

Embedding	T&L Behaviors	Teaching and learning to be at least good and often outstanding				Who is responsible	HT / DHT /ML	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All lessons (including afternoon lessons) to be at least good (and often outstanding) with all pupils challenged and engaged.		Ongoing	Coaching / mentoring					
High quality CPD led by SLT and MLT. This is to include high quality teaching CPD led by HT / DH focusing on AFL and specific subject CPD led by Middle leaders. Staff to have full access to USP CPD programme.		Sept PD days	Sept PD and staff meetings					
Continue to develop learning walks with a real focus on the feedback in the form of high quality coaching session on quality teaching.		Ongoing	SLT meeting to model giving feedback					
Pupil progress meetings to continue to focus on targeted children and to look at strategies to improve outcomes.		Half - termly	NA					
Continue to develop the use of assessment to inform planning (target tracker, pira and puma tests and pixl tests)		Ongoing	Staff meeting led by AS Autumn term / PD day					
Post and pre teaching to be carried out daily to target children who fail to grasp Los in morning lessons.		Ongoing	TA meeting led by AHT					
Learning walls / displays to help children with their learning (KD)		Ongoing	NA					
Attainment and progress data targets to be met (see PM targets)		July 20	NA					

Embedding	Leadership	To develop the effectiveness of all leaders so they have a wider impact across the school				Who is responsible	HT / Subject leader	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All subject leaders to take ownership of their subject. Subject leaders to be clear on the vision and purpose of their subject within the curriculum.		Ongoing	Subject leaders to attend leadership meetings with AB and / or HT.					
All subject leaders to monitor the teaching and learning of their subject through book scrutinies, quizzing and learning walks.		July 19	Work with experienced subject leaders /					

		HT to see how this is done effectively.					
Subject leaders to keep folders (created by HT) up to date.	Ongoing	HT to meet with subject leaders Sept PD day					
UPS teachers to successfully carry out mentoring / coaching roles with all staff to ensure improved teaching across the schools.	Ongoing	1:1 meetings with HT					
UPS teachers to regularly lead CPD and follow up with learning walks and feedback	Ongoing	SLT meeting to model giving feedback					
HT to work in triad as part of Trust 0.1 plan to challenge and be challenged in how to make GPA outstanding	Start Sept 19	Meetings with two other HTs					
DH to regularly attend USP DH meetings and AHT to complete NPQSL	Ongoing	Attendance at meetings					

Innovation	Assessment	Develop, implement and evaluate the broader curriculum including developing writing opportunities outside of literacy lessons				Who is responsible	HT/DHT/ES/TN	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
Kos to be taught across the school in engaging ways that include out of the classroom learning opportunities		Starting Sept 19	Sept PD day / staff meetings					
Quizzes to be used to assess pupils` knowledge in foundation subjects and science.		Starting Sept 19	I pad training on Socractive					
Writing opportunities to be planned for in afternoon lessons and writing to be of an equally high standard in these subjects		Starting Sept 19	Staff meetings (Autumn)					
All pupils to have a broad knowledge and expert vocabulary as set out in knowledge organisers and knowledge strips.		Starting Sept 19	Staff meetings					
Continue to develop Kos in all foundation subjects (see curriculum development plan)		Ongoing	SLT meetings					
Regular staff meetings giving teachers / TAs time to plan engaging lessons led by subject leads and SLT.		Half-termly	Staff meetings					

Innovation		Use of IT across the school				Who is responsible	HT	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All teachers and TAs to be comfortable using iPads in the classroom to enhance learning.		Ongoing	Staff training led by EM, TN and Nikki.					
Teachers and TAs should be able to use the following Apps (Showbie, Socrative, Video Clips, Explain ed and Airdrop) confidently to enhance learning		Jan 20	Staff training led by EM, TN and Nikki.					
Ipads to be used to quiz children in foundation subjects		Ongoing	Done					
Ipads to be used to improve writing and develop children`s independence		Ongoing	Staff training led by EM, TN and Nikki.					
HT to order two more sets of class Ipads		Sept 19	NA					

Embedding	Outcomes	To improve outcomes for Pupil premium children across the school				Who is responsible	AHT	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
CPD led by HT and AHT on improving PP outcomes		Sept PD day	Sept PD day					
All teachers and TAs to know PP pupils		July 19	NA					
High quality teaching with consistent practice monitored by learning walks.		Ongoing	Staff meetings					
Pre/post teaching and intervention programme in place with a real focus on PP children.		Ongoing	TA meetings and Sept PD day					
PP parents evenings to be held termly.		Termly	NA					

Pupil progress meetings to have a focus on outcomes for PP children and subsequent intervention.	End of each half-term	NA					
PP trust meetings to be attended.	Termly	NA					
Attendance officer and HT to monitor attendance of PP children	Ongoing	NA					
Work alongside Mark Rowland to look at PP strategies	TBC	NA					
For PP pupils to make at least as good progress across the school as non-PP children	July	NA					

Embedding	Outcomes	<i>To improve outcomes for children with SEN across the school</i>				Who is responsible	AHT	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
	Pupil support plans (PSP's) in place for children with SEN which are reviewed termly and agreed through discussions and regular meetings with parents	Ongoing	NA					
	High quality teaching with consistent practice monitored by learning walks.	Ongoing	Staff meetings					
	Pre/post teaching and intervention programme in place with a real focus on children with SEN who require additional support	Ongoing	TA meetings and Sept PD day					
	Pupil progress meetings with the SENCO to have a focus on outcomes for children with SEN and subsequent interventions	End of each half-term	NA					
	SEN trust meetings to be attended.	Termly	NA					
	For pupils with SEN to make at least as good progress across the school as children without SEN	July	NA					

Embedding	Well-being	<i>To improve the staff and children`s well-being and mental health</i>				Who is responsible	HT / CM / RF	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
	All staff to be aware of helpline.	Sept PD day	NA					
	HT to ensure that there is not an excessive workload	Ongoing	NA					

Well-being group to be up and running led by CM (including named well-being governor)	Sept 19						
Trust and school well-being policy in place	Jan 20	NA					
All staff to be aware of procedures in place to support children.	Sept 19	NA					
ELSA programme to be clearly line managed and monitored.	Ongoing	NA					
Staff attendance and impact to be rewarded at end of half-terms.	End of each half-term	NA					
Regular staff socials where all staff are welcome	Termly	NA					
Monthly staff lunches in the staff room	Monthly	NA					
Staff who regularly go above and beyond to be given a day off.	Annually	NA					

Embedding	Maths	<i>Continue to develop children`s reasoning skills</i>				Who is responsible	KD	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
All staff with have an understanding of what Mastery should look like in the classroom. All staff are confident to teach the maths for their year group. All staff will use the correct mathematical language.		Autumn Term	Book MMSL training Travel Cost TA MM training for AB and SHR No Cost TA training on Stem questioning No Cost					.
Children will use Bar Modelling to help support their mathematical thinking when faced with word problems. All arithmetic lessons to start with a real life / reasoning problem that will then be revisited during lesson. Initial training for all teachers. Revisit Bar Modelling each term. Monitoring of use in books, tests, calculation surveys, Learning Walls, paired teaching/planning where required.		Sept 2018 Jan 2019, April 2019 Termly	Whole school CPD					

Children will have confidence to question and prove in their maths lessons. Children will use stem sentences to structure their thought process All staff introduced to Stem sentences and questions. Monitoring through learning walks, pupil surveys,	Sept 2018 Monitor over year during learning walks.	Whole School CPD Resources provided for display in classrooms.					
Maths meetings being used regularly to address gaps identified in end of half term tests. Planning Learning walks, shared teaching opportunities, Model Maths Meetings.	Autumn Term and ongoing over year. Learning Walks and pupil surveys	CPD teachers on where resources can be found					
Children will be prepared to successfully pass the Times Tables test in 2019/20 (Cohort 22) Re Launch TT Rockstars TTRS display in hall Certificates monthly Letter home	September 2018						

Embedding	Lit	To improve the quality and quantity of writing across the school including improving quality of handwriting and presentation				Who is responsible	TN	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
To improve quality of writing by adapting talk for writing approach. Teachers and TAs will be clear on process of teaching writing in school, adapting texts and planning in response to class needs , allowing pupils to make better progress in writing. 'Invent' stage writing and/ or 'Hot' tasks to be curriculum linked to improve quality of extended writing across the curriculum. Learning walks and lesson observations show that writing has improved. Increase in SS for writing in NMM moderations.		Ongoing	Learning walk feedback and staff meeting in Spring term					

Writing targets met in all years. Book scrutiny to show improvements.							
To improve the amount of writing children produce and the quality of handwriting All subject study lessons to contain a writing task (This could be a paragraph summary of a practical task). Writing on display shows the expected standards in each year group. NMM results show that we are reaching targets in each year group. More writing to be on display and shared. Letterjoin in use across the school. Teachers to model correct letter formations at all times – shared writing, written feedback, display labels etc.	Ongoing	Learning walk feedback and staff meeting in Spring term					
To increase writing experiences in EYFS particularly for boys. (see EYFS target) Learning walks in EYFS show that staff are seizing upon the moment and not missing any opportunities for mark making. Boys will be motivated to write (pupil perception survey).	Ongoing	Learning walk feedback and staff meeting in Spring term					

Embedding	Lit	Maintain and develop standards of reading				Who is responsible	TN / AS
Success criteria - Action – How		Timeframe	CPD required	RAG		Impact and next steps	
				A	SP	SU1	SU2
Introduce Reading Hierarchy to support planning of whole class reading lessons including how to differentiate for weaker readers so they can access the text and lesson.		Autumn term 19.	Staff meetings				
Trial use of pixl to supplement catch up literacy so post teaching and intervention time is used effectively to narrow the gap between pp and non-pp.		Autumn term 19.	DH to attend pixl exhibition. Intervention training led by CM.				

Encourage parental involvement in reading by training parents.	Summer 19	Trust support followed by TN leading parent workshops.					
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Embedding	EYFS	<i>To develop a clear and systematic approach to teaching and learning in EYFS</i>				Who is responsible	KD/SR/SLT/TN	
Success criteria - Action – How		Timeframe	CPD required	RAG				Impact and next steps
				A	SP	SU1	SU2	
To have a clear phonics plan in place across the EYFS provision that contributes to phonics scores in Year 1 being above National Average		Allocated two EYFS CPD sessions a term	Termly phonics CPD					
To continue to have happy and curious children with a passion for learning. This will be achieved by having a well thought out continuous provision environment with well trained staff. All staff using high quality questioning to move children forwards especially during exploring time.		Ongoing	Learning walk feedback on questioning / interaction. CPD session.					
To use the outdoor areas to enhance learning and play and to develop gross and fine motor skills		Ongoing	Room leads / teachers to monitor interactions outside					
For children to have excellent number sense and to use correct mathematical language.		Ongoing	Revisit vocabulary					
To use EExAT to support learning and assessment		Ongoing	EExAT training, which will then be shared with other staff Liaise with others in the trust who are already using EExAT					

