

Our three main priorities for this year are:

- To ensure that **all** children are able to catch up through an extensive recovery curriculum, so coronavirus does not have a negative impact on their life chances. This is not just an academic package, but makes sure all children`s well-being is prioritised and that all children are able to access their learning through having their well-being needs met.
- For subject leaders and teachers to ensure that our broader curriculum is exceptional, with all subjects being taught with knowledge rich lessons that inspire and engage children.
- For reading to be at the heart of our learning day. For all children to be able to be given support to make sure they read fluently and enjoy reading.

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 to be at least good (and often outstanding) with all pupils challenged and engaged.		Ongoing	Coaching / mentoring					CPD to be given during the summer by the HT. Teaching, marking, presentation, environment.
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					
Develop coaching and mentoring programme with all senior teachers acting as coaches and/or mentors and keeping record of meetings and impact .		Ongoing	Specific allocated time for these meetings to take place					NG and SD to attend train the trainer.
Pupil progress meetings to continue to focus on targeted children and to look at strategies to improve outcomes.		Every two / three weeks	NA					
Continue to develop the use of assessment to inform planning. Use data from Pixl QLA so teachers clearly understand whole school individual pupil's gaps in skills and knowledge.		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. (see PM targets for TAs) PLCs maintained by TAs and T leading intervention sessions.		Ongoing	TA meeting led by AHT AS PD autumn					Post teaching more embedded.
Ambitious attainment and progress data targets to be met (see PM targets)		July 22	NA					See data dashboard

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					NG to spend time with subject leaders to develop folders and understanding

		meetings with AB and / or HT.				
All subject leaders to monitor the teaching and learning of their subject through book scrutinies and learning walks . Keep folders updated and be able to show impact through follow ups.	Ongoing	Work with experienced subject leaders / HT to see how this is done effectively.				Subject leaders
UPS teachers to successfully carry out mentoring / coaching roles with all staff to ensure improved teaching across the schools. UPS teachers to regularly lead CPD and follow up with learning walks and feedback	Ongoing	1:1 meetings with HT				

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 A SP SU1 SU2	Impact and next steps	
		Continue to develop more established subject such as science, Geography, history and PE	Ongoing	Sept PD day / staff meetings		Developing through CUSP. GPA needs to improve practice in house.
		Develop SRE. AHT to work with the Trust to ensure high quality provision and DfE guidelines are met.	Ongoing	Staff meetings (Spring)		CPD to be delivered
		Develop foundation subjects that are not covered through CUSP to ensure all such lessons are consistently good or better.		Staff meetings		Schemes of work in place. This now needs to be monitored

Innovation	Use of IT across the school				Who is responsible	HT
Success criteria - Action – How		Timeframe	CPD required	RAG A SP SU1 SU2	Impact and next steps	
		Ongoing	Staff training led by EM, TN and Nikki.			

Embedding	Outcomes	<i>To improve outcomes for Pupil premium and vulnerable children across the school</i>				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 DH on improving PP outcomes. Work alongside Mark Rowland to look at PP strategies		Sept PD day PP review date tbc	Sept PD day					Recovery curriculum and trauma informed took precedence during September PD days
High quality teaching with consistent practice monitored by learning walks.		Ongoing	Staff meetings					HT and AHT to observe jointly to QA
Pre/post teaching and intervention programme in place with a real focus on PP children.		Ongoing	TA meetings and Sept PD day					
Pupil progress meetings to have a focus on outcomes for PP children and subsequent intervention.		End of each half-term	NA					See notes from PP meetings
PP trust meetings to be attended.		Termly	NA					
Attendance officer and AHT to monitor attendance of PP children		Ongoing	NA					
For PP pupils to make at least as good progress across the school as non-PP children		July	NA					Recovery curriculum to focus on PP

Embedding	Outcomes	<i>To improve outcomes for children with SEN across the school (SD to do – look at sen review</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					Pre teaching needs to be further developed. TA training to follow.
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, whilst ensuring teacher standards are being met		Ongoing	NA				
Well-being group to be led by DH (including named well-being governor)		Sept					
Trust and school well-being policy in place and implemented.		Jan	NA				
All staff to be aware of procedures in place to support children.		Sept	NA				Expanded beyond ELSA.
ELSA programme to be clearly line managed and monitored.		Ongoing	NA				Line managed. Now moving from systems to monitoring.
Staff attendance to be monitored each half term.		End of each half-term	NA				

Embedding	Maths	<i>Improve 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
Teachers are planning lessons with a mastery approach. <ul style="list-style-type: none"> WRM scheme of work used throughout the school. – Consistent approach to be taught across the school. Children in Reception will be mastery ready in Sept 2021 Use of WRM in Reception to support mastery approach. Staff meeting times to support teachers in planning units and resourcing them. Resources to support teachers in delivering their lessons – Classroom secrets, Premium Resources from WRM and PiXL for therapies. 		Autumn Term Ongoing over the year.	£258 Classroom secrets. £99 for WRM Premium Staff meeting time for sharing results and coaching approach.				
Pre and Post teaching. Pre teaching to focus on 4-6 focus children – supporting these children to build gaps so they can access the learning in the lesson.		Autumn 2020	Pre and Post teaching input to staff. Opportunity to				TA training in Summer 1 to focus on pre and post teaching. What's

Post teaching to focus on 4-6 children to deepen their learning. Track children on the Leuven scale as well as PiXL		feedback on findings – coaching approach.				working well and what can be improved?
Children will use Bar Modelling to help support their mathematical thinking when faced with word problems. Embedding training for all teachers. Revisit Bar Modelling each term. Monitoring of use in books, tests, calculation surveys, Learning Walls, paired teaching/planning where required.	Termly	Whole school CPD				Maths Lead has prioritised this.
Children will be prepared to successfully pass the Times Tables test in 2021/22 TTRS display in hall to be kept up to date. Certificates fortnightly in class for celebration assembly.	September 2021					This needs a post-lockdown push with whole school expectations set.

Embedding	Lit	<i>Maintain and develop standards of reading see plan</i>				Who is responsible	TN / AS	
Success criteria - Action – How		Timeframe	CPD required	RAG		Impact and next steps		
				A	SP	SU1	SU2	
Clear reading plan for low readers in yr 2 – 4 including use of EasyRead Impact recorded closely and will be a priority for pupil progress meetings.		Autumn term	Staff meetings					Profile of EasyRead has been upped in school. We have become more skilled in identifying those children who will benefit. Learning mentor has taken the lead in EasyRead sessions.
Encourage parental involvement in reading by providing guidance on how to support and develop reading at home.		Autumn	Trust support followed by TN leading parent workshops.					
Reading spine across the curriculum								CLUSP reading now in place

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

<p>To develop phonics plan in place across the EYFS provision that contributes to phonics scores in Year 1 being above National Average</p> <p>Use expertise within the teaching staff, work as a team and possibly stream children to get 100% success rate at phonics screening.</p>	<p>Allocated two EYFS CPD sessions a term</p>	<p>Termly phonics CPD</p>				<p>Results are good but we do not yet have a consistent approach across EYFS.</p>
<p>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.</p> <p>All staff using high quality questioning to move children forwards especially during exploring time.</p>	<p>Ongoing</p>	<p>Learning walk feedback on questioning / interaction. CPD session.</p>				<p>Trust visit pending</p>
<p>Use books to record learning in EYFS</p>	<p>Ongoing</p>	<p>Room leads / teachers to monitor interactions outside</p>				
<p>To use EExAT to support learning and assessment</p>	<p>Ongoing</p>	<p>EExAT training, which will then be shared with other staff Liaise with others in the trust who are already using EExAT</p>				<p>Particularly effective in nursery</p>