop awareness of the world and its capacity to inspire awe and wonder • School trips and visits are planned for each topic. 				
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Leadership and management:

Objective	Specific task	Strategies	Monitoring	Responsibility	Cost	Success criteria – intended outcome
<p>Improve middle leadership</p>	<ul style="list-style-type: none"> • Senior leaders to pair with middle leaders to undertake monitoring and accountability tasks, e.g. use of key questions 	<p>Leaders will support staff to develop the knowledge skills and accountability of middle leaders ensuring that their subject, and pedagogical content knowledge enhances the teaching of the curriculum and the appropriate use of assessment.</p>	<p>Half termly paired meetings</p>	<p>SLT (NF VH TS LH) All middle leaders</p>	<p>MAST for NF VH</p>	

	<p>used in a deep dive/evaluation of action plans/monitoring evidence, ensuring that impact is always the focus of their discussions.</p> <ul style="list-style-type: none">• All middle leaders create a work plan in the first month of the new school year , detailing monitoring and evaluation activities for their subject.• INSET day used for middle leader development in relation to Ofsted framework-HAMWIC support• SLT to ensure external training opportunities eg through HAMWIC are accessed by middle leaders• Extend coaching opportunities to all middle leaders					
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	<p>during the school year</p>					
<p>Leaders will engage and consult with staff to ensure that strategies are in place to ensure staff well-being in terms of their mental and physical wellbeing (including supporting teaching staff to achieve a proportionate work life balance</p> <p>“Imagine life as a game in which you are juggling some five balls in the air. They are work, family, health, friends and spirit and you’re keeping all of these in the air. You will soon understand that work is a rubber ball. If you drop it, it will bounce back. But the other four balls – family, health, friends and spirit – are made of glass. If you drop one of these they will be irrevocably scuffed, marked, nicked, damaged or even shattered. They will never be the same. ”</p>	<ul style="list-style-type: none"> ● Termly questionnaire to seek staff views. ● CPD programme for all staff as identified in PM discussions, ensuring that all staff have the tools they need to be and feel successful. ● Regularly review workload and ways to achieve reduction in workload with staff in PDMs. ● Staff input in terms of CPD- eg enabling staff to observe best practice teaching around areas of development- staff request based on need. ● School wellbeing lead to regularly 	<p>Engage staff in meaningful reviews/discussions, clearly identifying next steps.</p> <p>Review wellbeing/workload policy</p> <p>Ensure that work of menta health champion includes staff mental health as well as pupils.</p>	<p>Questionnaires</p>	<p>SLT</p>	<p>None</p>	

	<p>raise wellbeing in PDMs and to highlight staff to all support services available.</p> <p>Regular team building opportunities , opportunities for staff to reflect-supervision with line manager-develop ment of a staff social group</p>					
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