

# School Improvement Planning 2020/21



## 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
41	31	23	27	43	48	39	47
Base Places							
	9	3	4	7	0	6	

### Staffing Changes:

- **Nov 2020: 3 x Mixed Y3/4 CLASSES are split into smaller, single year group classes. New Supply Teacher Miss Bratley joins the Team.**
- **AHT Nicola Padgett leaves 31.12.20 and will be internally replaced by Joanne Knox (Y6).**
- **Y4 will have**



## Outcomes 2020:

2020	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
	73%	83% Y2 67%	ES: 72%	ES: 72%	ES: 78%	ES: 86%	ES: 81%	ES: 81%	ES: 79%	ES: 71%
			GDS: 26%	GDS: 15%	GDS: 26%	HS: 24%	GDS: 19%	HS: 24%	HS: 24%	GDS: 12%
64%	75% Y2 43%	ES: 60%	ES: 60%	ES: 66%	NA: 73%	NA: 82%	NA:84%	NA:78%	NA:65%	
NA: %	NA: 82%	NA: 70% (26%)	NA: 70%	NA: 70% (22%)	Progress Measures: Reading Writing Maths					

## Outcome Aspirations and Milestones Checker 2020-2021:

Aspiration	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined
	23/31 74%	19/23 83%	19/28 68%	19/28 68%	19/28 68%	77%	70%	77%	79%	70%
	EXC:6/31 19%	Target: 21/23 91%	GDS: 5/28 18%	GDS: 7/28 25%	GDS: 7/28 25%	GDS:17%	GDS: 17%	GDS: 21%	GDS: 27%	
Incl HNB	23/40 58%	19/27 70%	ES: 19/32 60%	ES: 19/32 60%	ES: 19/32 60%					
	EXC 3/40 15%	Target: 21/27 78%	GDS: 5/32 16%	GDS: 7/32 22%	GDS: 7/32 22%					

Autumn	GLD	Y1 Phonics	Key Stage 1			Key Stage 2				
			Reading	Writing	Maths	Reading	Writing	Maths	EGPS	RWM Combined
	% (average) 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:

### 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 Y5 children accessing the ASD Base in KS2 and 7 x Y3 children in the newly developed JSB.

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

Spring	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:
			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:
			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: School Lead: K.Geaves

## Governor Leads: J.Tickle

<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 (National Other 67%, where school had 20% PP Boys achieve GLD therefore a gap of -47%)				<b>Overall Evaluator:</b>	<b>Overall RAG</b>
<p><b>Success Criteria:</b></p> <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>Implement the pilot EYFS Assessment program</li> </ul>		KG / EYFS Team	From September	KE	
<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>		DS/CT/KG	September	KE	
<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> <li>- Dojo being used to communicate regularly with parents and reading materials being sent home</li> <li>- Dates for virtual parents' meeting to further support in phonics and maths TBC.</li> </ul>		DS/CT/KG	October	KE	
<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>		DS/CT/KG	December	KE	
<ul style="list-style-type: none"> <li>Ensure the disadvantaged/boys group of children are given additional support if necessary.</li> </ul>		KG & EYFS team	September	KE	
<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>		DS/CT/KG	October	KE	
<ul style="list-style-type: none"> <li>Analyse the impact of CL strand in relation to the Curriculum subjects to track attainment</li> </ul>		KG/NP	Dec	KE	
<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>		KG/NP	Dec	KE	
<ul style="list-style-type: none"> <li><b>Christmas Milestone: (Excluding HNB)</b></li> <li>PP boys 2/6 (33%) to on track to meet NE for RWM</li> <li>7/16 boys will be on track to achieve NE for RWM (44%)</li> </ul>		KG	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>		DS/CT/KG	January		
<ul style="list-style-type: none"> <li>Reassess target intervention groups and support groups of children including disadvantaged children.</li> </ul>		KG & 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>		DS/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>	DS/CT/KG	March		
<ul style="list-style-type: none"> <li>Attend trust moderation group to check data judgements are accurate.</li> </ul>	DS/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>	KG	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>	KG/PKB	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>	KG	April		
<p><b>Spring Milestone:</b> (Excluding HNB)</p> <ul style="list-style-type: none"> <li>PP boys 3/6 (50%) to on track to meet NE for RWM</li> <li>8/16 boys will be on track to achieve NE for RWM (50%)</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>	KG & 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>	DS/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>	KG/PKB	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>	KG	June		
<p><b>Summer Milestone:</b> (Excluding HNB)</p> <ul style="list-style-type: none"> <li>PP boys 3/6 (50%) to meet GLD</li> <li>9/16 boys will achieve GLD (56%)</li> </ul>	KG/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: School Leads: Billie-Jo Laden Governor Leads: S.Ledger

Area for Improvement: To narrow the attainment gap by x% between boys and girls in R,W,M and phonics CHECK YEAR GROUPS				Overall Evaluator:	Overall RAG
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Increase the number of boys achieving the GD in maths at KS1 and RWM in KS2</li> <li>• Increase the proportion of boys achieving NE narrowing the gap between boys and girls</li> <li>• Termly tracking will show an increase in the number of boys achieving NE</li> </ul>					
Task / milestones	Associated Budget:	Person Responsible	Due by & time needed	Evaluated / Checked by	RAG
<ul style="list-style-type: none"> <li>• Audit of resources for teaching and learning alongside the English Hub - First LSA day 24.11.2020.</li> </ul>		PKB/BJL	Sept		
<ul style="list-style-type: none"> <li>• Staff to attend training sessions by St Michael's English Hub - All staff completed specific L&amp;S Training virtually by 23.11.2020. Feedback from training provided by literacy Support Adviser 15.12.2020.</li> </ul>		PKB	Oct / Nov		
<ul style="list-style-type: none"> <li>• Baseline the children and identify children with specific needs for Mental Health support and learning needs.</li> </ul>		Techers	Sept		
<ul style="list-style-type: none"> <li>• Target children are identified and intervention groups are set up for those who need more support to narrow the gaps in learning. - In-school phonics tracker being used to more strategically identify/support individuals and groups of children to consolidate/revisit previous teaching. - Identification of Lowest 20% in R/Y1/Y2 and intervention in place through four-pronged approach to phonics provision.</li> </ul>		Teachers	Sep/Oct		
<ul style="list-style-type: none"> <li>• Identify specific gaps in training for staff and ensure training needs are fulfilled. - Whole school participation in L&amp;S training (23.11.2020) - All new staff joining the school after 23.11.2020 required to complete L&amp;S training - Whole school counting/number training (19.10.2020) - SLT and support staff training re. structured conversations to support disadvantaged children/families (07.12.2020) - Dynamo Maths training whole school (18.11.2020) - Y1 teacher attended Introduction to Phonics Teaching (13.11.2020) - Y2 teacher and English Lead attended coaching/mentoring workshop with DfE LSA (24.11.2020); coaching and mentoring sessions to begin with EYFS/KS1 staff in January - EYFS Team attended Launchpad training - Vocabulary training booked for all teaching staff for Spring term (Feb/March)</li> </ul>		SLT	January		
<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 - Analysis of attainment for L20% collated on 14.12.2020.</li> </ul>		PKB	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 - Pupil Progress Meetings wc. 07.12.2020</li> </ul>		Teachers/SLT	Dec March June		

<ul style="list-style-type: none"> <li>Whole school staff training on Phonics and Writing to ensure solid foundations are embedded to build on <ul style="list-style-type: none"> <li>- Whole school L&amp;S Training 23.11.2020; feedback/review from training and next steps identified with LSA 15.12.2020</li> <li>- First draft of new whole school writing curriculum document developed by Middlesbrough English Hub scrutinised by CI in Aut 2; second draft to be received by school in Spr 1 and staff training to be organised.</li> </ul> </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>	PKB	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>	KG/BJL/EH/PKB	Dec		
<ul style="list-style-type: none"> <li>Meet with teachers to discuss and identify hurdles and successes for each child. Re-evaluate target children.</li> </ul>	KE/PKB/JK 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 <ul style="list-style-type: none"> <li>- Maths book scrutiny (wc. 16.11.2020)</li> <li>- Writing book scrutiny (wc. 30.11.2020)</li> <li>- Phonics lesson drop-ins (24.11.2020)</li> <li>- Floor book scrutiny (Nursery) (30.11.2020)</li> <li>- Pupil Progress Meetings (wc. 07.12.2020)</li> <li>- Whole school assessment data analysis (wc. 30.11.2020)</li> <li>- NFER Data Analysis (wc. 30.11.2020)</li> <li>- Phonics analysis (wc. 30.11.2020)</li> <li>- In-class observations have not been conducted this term in light of COVID-19 restrictions, however will resume in the Spring term as drop-ins/learning walks.</li> </ul> </li> </ul>	KE/JK/PKB	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> <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, with a particular focus on boys/PP.</li> </ul>	KG/BJL/JK	Jan		
<ul style="list-style-type: none"> <li>Review target children are have been identified and re-evaluate intervention groups -who are working below/at national expectation, but are capable of achieving higher</li> </ul>	All teachers/KE/PKB/JK	Feb Apr		
<ul style="list-style-type: none"> <li>Maximise opportunities for more able children to extend their learning beyond NE with a particular focus on boys/PP.</li> </ul>	All Teachers	Feb Apr		
<ul style="list-style-type: none"> <li>Identify specific gaps in training for staff and ensure training needs are fulfilled.</li> </ul>	SLT	January		
<ul style="list-style-type: none"> <li>Analyse termly assessments to track targeted children</li> </ul>	SLT	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>	KG/BJL/JK/PKB	Apr		
<ul style="list-style-type: none"> <li>Meet with teachers to discuss and identify hurdles and successes for each child working at all levels. Re-evaluate target children.</li> </ul>	KE/PKB/JK 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>	KE/JK/PKB	Apr		
<ul style="list-style-type: none"> <li>Analyse test results to identify areas that need to be a focus to narrow the gaps between boys and girls.</li> </ul>	PKB/Teachers	Apr		
<ul style="list-style-type: none"> <li><b>Easter Milestone:</b> <ul style="list-style-type: none"> <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> </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>	BJL/JK/KG/PKB	May	KE	
<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>	KG/BJL/PKB	Apr		
<ul style="list-style-type: none"> <li>Maximise opportunities for more able children to extend their learning beyond NE</li> </ul>	KE	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>	PKB/KE	May		
<ul style="list-style-type: none"> <li>Meet with teachers to discuss and identify hurdles and successes for each child working at all levels. Re-evaluate target children.</li> </ul>	KE/PKB/JK all Teachers	May		
<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 Boys/PP</li> </ul>	KE/JK/PKB	Jul		
<ul style="list-style-type: none"> <li>Collect data from YN-Y6 to identify current position at end of Sum 2. Identify current position against targets. Re-evaluate target groups of children and identify gaps in learning and share with new teacher for transition.</li> </ul>	PKB/KE	Jul		
<ul style="list-style-type: none"> <li><b>Summer Milestone:</b> <ul style="list-style-type: none"> <li>Year 1 = R – W- M-</li> <li>Year 2 = R –W- M-</li> <li>Year 3 = R –W- M-</li> <li>Year 4 = R- W- M-</li> <li>Year 5 = R –W- M-</li> <li>Year 6 = R –W- M-</li> </ul> </li> </ul>				
<p>These are the aspirational target. Please see Target setting in September for the challenge.</p>				



Impact of Actions – December:	Impact of Actions – April:	Impact of actions – July:	Success Criteria met?

**School Improvement Area 3: School Lead: N.Padgett / P.Kirby-Bowstead  
Governor Leads: D.Elliott**

<b>Area for Improvement:</b> To improve Teaching, Learning and Assessment in core subjects including phonics to ensure children catch up to at least age related expectations (catch up curriculum).			<b>Overall Evaluator:</b>	<b>Overall RAG</b>	
<b>Success Criteria:</b>					
<ul style="list-style-type: none"> <li>Developed a progressive curriculum that has analysed gaps in learning (knowledge and skills) Curriculum plans are progressive</li> <li>The catch up curriculum will be fully embedded in the school curriculum to ensure no child has any gaps</li> <li>Children will have caught up with the recovery curriculum by the end of the summer term</li> <li>Children will have made 4 steps progress at least on the school internal tracking system to ensure they catch up from Spring 2020 data</li> <li>Home learning will mirror classroom practice for those children who are isolating for periods of time at home</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>To reassess the curriculum and ensure the catch up curriculum is fit for purpose</li> </ul>	JW/NP	Sept	KE	
<ul style="list-style-type: none"> <li>Identify gaps in the curriculum which need to be embedded in to each year group</li> </ul>	JW/NP	Set	KE	
<ul style="list-style-type: none"> <li>Ensure all staff and fully conversant with the expectations and catch up curriculum</li> </ul>	NP	Oct	KE	
<ul style="list-style-type: none"> <li>Ensure policies and procedures are in place in the event of another lockdown or children/teacher isolating</li> </ul>	NP	Oct	KE	
<ul style="list-style-type: none"> <li>Resources sourced and prepared in the event of lockdown/home learning – IT and paper resources</li> </ul>	NP	Oct	KE	
<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; key stage leaders.	October	SLT	
<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). <ul style="list-style-type: none"> <li>- Maths book scrutiny (wc. 16.11.2020)</li> <li>- Writing book scrutiny (wc. 30.11.2020)</li> <li>- Phonics lesson drop-ins (24.11.2020)</li> <li>- Floor book scrutiny (Nursery) (30.11.2020)</li> <li>- Pupil Progress Meetings (wc. 07.12.2020)</li> <li>- Whole school assessment data analysis (wc. 30.11.2020)</li> <li>- NFER Data Analysis (wc. 30.11.2020)</li> <li>- Phonics analysis (wc. 30.11.2020)</li> <li>- In-class observations have not been conducted this term in light of COVID-19 restrictions, however will resume in the Spring term as drop-ins/learning walks.</li> </ul> </li> </ul>	Subject Leads	Sept – Dec	SLT	
<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>	Class Teachers	On-going through book scrutiny	SLT	
<ul style="list-style-type: none"> <li>Follow new planning of Recovery Curriculum to ensure gaps in knowledge and understanding and skills are narrowed</li> </ul>	All Teachers	On-going through book scrutiny	SLT Subject Leads	
<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	NP	
<ul style="list-style-type: none"> <li>To continue with home school links to provide parents with the tools to support the recovery curriculum <ul style="list-style-type: none"> <li>- Staff have received training in the use of Dojo, LBQ and Education City</li> <li>- Dojo usage high across all classes: N 93%; Rec 100%; Y1 100%; Y2 100%; Y3 100%; Y4 96%; Y5 100%; Y6 100%</li> </ul> </li> </ul>	All Staff	Dec	SLT	
<ul style="list-style-type: none"> <li>Additional support for under-performing disadvantaged children through more focused and targeted teaching <ul style="list-style-type: none"> <li>- Dynamo Intervention refresher training and monitoring of usage</li> <li>- Developing focus on L20% in Phonics</li> <li>- Subscription to the Achievement for All initiative (Achieving Schools Partnership), including staff training into the use of structured conversations to support</li> </ul> </li> </ul>	All staff; JK	Oct - Dec	KE	

<p>disadvantaged children and their families.  - In cases of isolation, regular welfare checks with children/families and offer of additional support (including virtual teaching sessions, provision of all resources, use of catch-up fund for accessibility, doorstep drop-offs)</p>				
<p><b>Christmas Milestone:</b></p> <ul style="list-style-type: none"> <li>The foundation subject recovery curriculum will be completed by all year groups.</li> <li>Evidence of the recovery curriculum for RWM and phonics will be evidence through pre and post learning tasks</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>	Subject Leaders	Jan – Apr	SLT	
<ul style="list-style-type: none"> <li>Attend Trust moderation sessions and feedback to staff with next steps</li> </ul>	Subject Leaders	Jan	SLT	
<ul style="list-style-type: none"> <li>To monitor the recovery curriculum against age related expected standards</li> </ul>	Subject Leads	March	SLT	
<ul style="list-style-type: none"> <li>To challenge teachers on progress and attainment of children not making the expected/better progress</li> </ul>	SLT/Subject leads	Apr	KE	
<ul style="list-style-type: none"> <li>To continue with home school links to provide parents with the tools to support the recovery curriculum</li> </ul>	All Staff	Apr	SLT	
<ul style="list-style-type: none"> <li>Continuation of additional support for under-performing disadvantaged children through more focused and targeted teaching</li> </ul>	All staff	January - March	SLT	
<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>	Subject Leads	On-going through book scrutiny	SLT	
<ul style="list-style-type: none"> <li>Full implementation of Lingfield Trust Assessment to support standards across the Trust/School</li> </ul>	All staff	Apr	SLT/Subject Leads	
<p><b>Easter Milestone:</b></p> <ul style="list-style-type: none"> <li>Evidence of the recovery curriculum for RWM and phonics will be evidence through pre and post learning tasks</li> <li>Data reflects children meeting the expected standard within lessons.</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/PKB/All staff/ key stage leaders.	Apr – July	SLT/Subject Leads	
<ul style="list-style-type: none"> <li>Continuation of additional support for under-performing disadvantaged children through more focused and targeted teaching</li> </ul>	Subject Leads	June/July end of year assessment	SLT	
<ul style="list-style-type: none"> <li>To assess the impact of the recovery curriculum against age related expected standards</li> </ul>	Subject Leads	June	SLT	
<ul style="list-style-type: none"> <li>To challenge teachers on progress and attainment of children not making the expected/better progress</li> </ul>	SLT/Subject leads	Apr	KE	
<ul style="list-style-type: none"> <li>To continue with home school links to provide parents with the tools to support the recovery curriculum</li> </ul>	All staff	June	SLT	



## School Improvement Area 4: School Lead: P.Kirby-Bowstead / J.Knox Governor Leads: E.Cook-Smith

Area for Improvement: To support staff and pupil mental health and well-being through a focused program				Overall Evaluator:	Overall RAG
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Positive Pupil Well-being observed in class and through support in all aspects of school life</li> <li>Positive feedback from Pupil, staff and parents questionnaires. Any issues followed up.</li> <li>Stimulating and creative weekly planning embeds opportunities for investigation and curiosity which impact positively on outcomes</li> <li>Positive impact on attainment for disadvantaged pupils and Boys</li> </ul>					
Task / milestones	Associated Budget:	Person Responsible	Due by & time needed	Evaluated / Checked by	RAG
<ul style="list-style-type: none"> <li>To develop questionnaires to develop opinions and mental health and well-being.</li> </ul>		PKB	Dec	KE/NP	
<ul style="list-style-type: none"> <li>To analyse questionnaires to develop a program for staff and pupils</li> </ul>		PKB	Sept	NP	
<ul style="list-style-type: none"> <li>Incorporate opportunities for mental health and wellbeing within / across the curriculum</li> </ul>		RC/GC	Learning Walks, Lesson Obs	KE/NP	
<ul style="list-style-type: none"> <li>Brilliant Schools Subscription and Mental Health Wellbeing resources</li> </ul>		All staff	Sept	KE	
<ul style="list-style-type: none"> <li>Staff training with 'Art of Brilliance' – Andy Cope - Rescheduled for 24.02.2021 due to COVID-19</li> </ul>		Andy Cope	9 <sup>th</sup> Sept	KE	
<ul style="list-style-type: none"> <li>Pupil workshops for the 'Art of Brilliance' for year 5/6 - Rescheduled for 24.02.2021 due to COVID-19</li> </ul>		Andy Cope	9 <sup>th</sup> Sept	KE	
<ul style="list-style-type: none"> <li>To introduce 'Mighty Warriors Yoga' to support mindfulness and wellbeing in KS1</li> </ul>		BL	Sept	KE	
<ul style="list-style-type: none"> <li>Plan CPD and wellbeing opportunities to support staffs mental health and wellbeing - Socially distanced end of term get together/Secret Santa swap - Half day - Regular opportunities for virtual team/whole school meetings for catch up - Use of staff MHWB virtual noticeboard - Art of Brilliance twilight scheduled for 24.02.2021</li> </ul>		KE	Dec	NP	
<ul style="list-style-type: none"> <li>To establish a noticeboard to promote staff mental health and wellbeing - Due to school guidance/RA/bubbles, an online noticeboard has been created as opposed to a physical noticeboard within school to ensure all staff have access. - Regular reminder of Employee Assistance Programme sent to staff via noticeboard and via e-mail</li> </ul>		PKB	Sept	KE	
<ul style="list-style-type: none"> <li>To promote outdoor learning by ensuring lessons that can be taught outside are - Development of the outdoor areas in EYFS - Y3/4 Out in the Wilds context for learning in Autumn term</li> </ul>		All staff	Dec	KE	

- Timetable issues around staggered start/end/break/lunch times re. COVID compliance					
<b>Christmas Milestone:</b>					
•					
• Therapy dog to begin to interact with nurture groups/workshops	KE	March	PKB		
• Training of staff to confidently use the therapy dog to support nurture groups and workshops.	Kay Richardson	March	KE		
• To reissue and analyse questionnaires to develop an ongoing program for staff and pupils	PKB	Jan	KE		
• Incorporate opportunities for mental health and wellbeing within / across the curriculum	RC/GC	Learning Walks, Lesson Obs	KE		
• To continue with 'Mighty Warriors Yoga' to support mental health and wellbeing in KS1	BL	March	KE		
• Continue to develop CPD and wellbeing opportunities to support staffs mental health and wellbeing	KE	March	PKB		
• To continue to update the noticeboard to promote staff mental health and wellbeing	PKB	March	KE		
• To continue with outdoor learning/opportunities by ensuring lessons that can be taught outside are	All staff	March	KE		
• PAT accreditation (accreditation for therapy dog)	PAT assessor	March	KE		
<b>Spring Milestone:</b>					
•					
• Therapy dog to continue to interact with nurture groups/workshops	KE	June	PKB		
• To reissue and analyse questionnaires to develop an ongoing program for staff and pupils	PKB	Apr	PKB		
• Incorporate opportunities for mental health and wellbeing within / across the curriculum	RC/GC	Learning Walks, Lesson Obs	KE		
• To continue with 'Mighty Warriors Yoga' to support mental health and wellbeing in KS1	BL	June	KE		
• Continue to develop CPD and wellbeing opportunities to support staffs mental health and wellbeing	KE	June	PKB		
• To continue to update the noticeboard to promote staff mental health and wellbeing	PKB	June	KE		
• To continue with outdoor learning/opportunities by ensuring lessons that can be taught outside are	All staff	June	KE		
• <b>Summer Milestone:</b>					
•					
<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: School Lead: K.Edmenson

### Governor Leads: K.Braithwaite

Area for Improvement:					Overall Evaluator:	Overall RAG
To drill down into the progress of disadvantaged children to improve their chances of making good or better progress against their prior attainment and improve the overall gap towards National expectations by the end of Y6.						
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Improve staff training through the Achievement for All program in order to improve classroom practice and pupil outcomes</li> <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>						
Task / milestones	Associated Budget:	Person Responsible	Due by & time needed	Evaluated / Checked by	RAG	
<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>		NP	From Sept	KE/Governors	Green	
<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	KE/NP/PKB	Green	
<ul style="list-style-type: none"> <li>Check individual progress of identified children at Pupil Progress meetings - Pupil Progress Meetings wc. 07.12.2020</li> </ul>		NP	Nov	KE	Green	
<ul style="list-style-type: none"> <li>Reflect on PP Trust Audit and ensure all areas are being met</li> </ul>		KE	Dec	KE	White	
<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	KE	Green	
<ul style="list-style-type: none"> <li>Attend PP Trust network meetings and follow up with any actions</li> </ul>		KE	Dec	NP	White	
<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. (remotely)</li> </ul>		All Staff/KG/ NP/BB/PKB	Oct/Nov	KE	Green	
<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	KE	Green	
<ul style="list-style-type: none"> <li>Staff meeting to feedback on PP Progress and CPD to further develop practice</li> </ul>		KE	Dec	NP	White	
<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	SLT	Green	
<ul style="list-style-type: none"> <li>Enrol on the Achievement for All Program and work with the Coach to plan training and support within year groups / across school</li> </ul>		KE Diane McConnell	Nov 2 <sup>nd</sup> 2020 - Nov 2022	SLT / Governors / Trust	Green	
<ul style="list-style-type: none"> <li><b>Christmas Milestone:</b> Reception</li> </ul>					White	



<p>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. 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>	PKB/JK	Jan-March	KE	
<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/EH	Jan	KE	
<ul style="list-style-type: none"> <li>• Attend Trust moderation to check progress is accurate</li> </ul>	SLT	Feb	KE	
<ul style="list-style-type: none"> <li>• Review the impact of Pupil Premium funding on standards of identified children</li> </ul>	SLT	July	KE	

<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	KE	
<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	JUNE	KE	

<ul style="list-style-type: none"> <li>Attend Trust moderation to check progress is accurate</li> </ul>	All Staff	May	KE	
<p><b>Summer Milestone:</b>  <b>Reception</b>  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> <p>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.</p>		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 6: School Lead: S.Lovatt/E.He

### Governor Leads:

<b>Area for Improvement:</b> To improve the proportion of SEND pupils making good or better progress in Core Subjects including Phonics				<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 Reception, Year1 and Year 2 and the Trust assessment/Pivatts for core subjects</li> </ul>		All teachers/KE	Sept	PKB	
<ul style="list-style-type: none"> <li>All SEND children to be given a personal end of year RWM and phonics target which teachers will use to track progress throughout the term</li> </ul>		Year 1 /2 teachers	Sept	PKB	
<ul style="list-style-type: none"> <li>Timetable to embed 2 focused lessons per day to enhance the learning of Phonics (including catch up) - Four pronged approach to Phonics teaching developed and to be implemented from January: whole class session in line with progression document; second session tailored to whole class need as identified through the tracker; intervention and support with L20%/target children; incidental teaching throughout the school day.</li> </ul>		Year 1 /2teachers	Sept	PKB	
<ul style="list-style-type: none"> <li>Assess progress in Core Subjects/phonics using standardised test half termly</li> </ul>		KE	Oct / Dec Feb / Apr May	PKB	
<ul style="list-style-type: none"> <li>Analyse attendance of SEND pupils in order to improve % and provide support for families</li> </ul>		JH/SL	Termly	NP	
<ul style="list-style-type: none"> <li>Analyse the outcomes of the standardised testing termly</li> </ul>		SL/EH	Half Termly	PKB	
<ul style="list-style-type: none"> <li>Liaise with staff to organise interventions/Groupings</li> </ul>		Subject leads	Half termly	PKB	
<ul style="list-style-type: none"> <li>Phonics audit through St Michaels DFE English Hub and subsequence staff training</li> </ul>		All staff	Audit – Dec Staff training - ongoing throughout year	PKB	
<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/core subjects</li> </ul>		All teachers	January	BL/PKB	
<ul style="list-style-type: none"> <li>Assess progress in phonics using standardised test half termly</li> </ul>		KE	Oct / Dec Feb / Apr May	PKB/BL	

<ul style="list-style-type: none"> <li>Analyse attendance of SEND pupils in order to improve % and provide support for families</li> </ul>	JH	Termly	KE	
<ul style="list-style-type: none"> <li>Analyse the outcomes of the standardised testing half termly for phonics and core subjects</li> </ul>	SL/EH/BJL Subject leads	Half Termly	PKB	
<ul style="list-style-type: none"> <li>Phonics audit through St Michaels DFE English Hub and subsequence staff training</li> </ul>	All staff	Audit – March Staff training - ongoing throughout year	PKB	
<ul style="list-style-type: none"> <li>Liaise with staff to organise interventions/Groupings</li> </ul>	Teachers	Half termly	PKB	
<b>Easter Milestone:</b> <ul style="list-style-type: none"> <li>60% 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>Complete a baseline using the phonic tracking system in Reception, Year1 and Year 2 and the Trust assessment/Pivatts for core subjects</li> </ul>	All teachers	July	PKB	
<ul style="list-style-type: none"> <li>All SEND children to be given a personal end of year RWM and phonics target which teachers will use to track progress throughout the term</li> </ul>	Year 1 /2 teachers	July	PKB	
<ul style="list-style-type: none"> <li>Timetable to embed 2 focused lessons per day to enhance the learning of Phonics (including catch up)</li> </ul>	Year 1 /2teachers	July	PKB	
<ul style="list-style-type: none"> <li>Analyse data and gaps in Core Subjects/phonics using standardised tests for next years teaching</li> </ul>	KE	Oct / Dec Feb / Apr May	PKB	
<ul style="list-style-type: none"> <li>Analyse attendance of SEND pupils in order to improve % and provide support for families</li> </ul>	JH	Termly	KE	
<ul style="list-style-type: none"> <li>Analyse the outcomes of the standardised testing termly for phonics and core subjects</li> </ul>	SL/EH	Termly	PKB	
<ul style="list-style-type: none"> <li>Liaise with staff to organise interventions/Groupings for phonics and core subjects</li> </ul>	BL/subject leads	Termly	PKB	
<ul style="list-style-type: none"> <li>Phonics audit through St Michaels DFE English Hub and subsequence staff training</li> </ul>	All staff	Audit – July Staff training - ongoing throughout year	PKB	
<b>Summer Milestone:</b> <ul style="list-style-type: none"> <li>70% of SEND children on track to meet their end of year progress target from start point</li> <li>2/14 children in the HNB to achieve National Standard</li> <li>2/4 children in Year 2 will achieve National Standard</li> <li>1/4 children in Year 1 will achieve National Standard</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>	

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