

# School Improvement Planning 2019/20



## Key Information

### Previous OFSTED Info:

Date:	Overall	L&M	TLA	O	PDBW	EY
2016	3	3	3	3	2	2

N	R	1	2	3	4	5	6
26	22	26	37	46	37	47	42
Base Places							
	4	4	9	1	6		

### Staffing Changes:

Y1 Teacher: Miss Campbell

Y2 Trainee (to Spring 2020): Miss Gregory

Y3/4 Teacher: Mrs Harker



## Outcomes 2019:

2019	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading N/A:75%	Writing N/A:69%	Maths N/A:76%	Reading	Writing	Maths	EGPS	RWM Combined
	71%	84% Y2 85%	ES: 76%	ES: 67%	ES: 78%	ES: 73%	ES: 82%	ES: 75%	ES: 75%	ES: 64%
			GDS: 22%	GDS: 12%	GDS: 18%	HS: 14%	GDS: 18%	HS: 11%	HS: 16%	GDS: 5%
61%	67% Y2 72%	ES: 69%	ES: 61%	ES: 73%	NA: 73%	NA: 82%	NA:84%	NA:78%	NA:65%	
		GDS: 20%	GDS: 11%	GDS: 17%	Progress Measures: Reading -0.8 Writing +1.6 Maths -0.4					
NA: %	NA: 82%	NA: 70% (26%)	NA: 70%	NA: 70% (22%)						

## Outcome Aspirations and Milestones Checker 2019-2020:

Aspiration	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined
	70% 16/23 Exc 9%	80% 20/25	ES: 79% 30 / 38 GDS: 26% 10 / 38	ES: 76% 29 / 38 GDS:26% 10 / 38	ES: 79% 30 / 38 GDS:26% 10 / 38	ES: 81% 34 / 42 HS: 24% 12 / 42	ES: 76% 32 / 42 GDS:19% 8 / 42	ES: 76% 31 / 42 HS: 24% 10 / 42	ES: 79% 33 / 42 HS:29% 12 / 42	ES: 69% 29 / 42 GDS: 12% 5 / 42
Incl HNB	60% 16/27 Exc 7%	72% 21/29	ES: 65% 30 / 46 GDS: 22% 10/46	ES: 63% 29 / 46 GDS: 22% 10/46	ES: 65% 30 / 46 GDS: 22% 10/46					

Autumn	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined
	% on track	%	ES:	ES:	ES	ES:	ES:	ES	ES	ES:
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:
Incl HNB		%	ES:	ES:	ES:	ES: N/A	ES:N/A	ES:N/A	ES:N/A	ES:N/A
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:

Spring	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined

### Aspiration Narrative:

Disaggregated data has been highlighted in yellow. This data excludes the children in the HNB provision Rec – Y2.

We also have 6 x Y4 children accessing the ASD Base in KS2.

All Base children have access to learning opportunities with their mainstream peers across the working week.

			ES:	ES:	ES:	ES:	ES:	ES:	ES:	ES:
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:
Incl HNB			ES:	ES:	ES:	ES:	ES:	ES:	ES:	ES:
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:

Summer	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined
			ES:	ES:	ES:	ES:	ES:	ES:	ES:	ES:
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:
Incl HNB			ES:	ES:	ES:	ES:	ES:	ES:	ES:	ES:
			GDS:	GDS:	GDS:	HS:	GDS:	HS:	HS:	GDS:

# School Improvement Area 1

<b>Area for Improvement:</b> Improve the proportion of boys, and those in receipt of PP reaching GLD (which specifically includes RWM) , to bring gap at least in line with NA (Gender:13% NA gap, vs gap 50%)				<b>Overall Evaluator:</b>	<b>Overall RAG</b>
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>To narrow the gap between boys and girls outcomes towards National GLD</li> <li>To increase the proportion of boys reaching GLD</li> <li>To effectively plan and structure the EY teaching timetable for all provision (Rising 3's, 30hrs, PP, SEND, Mainstream)to drive outstanding progress</li> </ul>					
<b>Task / milestones</b>	<b>Associated Budget:</b>	<b>Person Responsible</b>	<b>Due by &amp; time needed</b>	<b>Evaluated / Checked by</b>	<b>RAG</b>
<ul style="list-style-type: none"> <li>Target children are identified and intervention groups are set up for those who are working below ARE or those that are not achieving their full potential.</li> </ul>		JN/CT/KG	September		
<ul style="list-style-type: none"> <li>Parents meeting to set out expectations of the year and to introduce them to the teaching of phonics and maths and how they can support learning at home. Home lending library and home learning sheets to be displayed in the cloakroom.</li> </ul>		JN/CT/KG	October		
<ul style="list-style-type: none"> <li>Attend the trust moderation sessions to assess against the current academic abilities in other trust schools and use the Y1 ready document to support weekly planning.</li> </ul>		JN/CT/KG	December		
<ul style="list-style-type: none"> <li>Ensure the disadvantaged/boys group of children are given additional support if necessary.</li> </ul>		JN & EYFS team	September		
<ul style="list-style-type: none"> <li>Ensure current provision is having an impact for disadvantaged children, especially the boys. To be carried out by regular monitoring, weekly team meetings and referring to the Pupil Premium Strategy.</li> </ul>		JN/CT/KG	October		
<ul style="list-style-type: none"> <li>Analyse the impact of CL strand in relation to the Curriculum subjects to track attainment</li> </ul>		JN/NP	Dec		
<ul style="list-style-type: none"> <li>To measure the steps progress (these children need to achieve 1 or 2 steps progress over the term)</li> </ul>		JN/NP	Dec		
<ul style="list-style-type: none"> <li><b>Christmas Milestone: (Excluding HNB)</b></li> <li>PP boys 1/3 to meet the milestone of 1 or 2 steps progress</li> <li>4/11 boys will make 1 or 2 steps progress in Autumn Term</li> <li>1/11 boys will achieve in all areas expect Physical Develop (Moving and Handling) due to diagnosed medical condition</li> </ul>		JN	December		
<ul style="list-style-type: none"> <li>Assess Autumn data and check individual progress outcomes and ensure any child not making progress is given additional support / challenge</li> </ul>		JN/CT/KG	January		
<ul style="list-style-type: none"> <li>Reassess target intervention groups and support groups of children including disadvantaged children.</li> </ul>		JN & EYFS team	January		
<ul style="list-style-type: none"> <li>Parents workshops for phonics and maths supporting phonics and offering advice and guidance for home learning.</li> </ul>		JN/CT/KG	February		

<ul style="list-style-type: none"> <li>Ensure current provision is having an impact for all groups, particularly boys and disadvantaged children.</li> </ul>	JN/CT/KG	March		
<ul style="list-style-type: none"> <li>Attend trust moderation group to check data judgements are accurate.</li> </ul>	JN/CT/KG	February		
<ul style="list-style-type: none"> <li>Ensure current provision is having an impact for disadvantaged children, especially the boys.</li> </ul>	JN/NP	April		
<ul style="list-style-type: none"> <li>Analyse the impact of CL strand in relation to the Curriculum subjects to track attainment</li> </ul>	JN/NP	April		
<ul style="list-style-type: none"> <li>To measure the steps progress (these children need to achieve 2 or 3 steps progress over the term)</li> </ul>	JN/NP	April		
<p><b>Spring Milestone:</b> (Excluding HNB)</p> <ul style="list-style-type: none"> <li>PP boys 1/3 to meet the milestone of 2 or 3 steps progress with 1/3 making</li> <li>5/11 boys will make 1 or 2 steps progress in Autumn Term</li> <li>1/11 boys will achieve in all areas expect Physical Develop (Moving and Handling) due to diagnosed medical condition</li> </ul>				
<ul style="list-style-type: none"> <li>Assess Spring data and check individual progress outcomes and ensure any child not making progress is given additional support / challenge</li> </ul>	JN & EYFS team	May		
<ul style="list-style-type: none"> <li>Reassess target intervention groups and support groups of children particularly boys and disadvantaged children.</li> </ul>	EYFS Team	May		
<ul style="list-style-type: none"> <li>Attend trust moderation group to check data judgements are accurate.</li> </ul>	JN/CT/KG	June		
<ul style="list-style-type: none"> <li>Analyse the impact of CL strand in relation to the Curriculum subjects to track attainment</li> </ul>	JN/NP	July		
<ul style="list-style-type: none"> <li>To measure the steps progress (these children need to achieve 4 steps progress over the term)</li> </ul>	JN/NP	June		
<p><b>Summer Milestone:</b></p> <ul style="list-style-type: none"> <li>PP boys 2/3 to meet the milestone of 4 steps progress</li> <li>7/11 boys will achieve GLD (64%)</li> <li>1/11 boys will achieve in all areas expect Physical Develop (Moving and Handling) due to diagnosed medical condition (73%)</li> </ul>	JN	July		
<b>Impact of Actions – December:</b>	<b>Impact of Actions – April:</b>	<b>Impact of Actions – July:</b>	<b>Success criteria met?</b>	



## School Improvement Area 2

<b>Area for Improvement:</b> To improve the proportion of children achieving Greater Depth Standard in reading and writing (focusing on GPS strategies throughout) across the school, particularly girls at KS1 and Boys at KS2					<b>Overall Evaluator:</b>	<b>Overall RAG</b>
<b>Success Criteria:</b>						
<ul style="list-style-type: none"> <li>Increase the number of children achieving the GD in reading and writing across the school.</li> <li>Increase the proportion of girls in KS1 achieving GD and boys in KS2</li> <li>Termly tracking will show an increase in the number of children achieving GD</li> </ul>						
<b>Task / milestones</b>	<b>Associated Budget:</b>	<b>Person Responsible</b>	<b>Due by &amp; time needed</b>	<b>Evaluated / Checked by</b>	<b>RAG</b>	
<ul style="list-style-type: none"> <li>Audit of resources for teaching and learning of GD</li> </ul>		NP	Sep			
<ul style="list-style-type: none"> <li>Staff questionnaire about their training needs and confidence in teaching at the GD level. Analyse outcomes and seek training.</li> </ul>		NP	Oct / Nov			
<ul style="list-style-type: none"> <li>Target children are identified and intervention groups are set up for those who are working at national expectation, but are capable of achieving higher</li> </ul>		Teachers	Sep/Oct			
<ul style="list-style-type: none"> <li>Maximise opportunities for more able children to extend their learning beyond NE</li> </ul>		All staff	Ongoing			
<ul style="list-style-type: none"> <li>Analyse termly assessments to track targeted children</li> </ul>		NP	Dec March June			
<ul style="list-style-type: none"> <li>Analyse End of Term Outcomes to identify areas that need to be a focus to narrow the gaps enabling children to move from NE and GD</li> </ul>		Teachers	Dec March June			
<ul style="list-style-type: none"> <li>Whole school staff training on Reading and Writing to ensure solid foundations are embedded to build on GD</li> </ul>		CI/JK	25 <sup>th</sup> Oct			
<ul style="list-style-type: none"> <li>Teaching Assistants to receive training to understand how to expand children learning</li> </ul>		NP	Dec			
<ul style="list-style-type: none"> <li>Collect and analyse data from N1 - Y6 to identify current position at end of Aut 2. Re-evaluate target groups of children for Spring and identify gaps in learning.</li> </ul>		JN/BJL/EH/JK/NP	Dec			
<ul style="list-style-type: none"> <li>Meet with teachers to discuss and identify hurdles and successes for each child working at a GD level. Re-evaluate target children.</li> </ul>		NP/KE/ all Teachers	Aut 2			
<ul style="list-style-type: none"> <li>Monitoring of standards through lesson observations, learning walks, book scrutiny and pupil progress meetings, providing staff with support and challenge to raise standards where required (including through more explicit teaching of vocabulary). – Focus GD</li> </ul>		NP/KE/JK	Dec			
<ul style="list-style-type: none"> <li><b>Christmas Milestone:</b></li> <li>Year 1 = R - 4/25 = 15%    G3   B1            W – 3/26 12%    G2   B1</li> <li>Year 2 = R – 5/38 = 18%    G2   B3            W – 5/38 13%    G2   B3</li> <li>Year 3 = R – 5/46 = 11%    G1   B4            W – 3/46 7%     G1   B2</li> <li>Year 4 = R - 7/46 15%     G4   B3            W – 6/46 13%    G5   B5</li> </ul>						

<ul style="list-style-type: none"> <li>Year 5 = R – 4/46 9% G3 B1 W – 5/46 11% G3 B2</li> <li>Year 6 = R – 5/42 12% G3 B2 W – 5/42 12% G3 B2</li> </ul>				
<ul style="list-style-type: none"> <li>Use data from Autumn to re-identify target children. Set up intervention groups for those who are working below ARE or those that are not achieving their full potential.</li> </ul>	JN/BJL/EH/JK/NP	Jan		
<ul style="list-style-type: none"> <li>Review target children are have been identified and re-evaluate intervention groups -who are working at national expectation, but are capable of achieving higher</li> </ul>	All teachers/ KE/NP	Feb Apr		
<ul style="list-style-type: none"> <li>Maximise opportunities for more able children to extend their learning beyond NE</li> </ul>	All Teachers	Feb Apr		
<ul style="list-style-type: none"> <li>Analyse termly assessments to track targeted children</li> </ul>	NP	Apr		
<ul style="list-style-type: none"> <li>Collect and analyse data from N1 - Y6 to identify current position at end of Spr 2. Re-evaluate target groups of children for Spring and identify gaps in learning.</li> </ul>	JN/BJL/EF/JK/NP	Apr		
<ul style="list-style-type: none"> <li>Meet with teachers to discuss and identify hurdles and successes for each child working at a GD level. Re-evaluate target children.</li> </ul>	NP/KE/ all Teachers	Apr		
<ul style="list-style-type: none"> <li>Monitoring of standards through lesson observations, learning walks, book scrutiny and pupil progress meetings, providing staff with support and challenge to raise standards where required (including through more explicit teaching of vocabulary). – focus GD</li> </ul>	NP/KE/JK	Apr		
<ul style="list-style-type: none"> <li>Analyse test results to identify areas that need to be a focus to narrow the gaps enabling children to move from NE and GD</li> </ul>	NP	Apr		
<ul style="list-style-type: none"> <li><b>Easter Milestone:</b></li> <li>Year 1 = R - 6/26 = 23% G4 B2 W – 5/26 19% G4 B1</li> <li>Year 2 = R – 8/38 = 26% G4 B4 W – 8/38 21% G4 B4</li> <li>Year 3 = R – 7/46 = 15% G2 B5 W – 4/46 9% G1 B3</li> <li>Year 4 = R- 8/46 17% G4 B4 W – 8/46 17% G4 B4</li> <li>Year 5 = R – 7/46 15% G4 B3 W – 10/46 22% G7 B3</li> <li>Year 6 = R – 7/42 17% G5 B2 W – 6/42 14% G4 B2</li> </ul>				
<ul style="list-style-type: none"> <li>Use data and action plan from Spring to re-identify target children. Set up intervention groups for those who are working below ARE or those that are not achieving their full potential.</li> </ul>	JN/BJL/EH/JK/NP	May		
<ul style="list-style-type: none"> <li>Review target children are have been identified and re-evaluate intervention groups -who are working at national expectation, but are capable of achieving higher with further challenges</li> </ul>	JN/BB	Apr		
<ul style="list-style-type: none"> <li>Maximise opportunities for more able children to extend their learning beyond NE</li> </ul>	KE/NP	May		
<ul style="list-style-type: none"> <li>Analyse termly assessments to track targeted children</li> </ul>	All Teachers	Jul		
<ul style="list-style-type: none"> <li>Collect and analyse data from N1 - Y6 to identify current position at end of Sum 2. Re-evaluate target groups of children for Spring and identify gaps in learning.</li> </ul>	NP	May		





## School Improvement Area 3

<b>Area for Improvement:</b> To improve Teaching, Learning and Assessment of Maths so a higher proportion of children meet end of year group expectation and Greater Depth.				<b>Overall Evaluator:</b>	<b>Overall RAG</b>
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>A rich Maths environment throughout the school to embed a love of Maths in all children, with an increased parent partnership through support sessions and other extra-curricular Maths activities/celebrations.</li> <li>An increased staff awareness of best practice in the teaching of maths.</li> <li>An increased number of children working at ARE or above as a result of the good progress made.</li> </ul>					
<b>Task / milestones</b>	<b>Associated Budget:</b>	<b>Person Responsible</b>	<b>Due by &amp; time needed</b>	<b>Evaluated / Checked by</b>	<b>RAG</b>
<ul style="list-style-type: none"> <li>Target children identified for each year group (ie. those working just below ARE and those working below the progress marker from their starting point) and action plan put into place to support and challenge as appropriate (e.g. Booster Groups)</li> </ul>		All staff; JK; key stage leaders.	October		
<ul style="list-style-type: none"> <li>Monitoring of standards through lesson observations, learning walks, book scrutiny and pupil progress meetings, providing staff with support and challenge to raise standards where required (including through more explicit teaching of vocabulary, mental and arithmetic).</li> </ul>		KE/JK/NP	Sept – Dec		
<ul style="list-style-type: none"> <li>Same day intervention groups to ensure gaps are closed prior to next lesson. Evidence needs to be visual in books</li> </ul>		JK	On-going through book scrutiny		
<ul style="list-style-type: none"> <li>Conduct pupil interviews and parent surveys about their views on Maths. Follow up on outcomes.</li> </ul>		JK	Aut 2		
<ul style="list-style-type: none"> <li>CPD from Sunderland Maths lead – to develop a clear understanding of the foundations of Maths in each year group and how to secure these and move forward.</li> </ul>		JK/NP	Nov		
<ul style="list-style-type: none"> <li>CPD – Peter from Corporation Road to deliver training on mental maths strategies.</li> </ul>		JK	Dec		
<ul style="list-style-type: none"> <li>Identify children who require additional support from Dynamo Maths intervention and set up the program</li> </ul>		All Teachers	Sept		
<ul style="list-style-type: none"> <li>Full implementation of Lingfield Trust Assessment to support standards across the Trust/School</li> </ul>		All staff	Dec		
<ul style="list-style-type: none"> <li>Additional support for disadvantaged children through more frequent opportunities</li> </ul>		All staff; JK	Oct - Dec		
<ul style="list-style-type: none"> <li>To monitor Maths in Science, ensuring the Maths skill is taught to enable children to gain full access the Science Curriculum (manipulation of the maths timetable-evidenced)</li> </ul>		JK/MM	Dec		
<b>Christmas Milestone:</b>					
<ul style="list-style-type: none"> <li>Year 1 - 50% to achieve national Standard/6% GD</li> <li>Year 2 - 60% to be on track/above to achieve National Standard</li> <li>Year 3 – 2 (10%) girls to achieve higher GD</li> </ul>					

<ul style="list-style-type: none"> <li>Year 4 – 60% to achieve National Standards/12% GD</li> <li>Year 5 – 60% to achieve National Standard/12% GD</li> <li>Year 6 - 60% to achieve National Standard/12% GD</li> </ul>				
<ul style="list-style-type: none"> <li>Continue to monitor standards through lesson observations, learning walks, book scrutiny, pupil progress meetings and data, with a particular focus on previously identified target children and any additional areas of concern, providing staff with support and challenge to raise standards where required.</li> </ul>	KE/ NP All staff/key stage leaders.	Jan – Apr		
<ul style="list-style-type: none"> <li>Attend Trust moderation sessions and feedback to staff with next steps</li> </ul>	JK	Jan		
<ul style="list-style-type: none"> <li>Continue to use of Lingfield Trust Maths Assessment Tools to determine key areas of strength and development in each year group, to determine subsequent support and challenge.</li> </ul>	All staff	March		
<ul style="list-style-type: none"> <li>Continuation of additional support for disadvantaged children through more frequent opportunities</li> </ul>	All staff	January - March		
<ul style="list-style-type: none"> <li>Monitor the impact of same day intervention groups to ensure gaps are closed prior to next lesson. Evidence needs to be visual in books</li> </ul>	JK	On-going through book scrutiny		
<ul style="list-style-type: none"> <li>Full implementation of Lingfield Trust Assessment to support standards across the Trust/School</li> </ul>	All staff	Dec		
<ul style="list-style-type: none"> <li>Additional support for disadvantaged children through more frequent opportunities</li> </ul>	All staff; JK	Oct - Dec		
<ul style="list-style-type: none"> <li>To continue monitor Maths in Science, ensuring the Maths skill is taught to enable children to gain full access the Science Curriculum (manipulation of the maths timetable-evidenced)</li> </ul>	JK/MM	Dec		
<ul style="list-style-type: none"> <li>Parental engagement opportunities to support Maths at home and the championing of skills</li> </ul>	JK	April		
<p><b>Easter Milestone:</b></p> <ul style="list-style-type: none"> <li>Year 1 60% to achieve national Standard/12% GD</li> <li>Year 2 - 66% to be on track/above to achieve National Standard</li> <li>Year 3 – 2 (11%) girls to achieve higher GD</li> <li>Year 4 – 60% to achieve National Standards/14% GD</li> <li>Year 5 – 66% to achieve National Standard/15% GD</li> <li>Year 6 - 68% to achieve National Standard/16% GD</li> </ul>				
<ul style="list-style-type: none"> <li>Monitoring of standards through lesson observations, learning walks, book scrutiny, pupil progress meetings and data, with a particular focus on previously identified target children and any additional areas of concern, providing staff with support and challenge to raise standards where required.</li> </ul>	KE/NP/All staff/ key stage leaders.	Apr – July		
<ul style="list-style-type: none"> <li>To use of End of year White Rose Hub Maths Assessment Tools to determine key areas of strength and development in each year group, to determine subsequent support and challenge.</li> </ul>	All staff/ JK	June/July end of year assessment		



## School Improvement Area 4

Area for Improvement: To embed opportunities for outdoor learning to enhance and enrich the curriculum and raise standards across the school.				Overall Evaluator:	Overall RAG
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Learning is observed as good or better over time through all SSE monitoring</li> <li>Stimulating and creative weekly planning embeds opportunities for outdoor learning which impact positively on outcomes</li> <li>The percentage of children working below age related expectation decreases in all core subjects</li> <li>Positive impact on Boys attainment, particularly EYFS and KS2 Boys</li> <li>All teaching staff to achieve the Outdoor Qualification</li> </ul>					
Task / milestones	Associated Budget:	Person Responsible	Due by & time needed	Evaluated / Checked by	RAG
<ul style="list-style-type: none"> <li>Further develop and implement SSE / CPD program and share with all staff</li> </ul>		KE	Sept		
<ul style="list-style-type: none"> <li>All Teachers attend Outdoor Curriculum Training PD Day</li> </ul>		KE			
<ul style="list-style-type: none"> <li>Staff incorporate opportunities for outdoor learning within / across the curriculum as a result of their learning</li> </ul>		EH/KE	Learning Walks, Lesson Obs		
<ul style="list-style-type: none"> <li>Organise and host Trust Accredited Outdoor Learning Course for all teaching staff to qualify in</li> </ul>		All teachers/ KE	Dec - Ongoing		
<ul style="list-style-type: none"> <li>Carry out learning observations for all teachers and feedback findings to support and challenge and that will impact on pupil progress across the curriculum. Follow up as appropriate.</li> </ul>		SLT	Sept/Oct Nov/Dec		
<ul style="list-style-type: none"> <li>Overhaul Website to reflect wide, rich curriculum opportunities being taught in school</li> </ul>		NP	Dec		
<ul style="list-style-type: none"> <li>Audit school environment and displays to assess curriculum quality and subject coverage. Feedback finding to staff.</li> </ul>		JW	Dec		
<ul style="list-style-type: none"> <li>Provide opportunities for Team / Peer observations in our school / best practice across the Trust / other schools in order to improve subject outcomes and provision</li> </ul>		KE	Ongoing		
<ul style="list-style-type: none"> <li>Curriculum Lead to attend Trust Network Meetings</li> </ul>		JW	Dec		
<ul style="list-style-type: none"> <li>Curriculum Lead to liaise with Trust lead regarding Assessment, focusing on GD in foundation subjects and feedback to HHA with action implemented by all teachers</li> </ul>		JW/EH	Dec		
<ul style="list-style-type: none"> <li>Plan CPD to support teachers in Subject Leadership</li> </ul>		Subject leaders/KE	Dec		
<ul style="list-style-type: none"> <li>Identify outdoor opportunities / ideas with the Trust schools</li> </ul>		EH	Dec		

<ul style="list-style-type: none"> <li>Provide and improve resources and storage to support outdoor learning (sheds, equipment, chalkboards, whiteboards etc)</li> </ul>	NP	Dec		
<ul style="list-style-type: none"> <li>Outdoor lead to look at John Muir Award for Trust Schools</li> </ul>	EH	Dec		
<ul style="list-style-type: none"> <li>Review end of term pupil outcomes against curriculum milestones and analyse data. Feedback to Trust / Governors</li> </ul>	KE/EH	Dec / Jan		
<p><b>Christmas Milestone:</b></p> <ul style="list-style-type: none"> <li>All children access minimum 3 lesson / part lessons per week outdoors</li> <li>Foundation subjects are assessed in line with the new Trust Tracking system</li> <li>Minimum 50% children are on track to meet end of year expectations in each subject</li> </ul>				
<ul style="list-style-type: none"> <li>Following Autumn Term analysis, plan SSE actions which focus on targeted improvements to enrich the curriculum and outdoor learning</li> </ul>	JW	Jan		
<ul style="list-style-type: none"> <li>New Accredited outdoor leads audit planning to establish frequency of opportunity for outdoor learning. Create a summary report of findings to be followed up.</li> </ul>	MM/EH	Feb		
<ul style="list-style-type: none"> <li>Carry out learning observations for all teachers and feedback findings to support and challenge and that will impact on pupil progress across the curriculum. Follow up as appropriate.</li> </ul>	SLT	Feb / Mar		
<ul style="list-style-type: none"> <li>Regularly review Website content / Twitter feed to show evidence of wide curriculum opportunities being taught in school, particularly outdoor opportunities</li> </ul>	All Teachers	half termly		
<ul style="list-style-type: none"> <li>Governor Learning Walk to observe school environment / displays to monitor curriculum quality and how the SIP is being actioned. Feedback finding to Governors</li> </ul>	Governors/KE/EH	Apr		
<ul style="list-style-type: none"> <li>Provide opportunities for Team / Peer observations in our school / best practice across the Trust / other schools in order to improve subject outcomes and provision</li> </ul>	KE	Ongoing		
<ul style="list-style-type: none"> <li>Curriculum and Outdoor Lead to attend Trust Network Meetings</li> </ul>	JW/EH	HALF TERMLY		
<ul style="list-style-type: none"> <li>Identify outdoor opportunities / ideas with the Trust schools</li> </ul>	EH	Apr		
<ul style="list-style-type: none"> <li>Review end of term pupil outcomes against curriculum milestones and analyse data. Feedback to Trust / Governors</li> </ul>	KE	Apr		
<ul style="list-style-type: none"> <li>Following Spring Term analysis, plan SSE actions which focus on targeted improvements</li> </ul>	JW/EH	Apr		
<ul style="list-style-type: none"> <li>New Accredited outdoor leads audit planning to establish frequency of opportunity for outdoor learning. Create a summary report of findings to be followed up.</li> </ul>	EH	Apr		
<p><b>Spring Milestone:</b></p> <ul style="list-style-type: none"> <li>All children access minimum 5 lesson / part lessons per week outdoors</li> <li>Foundation subjects are assessed in line with the new Trust Tracking system</li> <li>Minimum 60% children are on track to meet end of year expectations in each subject</li> <li>All teachers to complete their course work and submit for assessment</li> </ul>				

<ul style="list-style-type: none"> <li>Outdoor leads review planning and conduct Pupil Interviews to establish progress from Spring term, frequency and impact of outdoor learning. Prepare '10 things' for website</li> </ul>	MM / EH	July		
<ul style="list-style-type: none"> <li>Carry out Context observations for all teachers and feedback findings to support and challenge and that will impact on pupil progress across the curriculum. Follow up as appropriate.</li> </ul>	Subject Leaders	May / June		
<ul style="list-style-type: none"> <li>Regularly review Website content / Twitter to update class information which reflects wide, rich curriculum opportunities being taught in school.</li> </ul>	All Teachers	Weekly		
<ul style="list-style-type: none"> <li>Subject Leader Learning Walks to observe floor books / school environment / displays to monitor quality of progress and learning in their subject. Create '10 things' for website</li> </ul>	Subject Leaders	Summer Term		
<ul style="list-style-type: none"> <li>Create a summary Trust Questionnaire to establish progress from Autumn Baseline following training regarding use / provision for outdoor learning, areas for development and strengths that could be shared across the Trust. Create an analysis report.</li> </ul>	EH	July		
<ul style="list-style-type: none"> <li>Offer to observe / monitor outdoor provision across Trust Schools</li> </ul>	KE	June		
<ul style="list-style-type: none"> <li>Create a summary of Outdoor Provision across the Trust – what works well, what are the issues, how can it be strengthened? Share with Trust.</li> </ul>	EH/KE	July		
<ul style="list-style-type: none"> <li>Curriculum Lead to attend Trust Network Meetings</li> </ul>	EH/JW	HALF TERMLY		
<ul style="list-style-type: none"> <li>Identify outdoor opportunities / ideas with the Trust schools</li> </ul>	EH	July		
<ul style="list-style-type: none"> <li>Review end of term pupil outcomes against curriculum milestones and analyse data. Feedback to Trust / Governors</li> </ul>	JW/EH	July		
<ul style="list-style-type: none"> <li><b>Summer Milestone:</b></li> <li>All children access minimum 8 lessons / part lessons per week outdoors</li> <li>Foundation subjects are assessed in line with the new Trust Tracking system</li> <li>Minimum 70% children are on track to meet end of year expectations in each subject</li> </ul>				
<b>Impact of Actions – December:</b>	<b>Impact of Actions – April:</b>	<b>Impact of actions – July:</b>	<b>Success Criteria met?</b>	




## School Improvement Area 5

<b>Area for Improvement:</b> To increase the proportion of disadvantaged children making good or better progress against their prior attainment, particularly girls in KS1 & boys in KS2				<b>Overall Evaluator:</b>	<b>Overall RAG</b>
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>High quality, targeted teaching ensure outcomes of disadvantaged pupils across the year demonstrate good or better progress from their starting points</li> <li>An increased (%) number of disadvantaged children make minimum 3 bands progress from their start point with 33% targeted to meet 4 bands</li> <li>5% of disadvantaged pupils meet higher standards in one or more subjects in each year group</li> <li>attainment gap narrows between disadvantaged and National Other at the end of each key stage by rigorous monitoring and application of new assessment and tracking procedures within each year group in core subjects</li> </ul>					
<b>Task / milestones</b>	<b>Associated Budget:</b>	<b>Person Responsible</b>	<b>Due by &amp; time needed</b>	<b>Evaluated / Checked by</b>	<b>RAG</b>
<ul style="list-style-type: none"> <li>PP Lead monitor pupils outcomes, analyse data and progress, report to SLT / Governors and provide CPD/information to support and challenge teachers</li> </ul>		HT	From Sept		
<ul style="list-style-type: none"> <li>Establish entry data for disadvantaged children across school and project an end of year target with the class teacher</li> </ul>		KE / Class Teachers	Sept		
<ul style="list-style-type: none"> <li>Check individual progress of identified children at Pupil Progress meetings</li> </ul>		NP	Nov		
<ul style="list-style-type: none"> <li>Reflect on PP Trust Audit and ensure all areas are being met</li> </ul>		KE	Dec		
<ul style="list-style-type: none"> <li>Ensure any child not making sufficient progress is given additional support/intervention both at all levels of ability</li> </ul>		All Staff/SL	PP meetings See timetable		
<ul style="list-style-type: none"> <li>Attend PP Trust network meetings and follow up with any actions</li> </ul>		KE	Dec		
<ul style="list-style-type: none"> <li>Ensure continued home/school dialogue through increased communication between staff and parents/carers impacts on children's progress.</li> </ul>		All Staff/JN/BB/JK	Oct/Nov		
<ul style="list-style-type: none"> <li>Ensure repetition of key skills is embedded through each key stage, providing opportunities for identified pupils to access 1:1 or small group support</li> </ul>		All Staff	Dec		
<ul style="list-style-type: none"> <li>Staff meeting to feedback on PP Progress and CPD to further develop practice</li> </ul>		KE	Dec		
<ul style="list-style-type: none"> <li>Ensure challenge is sufficient for GDS PP pupils based on their previous starting points and current potential</li> </ul>		All Staff	See SSE Autumn overview		
<ul style="list-style-type: none"> <li><b>Christmas Milestone:</b> Reception 67% PP boys 1/3 to meet the milestone of 4 steps progress  Year 1</li> </ul>					

<p>67% of PP girls (2/3) on track to make at least expected progress by the end of Year 1 in RWM. 17% of PP boys (1/6) on track to make at least expected progress by the end of Year 1 in RWM.</p> <p>Year 2 43% of PP girls (3/7) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM. 50% of PP boys (2/4) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM.</p> <p>Year 3 56% of PP girls (5/9) on track to make at least expected progress by the end of Year 3 in RWM. 29% of PP boys (2/7) on track to make at least expected progress by the end of Year 3 in RWM.</p> <p>Year 4 38% of PP girls (5/8) on track to make at least expected progress by the end of Year 4 in RWM. 36% of PP boys (4/11) on track to make at least expected progress by the end of Year 4 in RWM.</p> <p>Year 5 42% of PP girls (5/12) on track to make at least expected progress by the end of Year 5 in RWM. 40% of PP boys (4/10) on track to make at least expected progress by the end of Year 5 in RWM.</p> <p>Year 6 33% of PP girls (2/6) on track to make at least expected progress by the end of Year 6 in RWM. 43% of PP boys (6/14) on track to make at least expected progress by the end of Year 6 in RWM.</p>				
<ul style="list-style-type: none"> <li>• Check individual progress of identified children at Pupil Progress meetings</li> </ul>	NP	Jan-March		
<ul style="list-style-type: none"> <li>• Ensure any child not making sufficient progress is given additional support/intervention both at all levels of ability</li> </ul>	All Staff/SL	Jan		
<ul style="list-style-type: none"> <li>• Attend Trust moderation to check progress is accurate</li> </ul>	SLT	Feb		

<ul style="list-style-type: none"> <li>Review the impact of Pupil Premium funding on standards of identified children</li> </ul>	SLT			
<p><b>Easter Milestone:</b>  Reception  67% PP boys 1/3 to meet the milestone of 4 steps progress</p> <p>Year 1  67% of PP girls (2/3) on track to make at least expected progress by the end of Year 1 in RWM.  33% of PP boys (2/6) on track to make at least expected progress by the end of Year 1 in RWM.</p> <p>Year 2  71% of PP girls (5/7) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM.  50% of PP boys (2/4) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM.</p> <p>Year 3  78% of PP girls (7/9) on track to make at least expected progress by the end of Year 3 in RWM.  43% of PP boys (3/7) on track to make at least expected progress by the end of Year 3 in RWM.</p> <p>Year 4  50% of PP girls (4/8) on track to make at least expected progress by the end of Year 4 in RWM.  45% of PP boys (5/11) on track to make at least expected progress by the end of Year 4 in RWM.</p> <p>Year 5  50% of PP girls (6/12) on track to make at least expected progress by the end of Year 5 in RWM.  50% of PP boys (5/10) on track to make at least expected progress by the end of Year 5 in RWM.</p> <p>Year 6  50% of PP girls (3/6) on track to make at least expected progress by the end of Year 6 in RWM.  50% of PP boys (7/14) on track to make at least expected progress by the end of Year 6 in RWM.</p>				

<ul style="list-style-type: none"> <li>Check individual progress of identified children at Pupil Progress meetings</li> </ul>	SLT	May		
<ul style="list-style-type: none"> <li>Ensure any child not making sufficient progress is given additional support/intervention both at all levels of ability</li> </ul>	All Staff/SL			
<ul style="list-style-type: none"> <li>Plan Families Connect Workshops to help them to support their child</li> </ul>	JH/TS	July		
<ul style="list-style-type: none"> <li>Attend Trust moderation to check progress is accurate</li> </ul>	All Staff	May		
<p><b>Summer Milestone:</b> Reception 67% PP boys (2/3) to meet the milestone of 4 steps progress</p> <p>Year 1 100% of PP girls (3/3) on track to make at least expected progress by the end of Year 1 in RWM. 33% of PP boys (2/6) on track to make at least expected progress by the end of Year 1 in RWM.</p> <p>Year 2 86% of PP girls (6/7) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM. 75% of PP boys (3/4) on track to make at least expected progress by the end of KS1 from their End of Reception data in RWM.</p> <p>Year 3 89% of PP girls (8/9) on track to make at least expected progress by the end of Year 3 in RWM. 57% of PP boys (4/7) on track to make at least expected progress by the end of Year 3 in RWM.</p> <p>Year 4 63% of PP girls (5/8) on track to make at least expected progress by the end of Year 4 in RWM. 55% of PP boys (6/11) on track to make at least expected progress by the end of Year 4 in RWM.</p> <p>Year 5 67% of PP girls (8/12) on track to make at least expected progress by the end of Year 5 in RWM. 70% of PP boys (7/10) on track to make at least expected progress by the end of Year 5 in RWM.</p>		July		

Year 6 67% of PP girls (4/6) on track to make at least expected progress by the end of Year 6 in RWM. 64% of PP boys (9/14) on track to make at least expected progress by the end of Year 6 in RWM.					
<b>Impact of Actions – December:</b>	<b>Impact of Actions – April:</b>	<b>Impact of actions – July:</b>	<b>Success Criteria met?</b>		

## School Improvement Area 6

<b>Area for Improvement:</b> To improve the proportion of KS1 SEND pupils making good or better progress in Phonics towards the National Standard				<b>Overall Evaluator:</b>	
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>High quality, targeted teaching ensure outcomes of SEND pupils across the year demonstrate good or better progress from their starting points</li> <li>15% of SEND pupils meet NA standards in phonics in HNB (Year1/2 children = 2 children)</li> <li>SEND children to make progress through the Phonic phases (Tracking termly) with the aim to access phase 5 by the end of the academic phases</li> <li>Narrow the gap between their non-SEND peers</li> </ul>					
<b>Task / milestones</b>	<b>Associated Budget:</b>	<b>Person Responsible</b>	<b>Due by &amp; time needed</b>	<b>Evaluated / Checked by</b>	
<ul style="list-style-type: none"> <li>Complete a baseline using the phonic tracking system in Year1 and Year 2</li> </ul>		Year 1 /2 teachers	Sept		
<ul style="list-style-type: none"> <li>All SEND children to be given a personal end of year phonics target which teachers will use to track progress throughout the term</li> </ul>		Year 1 /2 teachers	Sept		
<ul style="list-style-type: none"> <li>Timetable to embed 2 focused lessons per day to enhance the learning of Phonics</li> </ul>		Year 1 /2teachers	Sept		
<ul style="list-style-type: none"> <li>Assess progress in phonics using standardised test half termly</li> </ul>		Year 1 /2 teachers/ KE	Oct / Dec Feb / Apr May		
<ul style="list-style-type: none"> <li>Analyse attendance of SEND in order to improve by 2%</li> </ul>		NP	Termly		
<ul style="list-style-type: none"> <li>Analyse the outcomes of the standardised testing half termly</li> </ul>		SL/GC	Half Termly		
<ul style="list-style-type: none"> <li>Liaise with staff to organise interventions/Groupings</li> </ul>		Teachers	Half termly		
<ul style="list-style-type: none"> <li>Termly support groups for parents with children with specific needs to develop their understanding of Phonics</li> </ul>		SL/NP	November February May		
<b>December Milestone:</b>					
<ul style="list-style-type: none"> <li>50% of SEND children on track to meet their end of year progress target from start point</li> </ul>					
<ul style="list-style-type: none"> <li>Daily activities to enhance the learning of Phonics</li> </ul>		Year 1 /2teachers	January		
<ul style="list-style-type: none"> <li>Assess progress in phonics using standardised test half termly</li> </ul>		Year 1 /2teachers/ KE	Oct / Dec Feb / Apr May		

• Analyse attendance of SEND to improve by 3%	NP	Termly		
• Analyse the outcomes of the standardised testing half termly	SL/GC	Half Termly		
• Liaise with staff to organise interventions/Groupings	Teachers	Half termly		
• Termly support groups for parents with children with specific needs to develop their understanding of Phonics	SL/NP	November February May		
<b>Easter Milestone:</b>				
• 60% of SEND children on track to meet their end of year progress target from start point				
• Daily activities to enhance the learning of Phonics	Year 1 /2teachers	January		
• Assess progress in phonics using standardised test half termly	Year 1 /2teachers/ KE	Oct / Dec Feb / Apr May		
• Analyse attendance of SEND to improve by 4%	NP	Termly		
• Analyse the outcomes of the standardised testing half termly	SL/GC	May		
• Liaise with staff to organise interventions/Groupings	Teachers	Half termly		
• Termly support groups for parents with children with specific needs to develop their understanding of Phonics	SL/NP	November February May		
• Administer the Phonic Screening Check	KE	June		
• Analyse final outcomes and evaluate impact of 2 lessons per day and daily activities	SL/GC	Jun/July		
<b>Summer Milestone:</b>				
• 70% of SEND children on track to meet their end of year progress target from start point				
• 2/14 children in the HNB to achieve National Standard				
• 2/4 children in Year 2 will achieve National Standard				
• 1/4 children in Year 1 will achieve National Standard				
<b>Impact of Actions - December:</b>	<b>Impact of Actions – April:</b>	<b>Impact of actions – July:</b>	<b>Success Criteria met?</b>	
