



Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School

School Improvement Plan

2022-23

**High Expectations, Caring,
Positive Attitudes and Successful**

Total Cost of Plan £138,000

Reviewed: 22nd February 2023

Introduction

This **School Improvement Plan** has been written following the completion of the school's **SEF** and the writing of the **School Development Plan** for 2022-26.

It has been written in such a way that the actions planned here are the first steps towards where the school aims to be at the end of the academic year 2025-26.

This School Improvement Plan is broken down into the same sections as the Development Plan and here you will find the actions we intend to take to improve the following areas of school between 2022 and 2023:

- Leadership
- Behaviour and Attendance
- English
- Maths
- Wider Curriculum Areas
- SEND
- EYFS

This document has been shared with the staff, parents, governors and school improvement adviser.

It will be reviewed at least twice each term and more, if necessary, to ensure that actions taken are having the desired impact on the children's outcomes.

Focus Area – Leadership				
What Ofsted said in November 2021				
<ul style="list-style-type: none">• Leaders are passionate about raising aspirations for the children in their care• Leaders have a strong, clear vision of what children at HCPS need so they are well prepared for life after school• Leaders are ambitious about the knowledge and skills they want pupils to develop during their time at this school• Governors work well with leaders and have a clear understanding of the school's strengths and priorities• Leaders have established a strong culture of safeguarding in this school				
Where we will be in 2026				
<ul style="list-style-type: none">• Ofsted grade is Outstanding – July 2026• To be considered a beacon of good practice locally and across the UK• For school leaders to seek out support from HCPS leaders for various areas of school improvement• Leaders and teachers to be nominated for national teaching awards• Leaders and teachers ask to present at educational conferences or write articles for educational journals				
How we will begin to get there				
<ul style="list-style-type: none">• Improve the quality of teaching and learning across the school, so that teachers are consistently teaching lessons that prepare children for the next stage of their education• Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams• Improve the governorship of the school; fill all vacant positions, and ensure that governors continue to lead an active role within the school, challenging and supporting leaders				
Priority Leader: Martin Lumb		Gov Com: Teaching and Learning	Link Gov: Jon Hairsine	Cost: £34,000
Improve the quality of teaching and learning across the school, so that teachers are consistently teaching lessons that prepare children for the next stage of their education				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
To improve the consistency of teaching across all phases of the school	<ul style="list-style-type: none">• 90% of lessons, drop-ins and book trawls show that teaching is effective in moving children's learning forward from their Sept 22 Starting point	<ul style="list-style-type: none">• Each member of the teaching staff to be given a copy of the book Teach Like a Champion v2 before Sept 19th 2022• Each teacher paired with a peer in order to undertake observations & professional conversations before Oct half-term 2022• Staff meeting time to be given 2 times per term to discussing techniques seen around school and facilitating professional conversations• Introduce the use of technology such as GoPro cameras and Bluetooth headsets to aid in improving teaching/learning in the spring and summer terms of 2023• SLT to carry out Positivity walks twice each term to share good practice	<p>We have made a good start introducing the Buddies.</p> <p>Buddies have observed their buddy and how the 5 strategies they were given are being introduced into their classroom.</p> <p>The next stage of the process will be begin in the next few weeks.</p> <p>Buddies will go into classrooms for 45 mins with the option of recording the lesson.</p>	<p>Cost of TLAC £400</p> <p>Release time Covered by a HLTA £20,000</p> <p>Cost of tech £600</p>

<p>To ensure that there is a robust, reliable but reasonable system of monitoring in place</p>	<ul style="list-style-type: none"> Members of the SLT can speak confidently about the standards of teaching and learning in each class in school 	<ul style="list-style-type: none"> ML to produce a termly calendar detailing the amount, type and frequency of monitoring that will take place. The calendar will be shared with all staff and governors before the start of each term Monitoring in 2022-23 will include: <ul style="list-style-type: none"> Positivity Walks Book Trawls An LCC Deep Dive ECT formal observations – ongoing Leverage Drop Ins Pupil Progress Meetings From monitoring of teaching and learning, leaders quickly establish which classes, groups or children are not making progress from their Sept 22' starting point Action Plans are created between the SLT members and the class teachers to address the lack of progress for certain classes, groups or children within 2 weeks of a concern being raised Action Plans that are created to address a lack of progress are reviewed every 4 weeks to assess the impact on progress 	<p>Termly Calendars have been produced and handed to all staff.</p> <p>Monitoring took place in the autumn term as set out in the plan.</p> <p>Areas to address were:</p> <ul style="list-style-type: none"> Written feedback in writing/maths journals Address through staff meetings and individual feedback to teachers. <p>The spring term will see the re-introduction of the Leverage Walks.</p>	<p>Release time Covered by a HLTA (See above)</p> <p>Release time for staff who are on support plans £1,000</p>
<p>Implement a system of staff support appraisal so that support which is not effective in moving children's learning forward is noted & support put in place</p>	<ul style="list-style-type: none"> 90% of lessons, drop-ins and book trawls show that teaching is effective in moving children's learning forward from the post-COVID starting point 	<ul style="list-style-type: none"> HS and EB/DB to write targets for non-teachers before Dec, 16th 2022 Targets to include one whole school target linked to the Relationship Policy and one individual target EB/DB and AHTs to observe non-teachers in lessons as set out in the termly calendar to gather evidence that they are meeting their performance management targets All non-teachers to have mid-year performance management review with EB/DB and their AHT All staff falling below the targets set will be offered informal support over a 5 week period including monitoring, peer support and training 	<p>Non-Teaching Staff Performance Management targets have been written with the aim of meeting with staff and setting their targets before spring half-term.</p> <p>Observations of Non-Teaching Staff will begin in the 2nd half of the spring term.</p>	<p>Release time Covered by a HLTA (See above)</p> <p>Release time for staff who are on support plans (See above)</p>

Improve the quality of leadership decision making by embedding a coaching approach across the leadership teams				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Leaders on the school's main leadership team make better decisions more often	<ul style="list-style-type: none"> Metrics on OfficeVibe that measure leadership improve over the course of 2022-23' 	<ul style="list-style-type: none"> All members of the school's main leadership team have access to monthly or bi-monthly coaching from Alex Bell The SLT have access to coaching offered by ML, an ILM Level 7 Executive and Senior Leader qualified coach The SLT have monthly well-being meetings with ML 	<p>The work of Alex Bell continues to be very important in keeping the SLT focused on the School Improvement Plans rather than the day-to-day activities.</p> <p>Leaders are much more strategic in their thinking and focused on impact.</p>	Cost of Coaching £10,000
Leaders on the school's main leadership team are aware of research into effective leadership	<ul style="list-style-type: none"> Metrics on OfficeVibe that measure relationships improve over the course of 2022-23' 	<ul style="list-style-type: none"> Members of the SLT undertake a DISC analysis to establish their personality type The SLT undertake training that focuses on the different personality types that exist and how best to lead the different people within their team All members of staff undertake a DISC analysis to establish their personality type All members of staff to have training that focuses on the different personality types that exist and how to work with the people in their team 	<p>The SLT have now undertaken the DISC analysis and how sessions based on what that tells us about how we work as a team and how to be our most effective.</p> <p>We are waiting until the 2nd half of spring term to work with the teachers on this aspect. Wednesday, 22nd March.</p>	Cost of the Book & DISC analysis £1000
Improve the governorship of the school; fill all vacant positions, and ensure that governors continue to lead an active role within the school, challenging and supporting leaders				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
For all vacant positions on the Governing Board to be filled ASAP	<ul style="list-style-type: none"> All 12 spaces on the Governing Board are full – including 2 Parent or Carer Governors 	<ul style="list-style-type: none"> ML to advertise Parent Governor Vacancy in spring 22 New Parent Governors to be agreed at the next available FGB meeting New Parent Governors to be attend all relevant new Governor training within two terms of joining the Governing Board 	At this moment in time, we have still not recruited a parent/carers governor.	Cost of new Gov' training £1000
For members of the Governing Board to attend Monitoring events in school	<ul style="list-style-type: none"> Governors can speak confidently about standards and outcomes and site evidence they have gathered 	<ul style="list-style-type: none"> ML to share the Assessment/Monitoring calendar with the governors at the first Full Governing Board meeting of the year Governors to sign up to In-school monitoring during committee meetings that are focused on various aspects of school 	At the end of committee meetings Gobs are signing up to in-school activities.	No Cost.

Focus Area – Attendance & Behaviour				
What Ofsted said in November 2021				
<ul style="list-style-type: none">Children are nurtured from the moment they step into this school communityStaff have high expectations of behaviour. Consequently, children behave well in lessons and during social timesSchool is calm and orderly with children engaged in learning, as seen 98% green; 1% redDespite Covid's impact, attendance was almost at the national averageThe constant and continuing work done with the small group of persistent absentees was recognised. The inspector felt reassured school would not give up pursuing every avenue, to get children into school; seeking advice from the local authority				
Where we will be in 2026				
<ul style="list-style-type: none">OFSTED grade is Outstanding – July 2026To be recognised as a beacon school for our Relationship PolicyTo be a school where sanctions are used as a tool to restore and fix, rather than punishSchool to be asked to write a Relationship book/educational article based on the journey of developing RelationshipsFor attendance and persistent absenteeism to match or better the local and National averages				
How we will begin to get there				
<ul style="list-style-type: none">To develop, train and embed the Relationship Policy over a two year periodCreate a clear pathway to ensure early intervention to support children's SEMH to prevent escalation of behavioursTo employ a full time Attendance Officer to tackle persistent absenteeism, an area that significantly impacts on the overall attendance rate and disproportionately affects children who have SEND and/or who are eligible for Pupil Premium Funding				
Priority Leader: Beh – Joanna R Att – Martin L		Gov Com: Pupil Support		Link Gov: Beh – Iain C Att – Clare Davidson
Cost:£56,000				
To develop, train and embed the Relationship Policy over a two year period				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
The Chimp Paradox is embedded to support the development of children's emotions, thinking and behaviour	<ul style="list-style-type: none">All staff, children and parents can confidently use the language and theory of The Chimp Paradox	<ul style="list-style-type: none">By Sept 22' the 'Chimp language' incorporated within the 30 Second ScriptTeaching of The Chimp Paradox taught through Happy Healthy Time. Autumn – Recap of the Ten Habits. Spring summer – Problem solving using the Ten HabitsEYFS to teach the Ten Habits during Circle Time lessons – starting Jan 23'By Sept 22' Promotion around school – Hall, key areas of school and the house.31st Oct – Chimp Training for new members of staff and dinner supervisorsFrequent recapping of the Chimp with staff. Use ten minutes of staff meetings every month to recap Chimp	<p>Chimp Staff Meeting in the summer term...</p> <p>JR to continue to train EYFS and Dinner Staff in the use of our policy...</p>	<p>Cost of the book £1,000</p> <p>Overtime for dinner staff £250</p> <p>Overtime for TA Training £750</p>

		<ul style="list-style-type: none"> From 1st Oct 22 all small group Nurture sessions are to be based on the teachings of The Chimp Paradox with training for TAs delivered by JR the week before During autumn, JR to hold a workshop for P&Cs on the school's approach to behaviour followed up with Social Media videos explaining The Chimp Paradox. From Sept 22' for there to be a Chimp section in the Staff Newsletter 		
To train and develop understanding of behaviour	<ul style="list-style-type: none"> All staff, children and parents to have a better understanding of how to deal with behaviour 	<ul style="list-style-type: none"> Sept INSET Training on Relationship Policy – time spent on why relationships are key to managing behaviour JR attend specific Paul Dix courses based on transforming school systems JR use Creative Education for relevant courses that deal with specific mental health issues to train and support staff JR to speak to the Ed Psychologist to support research and deliver training. 	Some staff still do not recognise the need for Relentless Routines – focus on the why...	Cost of Paul Dix Training £1,000
Consistent language, routines and expectations across school	All staff and children follow the routines, the Script and expectations set out in the Relationship Policy	<ul style="list-style-type: none"> Each member of staff to be given a copy of Paul Dix's 'When the adults change, everything changes' by summer 2023. All staff have a Relationship Policy target as their whole school Performance Management Target during 2022-23. From Sept 22' teachers to engage parents with positive phone calls and positive notes sent home 	<p>Purchase the book ready for Sept...</p> <p>Sept Inset...</p> <p>Need to complete the what a Yr6 Looks Like</p>	Cost of Positive Notes £500
Create a clear pathway to ensure early intervention to support children's SEMH to prevent escalation of behaviours				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
All children monitored through the SEMH Pathway	<ul style="list-style-type: none"> SLT and the Inclusion Team to monitor children through the Pathway 	<ul style="list-style-type: none"> SLT and the Inclusion Team to have access to the Pathway and IBP's on OneDrive Weekly monitoring of TrackIt and recurring behaviours discussed in Inclusion Meeting Weekly monitoring of TrackIt Lights shared with SLT to allow ML, CS, EW and DB to have an overview of whole school Provision Map using Maslow's needs to identify key areas of support for children monitored through the SEMH pathway 	<p>Clearer process through pathway.</p> <p>All staff aware of weekly behaviours.</p> <p>Any key children discussed in Inclusion Team.</p>	Cost of Trackit £1,500

All children who display regular unacceptable behaviours to have an IBP	<ul style="list-style-type: none"> • IBP's set up, monitored and reviewed regularly to support inclusivity 	<p>Ongoing throughout 2022-23</p> <ul style="list-style-type: none"> • JR/DB to observe, plan, assess each IBP • IBP's to include child's voice • IBP's to use The Chimp Paradox to give the child the best chance of succeeding • Meeting with parent arranged between class teacher, AHT and the child's P&C • IBP's shared with SLT and Inclusion Team 	<p>IBP's created with class teachers, monitored with Inclusion Meetings and adapted with class teachers.</p> <p>JR to utilise RL approach and Michelle R's expertise in developing sustainable IBPs.</p>	No Cost
Children supported from escalation through support from a Relationship Mentor	<ul style="list-style-type: none"> • A Relationships Mentor to support the needs of children on the SEMH Pathway 	<ul style="list-style-type: none"> • To advertise for a Relationship/Behaviour Mentor in spring term 2023 When behaviour mentor is in place • To 'Triage' as a way children to regulating and return to lesson • Relationship Mentor to model relational approach with staff • Relationship Mentor to have 1:1 check in's with children on the Pathway (Monitor, IBP) as a way of early intervention 	So what? Now what?	<p>Cost of Recruitment £1,000</p> <p>Cost of Behaviour Mentor £35,000</p>

To employ a full time Attendance Officer to tackle persistent absenteeism, an area that significantly impacts on the overall attendance rate and disproportionately affects children who have SEND and/or who are eligible for Pupil Premium Funding

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
To employ a full time Attendance Officer	<ul style="list-style-type: none"> • A full time Attendance Officer is in place by Jan 2023 	<ul style="list-style-type: none"> • Employ a recruitment agency to identify and place a suitable candidate in post • Offer recruitment and/or retention bonuses for coming to work at HCPS 	We have now appointed an Attendance Officer who should hopefully start with us after half-term. March 17 th ???	Cost of recruitment agency £12,500
To reduce Persistent Absenteeism	<ul style="list-style-type: none"> • The Persistent Absentee % is in line with the national average for PA 	<ul style="list-style-type: none"> • Create a list of children with attendance less than 90% • Whenever a child who has attendance less than 90% is absent their P&C will receive a phone call from school and the child's attendance is unauthorised without evidence • Whenever a child has attendance below 90% they will have a home visit on their 3rd day of absence • Whenever a child has attendance below 90% their P&C will have a fast-track meeting with our Attendance Officer • Fast-track paperwork is followed through so that P&Cs who do not improve their child's attendance will receive a fixed penalty notice 	<p>We have focused on the legal and procedural aspects of attendance while waiting to appoint an attendance officer.</p> <p>The new officer will focus on persistent absenteeism when they are in post.</p>	Cost of SLA with Leeds Council Attendance £3,500

Focus Area – English				
What Ofsted said in November 2021 <ul style="list-style-type: none"> • Reading is a priority for children in this school • Early reading is a priority which begins in Early Years • Reading in KS2 is taught well, with a mixture of whole class and guided reading • There have been significant improvements in handwriting and presentation • Children write at length across the curriculum 				
Where we will be in 2026 <ul style="list-style-type: none"> • OFSTED grade is Outstanding – July 2026 • To be considered a beacon school of good practice in T4W and reading • To support other schools with reading and writing • To be asked to speak at the LA English Conference 				
How we will begin to get there <ul style="list-style-type: none"> • Ensure no children remain behind the expected pace of the phonics programme • Ensure that all staff receive the training they need to deliver phonics with consistency • Ensure that current T4W and Reading schemes are effective and have the impact on outcomes 				
Priority Leader: Elisa Whitfield		Gov Com: Teaching and Learning	Link Gov: Rebecca Coronil	Cost:£36,500
Ensure no children remain behind the expected pace of the phonics programme				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
<p>To ensure that Phase 1 is secure with the majority of children leaving our Nursery.</p> <p>To ensure that children also have the gross motor skills to enable them to begin letter formation in Reception</p>	<ul style="list-style-type: none"> • All children, except those with complex SEND needs, leave Nursery secure in Phase 1 	<ul style="list-style-type: none"> • By 16th Dec, EW to assess the Phonics provision offered in Nursery to ensure that all children are receiving high-quality Wave 1 teaching • In meeting on 16th Nov, EW to share 'What comes before Phonics' to support those children who need additional support • By 16th Dec, EW to ensure through monitoring that T4W is embedded and taught regularly in Nursery so children are exposed to high quality reading & writing sessions that model the segmenting and blending of words from an early stage • By 16th Dec, EW ensures areas of provision in Nursery target the development of gross motor skills i.e. letters are not taught unless the correct formation can be taught • Children who are identified as struggling are targeted quickly and interventions are put in place to quickly catch them up 	<p>Initial assessment of the Phonics provision in Nursery led to the focus of Autumn CPD to be based around the foundations and principles of Phase 1 Phonics, gross motor skills and identifying children who are struggling.</p> <p>This has led to further work and training, looking closer at interventions that can be put in place to ensure children who are struggling are caught quickly and supported to catch up with their peers.</p> <p>Monitoring Phase 1 Phonics and T4W will be a priority in the February to ensure that the CPD was effective.</p>	<p>Additional resources to support Phase 1 Phonics and gross motor skills £500</p> <p>Cost of book £500</p>

<p>To ensure that the catch up phonics sessions delivered by support staff are effective at catching the children up quickly</p>	<ul style="list-style-type: none"> • Children in Year 1 to pass Phonics Screening in line with or above National Average. • All children have passed the Phonics Screening test by the end of Year 2. 	<ul style="list-style-type: none"> • By 30th Nov, EW to assess the autumn term Phonics interventions to assess their effectiveness, inc' observations and data • Interventions and/or children who are identified as not making sufficient progress to be given support • By 16th Dec, EW to review Phonics resources, including Phonics related reading books to ensure children have the opportunity to consolidate their learning • During spring 23', EW to plan and deliver a long-term program of high quality phonics training for support staff that includes peer observations to improve practice 	<p>Drop ins have been carried on Phonics in Reception and Year 1. Due to staffing issues, interventions are yet to be monitored in Year 1. Now that staffing is consistent, monitoring will resume in Spring 2 '23.</p> <p>Books have been reviewed and EW to order new books for Reception before the budget closes in March.</p> <p>EW and JR to ensure that phonics is taught consistently across KS1 to the same standard as Willow Class.</p>	<p>Additional Phonics resources for interventions £500</p> <p>Cost of phonically decodable reading books £2,000</p>
<p>To work closely with the SENCO to identify children in Nursery who may have additional SALT needs and support them appropriately</p>	<ul style="list-style-type: none"> • Any children with additional SALT needs who enter our setting are identified early and interventions put in place immediately 	<p>During spring/summer 2023</p> <ul style="list-style-type: none"> • EW / DB to review the baseline assessment procedure for new starters to ensure that it is able to identify the children's needs earlier so that support can be given • EW / DB / Speech and Language Therapist to work with Nursery staff and to support and train them to deliver high quality interventions that will support children's communication needs 	<p>This was made a priority for the Autumn term to ensure an accurate assessment of children's needs and targeted intervention to support this. Children in Nursery have been SALT screened & appropriate support directed to them. Our SALT Therapist has screened Rec children with communication problems and appropriate support plans have been put in place. Two Teaching Assistants in Reception have been trained in delivering SALT and are working through the support plans in Nursery and Reception.</p>	<p>Traded SLA for Speech and Language £29,000</p>
<p>Ensure that all staff receive the training they need to deliver phonics with consistency</p>				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
<p>To set up a robust training schedule to ensure that Phonics is delivered to a high quality by staff that have excellent subject knowledge and expertise in teaching</p>	<ul style="list-style-type: none"> • All staff able to deliver high quality phonics provision. All children make progress and reach the expected standard 	<ul style="list-style-type: none"> • During spring 23', EW to plan and deliver a long-term program of high-quality phonics training for support staff that includes peer observations to improve practice • For EW to lead phonics training for all staff during at least 1 staff meeting in both spring and summer 2023 • From these staff meetings, any staff who need additional training are identified and supported through a support plan • Monitoring of Phonics provision in March 23' and June 23' throughout school, which is triangulated with children's outcomes to assess the overall effectiveness of phonic training on the ability of staff to teach 	<p>This will commence in Spring '23.</p>	<p>Cost of HLTA cover for peer Obs £1,000</p> <p>Cost of overtime for Teaching Assistant training £750</p>

To ensure that all teachers throughout school have excellent subject knowledge to enable them to support children who are struggling	<ul style="list-style-type: none"> All teachers are able to recognise areas of phonics children are struggling with and use this knowledge to support the children to make progress 	<ul style="list-style-type: none"> EW to plan at least one phonics staff meeting in both spring and summer for all staff that dig deeper onto phonics subject knowledge so that they have the expertise to be able to identify next steps for children and support them appropriately within their teaching EW to meet with teachers termly as part of pupil progress meetings to discuss the phonics tracker and strategies they are using to ensure children make progress 	This will commence in Spring '23.	No additional costs that have not already been accounted for
To monitor Phonics lessons and interventions termly to ensure that staff training is embedded and phonics is being taught with consistency	<ul style="list-style-type: none"> Phonics lessons and interventions are taught with consistency according to the Clarity Document Children make progress to ensure that they catch up quickly if they have fallen behind 	<ul style="list-style-type: none"> EW and SLT / SENCO to monitor phonics provision before 16th Dec and then March 23' and June 23' throughout school, which is triangulated with children's outcomes to assess the overall effectiveness of phonic training on the ability of staff to teach EW to use the termly phonics trackers to identify any children who are falling behind and to set up an action plan within the pupil progress meeting. EW to then monitor the implementation of the plan 	Phonics tracker data has been collated and meetings to begin in Spring '23, with the triangulation of monitoring Phonics lessons.	No additional costs that have not already been accounted for

Ensure that current T4W and Reading schemes are effective and have the impact on outcomes

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
To increase the number of children achieving expected in writing when following T4W	<ul style="list-style-type: none"> Tweaks made to existing practice that will result in more children achieving success in line with the National Average Children falling behind have access to targeted interventions to support their writing 	<p>During the spring and summer term 2022-23</p> <ul style="list-style-type: none"> EW to initiate a T4W study that involves teachers from Year 1, Year 3 and Year 5 The study will follow the journey of T4W for three children over the course of the unit Findings from the study will be analysed so that adaptations to T4W can be made Progress of the children will be monitored throughout the year Set up a moderation file within school so that teachers have a clear understanding of writing expectations for their year group EW & SENCO to investigate targeted writing interventions such as Dyslexia Gold to see if it would benefit children who are falling behind in writing 	<p>The T4W study has been planned in detail, with an observation plan in place. Teachers are aware and this is ready to begin in Spring 2 '23.</p> <p>We have completed a Dyslexia Gold trial and will be looking to purchase this in Summer '23.</p>	<p>HLTA cover to release three teachers to be part of the study £1,000</p> <p>Subscription to Dyslexia Gold £1,000</p>

<p>To continue to promote reading for pleasure</p>	<ul style="list-style-type: none"> • Fluency scores improved, which as a result, will encourage reading for pleasure and improve comprehension • The correct environment created in classrooms that enables reading for pleasure 	<p>During the spring and summer term 2022-23</p> <ul style="list-style-type: none"> • EW to use findings from 'The Reading Environment', Aidan Chambers to improve the reading environment around school and in classrooms: <ul style="list-style-type: none"> -Targeted lessons to teach children about reading independently, how to choose a book, how to respond to a book read for pleasure -Book corners are purposeful and support children's choice -Pupils and staff have the opportunity to recommend books -Opportunities for staff to swap during story time and take their favourite book to read aloud to children -Book displays and exhibitions around school, created by different staff, sharing good books - Train teachers about an enabling environment when children are reading independently • EW to set up a book club that will review books for children and share their findings in assembly • EW to train support staff in expectations around fluency and then monitor 1:1 reading sessions and provide feedback to support progress 	<p>These concepts have been introduced in Autumn term reading staff meetings to allow staff to trail the ideas and introduce concepts slowly.</p> <p>EW has attended 'Leeds Book Award training on 9th February, with the view to launch a book club.</p> <p>A Teaching Assistant has been designated for 1:1 readers in Year 5 & 6. She has received training on reading fluency and this will be monitored in Spring.</p> <p>Monitor the impact of the staff meeting on creating the correct environment for reading.</p> <p>Lead a staff meeting in the summer based on what was shown in the monitoring around reading environment/culture.</p>	<p>Display costs £500</p> <p>Books for classroom book corners £1,500</p>
<p>To improve children's transcription skills to improve fluency and cognitive load</p>	<ul style="list-style-type: none"> • Handwriting / transcription skills are no longer a barrier for children who are struggling writers 	<p>During staff training in spring/summer 2023'</p> <ul style="list-style-type: none"> • EW to share research on cognitive load theory with staff and the possible implications on the activities they plan within lessons and how to work around this • Following this training the children to be given transcription opportunities within handwriting lessons that focus on fluency • Targeted handwriting support within handwriting sessions to support struggling writers so that the act of writing is not impacting on their cognitive function allowing their working memory to focus on what they are writing 	<p>Staff have received training on Cognitive Load and are now considering this when planning activities.</p> <p>To begin integrating transcription skills in Spring /Summer.</p>	<p>No Cost</p>

<p>To improve spelling to reduce cognitive load when writing</p>	<ul style="list-style-type: none"> • Spelling test scores have improved and therefore overall spelling in writing has improved 	<p>During staff training in spring/summer 2023'</p> <ul style="list-style-type: none"> • EW to ensure teachers are embedding spelling opportunities within T4W lessons • EW ensure teachers are making use of their anchor charts to record key words and word banks • EW to monitor discrete spelling sessions and support staff with the teaching of spelling. • Introduce spelling book marks. <p>In the summer of 2023</p> <ul style="list-style-type: none"> • EW to explore the idea of setting up a weekly 'Spelling in 5' scheme similar to the Fluent in 5 scheme used in Maths • EW to run a staff meeting focussed on the Editing and Revising process to allow children to discretely focus on spelling within a session 	<p>Once the T4W study commences, I will be able to assess the spelling provision within T4W. This is due to begin in Spring 2 '23.</p> <p>Bookmarks will be purchased in the next budget.</p> <p>Discrete spelling sessions will be monitored with Phonics in Spring 2 '23.</p>	<p>Cost of bookmarks £250</p>
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Focus Area – Maths				
What Ofsted said in November 2021 <ul style="list-style-type: none">• Subject leader has had a transformational effect on the curriculum• New and returning members of staff are given training tailored specifically to their needs and to enable them to deliver our school curriculum to maximize the pupil's potential• Clear joined up mastery approach to maths from EYFS-Yr6• Assessment is used effectively for planning next steps, through the use of Fluent in Five and targeting children's areas to develop				
Where we will be in 2026 <ul style="list-style-type: none">• OFSTED grade is Outstanding – July 2026• To be considered an example to other schools of how to teach mastery maths effectively, with other schools seeking our support• 75% or more of children in each Key Stage reaching the Expected Standard• Children see how maths relates to real life and future career options, with children in all year groups being given opportunities to see maths in the work place (trips & experiences) and/or having inspirational people come in and speak about their career• A legacy of outstanding maths achievement, with past pupils coming back to school to inspire others• Children leave our school as problem solving individuals who are confident and happy, can work collaboratively with others and accept there is more than one way of getting an answer (and more than one way of being correct)				
How we will begin to get there <ul style="list-style-type: none">• Improve the end of Key Stage results so that it is at least in line with national average• Improve the cross curricular links with maths so that it can be purposefully linked with topic• Embed assessment processes so prior learning is effectively built on, & new learning is delivered consistently well across school				
Priority Leader: Charlie Sharpe		Gov Com: Teaching and Learning	Link Gov: Sam Pease	Cost:£3,500
Improve the end of Key Stage results so that it is at least in line with national average				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Improve the children's number bonds, TTs and fluency across school (seeing an increase in Year 4 multiplication check scores so it is at least in line with national average).	<ul style="list-style-type: none">• At least 80% of children in Year 3 & 4 are active on TT Rockstars• At least 65% of children in Year 4 achieve 20+/25 on MTC• At least 25% of children in Year 4 achieve 25/25 on MTC	<ul style="list-style-type: none">• Introduce Number Bonds & TT routines work through the "World Tour" booklet.• Staff meeting Nov 30th discussing the importance of Number Bonds & TTs• Relaunch Numbots & TT Rockstars – Special Dress Up Day on 31st Oct• Introduction of fortnightly certificates & rewards for Numbots & TT Rockstar in assembly to increase participation levels: live game played in assembly and best seats in the house for the top two children• Provide access for children in each year group who don't have access to Numbots & TT Rockstars at home. Specific targeted children in Year 4 within a group for CS to monitor – iPad/Laptop Loan scheme	<ul style="list-style-type: none">• Still in its infancy, Mr Sharpe to organise to go around each class and see it in action during Spring Term.• Participation levels have increased due to the competitions in assembly, now need to target children in Year 4 who don't/can't access TT Rockstars. <p>Ensuring that staff in Yr4 recognise that there is nothing more important than the majority of the children passing the TTCheck.</p>	<p>TT Rockstar Subscription £1,000</p> <p>Fortnightly rewards £500</p>

Ensure consistency with use of STEM sentences on anchor charts (all written in blue).	<ul style="list-style-type: none"> All classrooms have maths anchor charts with STEM sentences on STEM sentences are written in blue in all classrooms 	<ul style="list-style-type: none"> Staff meeting time 30th Nov 22' Show staff where to get STEM sentences from and how to create them; explain importance of language and STEM sentences to our children; ensure consistency with writing in blue on anchor charts Ensure there are Maths Vocab anchor charts in every classroom 	<ul style="list-style-type: none"> Staff meeting time involved the discussion of how to best maximise and use stem sentences. Recap of stem sentences going on anchor charts in blue. <p>Next steps – Mr Sharpe to check during Spring term for anchor charts with stem sentences and maths vocab anchor charts. Braining Camp Staff Meeting in the summer.</p>	No Cost
Increase number of children accessing and completing maths homework each week.	<ul style="list-style-type: none"> At least 75% of children in every year group complete and return their maths homework 	<ul style="list-style-type: none"> Fortnightly Rewards & incentives given to children who complete their homework every week starting 31st Oct 22' Differentiated homework given to those children working at a lower year group Children who haven't completed homework do so at another time (and support offered to those who need it) 	Homework participation initially increased but needs to be maintained by use of rewards and incentives.	CGP Homework Books £1,500
Introduce Maths Fluency Routines – Number Bonds & TT Rockstars	<ul style="list-style-type: none"> All classrooms in Year 1 – 6 set up maths routine work ALL pupils in school progress through the Number Facts & Fluency "World Tour" Booklet 	<ul style="list-style-type: none"> Provide clarity in the meeting on 30th Nov for staff around number bonds – number bonds to 10 means how do we make any number up to and within 10, eg. how do we make 6? Rather than just number bonds to make 10 Examples and resources shared across the school through a shared OneDrive folder Create a model slide/SMART for all staff to use with a section for dinner options and then their maths routine work. Shared on 30th Nov. 	<ul style="list-style-type: none"> Still in its infancy, Mr Sharpe to organise to go around each class and see it in action during Spring Term. 	No Cost

Improve the cross curricular links with maths so that it can be purposefully linked with topic

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Establish purposeful cross-curricular links between maths and topic	<ul style="list-style-type: none"> Subject leaders can talk about cross-curricular links between their subject and maths Evidence of cross-curricular links on planning booklets and in lessons Children can talk about links between maths and other subjects 	<ul style="list-style-type: none"> CS to meet with MF to establish purposeful links before Jan 23' CS and/or MF to meet with subject leaders in the spring term of 2023 to work with them to add maths into their long-term plans and progression maps Cross-curricular links begin to be introduced during April planning days so staff have time to plan and implement ready for the summer term– introduced at start of planning day by AHT or MF. 	<ul style="list-style-type: none"> MF & CS need to meet ASAP. 	No Cost

Continue to develop and embed assessment processes so that prior learning is effectively built on, and new learning is delivered consistently well across all classes

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Staff use assessments effectively to support children to make progress	<ul style="list-style-type: none"> Children within each class to make at least expected progress Staff can talk about the children in their class who need extra support and why 	<ul style="list-style-type: none"> Fluent In Five is used as a key assessment tool to help staff identify which children need additional support – Undertaken daily with a weekly progress test taken on Fridays and scores recorded Staff use moderation of journals and tests within termly assessment weeks to inform future lesson plans and intervention groups Using OTrack and pupil progress meetings with SLT to identify the target children who need extra support the following term 	<ul style="list-style-type: none"> CS to continue to monitor and point teachers towards target children Teachers to know which children need extra support to improve their scores and enable them to make progress <p>CS to identify any teachers/classes where Fin5 scores aren't going up as they should and offer support. Currently on track.</p>	Cost of Fluent in 5 Tests £500
Ensure marking, feedback and next steps are consistent and effective	<ul style="list-style-type: none"> Books across the school are marked consistently Feedback supports children when needed Next steps push children on to further their learning 	<ul style="list-style-type: none"> Termly book trawls by SLT to identify classes where the maths journals show less than expected progress; teachers who teach these children will be given additional support Termly Phase book trawls to share good practice and ideas with each other Phase and staff meetings to clarify marking and feedback policy, as well as what good next steps look like Mastery challenges (eg. from NCETM) to be used to deepen learning as journal tasks and as next steps 	Need to monitor the Year 1 & 4 maths journals and check for improvements next time.	No Cost

Focus Area – Wider Curriculum				
What Ofsted said in November 2021 <ul style="list-style-type: none"> • There is a strong emphasis on well-being in the curriculum and the nurture sessions available to children • The wider curriculum is well planned and implemented in most subjects, with progression evident from children's starting points in early years to the ambitious end points needed in order to prepare them for Year 7 and beyond • Subject leaders are working with leader of wider curriculum to develop a school-wide approach to assessment • Topic weeks with booklets allow for teacher-focus when planning and teaching • Vocabulary progression has been created by subject leaders 				
Where we will be in 2026 <ul style="list-style-type: none"> • Outdoor learning a key part of children's learning • All subject leaders autonomous in leading subjects • All subjects have cross curricular links • Other schools to visit and take influence from our strengths 				
How we will begin to get there <ul style="list-style-type: none"> • Develop assessment in all subjects so children can talk about what they know and remember • Allotment to be utilized through scheme created by wider-curriculum leaders • EYFS to be linked further into other KS curriculums 				
Priority Leader: Matthew Farley		Gov Com: Teaching and Learning	Link Gov: Various	Cost:£2,000
Develop assessment in all subjects so children can talk about what they know and remember				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Use learning recaps to check what children already know so they have a solid understanding of concepts before new learning takes place	<ul style="list-style-type: none"> • All teachers using consistent model slides • Assessment used effectively to lead learning 	<ul style="list-style-type: none"> • MF to have created and shared Model slides that include recap and plenaries by 7th Sept 22 • During planning days in July 22, Dec 22 and Apr 23 MF to work with teachers to add small stake tests/crunch moments in WC subjects • MF to monitor the use of model slides and AfL tools in the WC week beg 5th Dec, 5th Mar 23' and 5th Jul 23' through learning walks and book trawls including floor book 	Learning walks showed all staff using model slides with recaps Pupil interviews showed awareness of past learning and current learning Plenaries used between lessons, but not between topics Floor books not being used much, but work in topic books instead	No additional costs
Subject leaders adjusting LTP based on assessments	<ul style="list-style-type: none"> • SLs confident in assessment • SLs studying and adjusting assessment regularly 	<ul style="list-style-type: none"> • Following termly assessments, MF to help subject leaders to use assessment effectively to adjust LTP for their subject to take account of any gaps in understanding • SL to let teachers know of changes to the LTP before the planning days in Dec & Mar 	Staff meeting on progression and using past assessments showed that teachers were able to use this Will continue to monitor and direct subject leaders	No additional costs

Teachers use assessment to guide learning	<ul style="list-style-type: none"> Termly assessments during assessment week Updated on Onedrive 	<ul style="list-style-type: none"> Following termly assessments, MF to help teachers to use assessment effectively to adjust the termly booklets for their subject to take account of any gaps in understanding Teachers to make changes to their planning in Dec & Mar to ensure coverage and gaps are addressed 	Shared adapted learning folder to support WTS children will help teachers Topic booklets adjusted prior to planning days	No additional costs
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Allotment to be utilized through scheme created by wider-curriculum leaders

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Allotment cleared and restarted including areas accessible for all	<ul style="list-style-type: none"> Volunteers help in the allotment Equipment purchased to maintain allotment 	<ul style="list-style-type: none"> Between Sept 22 and Jan 23, MF to arrange with local businesses outreach programmes to help clear and get the allotment to a starting position MF to liaise with the local residents' association when the work has been completed so that they can arrange local Volunteers to help children on a weekly rota Christmas 22 and summer fete 23' to raise money for the allotment's refurbishment MF to set up an Allotment club from Feb 23' to maintain the growing of vegetables 	Will monitor when scheme begins and adapt accordingly	Cost of Gardening equipment £1,000
Scheme for outdoor learning created in collaboration with subject leaders and local housing association	<ul style="list-style-type: none"> All subjects linked to outdoor learning Allotment plants growing and maintained year round 	<p>During the autumn term 22'</p> <ul style="list-style-type: none"> MF to work with all SLs to ensure that their Progression maps and LTP include the opportunities for outside learning <p>During the spring term 23'</p> <ul style="list-style-type: none"> MF to visits Montessori schools/outdoor learning centres for inspiration and guidance <p>During the summer term 23'</p> <ul style="list-style-type: none"> MF to lead a Staff meeting introduce ideas and techniques to teach the WC outside MF to distribute the outdoor learning resources gathered pre-scheme launch MF to create an outdoor learning timetable, including visits to the school allotment 	Will monitor when scheme begins and adapt accordingly	Resources for learning £1,000

EYFS to be linked further into other KS curriculums				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Subject leaders have input in EYFS schemes	<ul style="list-style-type: none"> SL can talk confidently about the progression in their subject from EYFS to Y6 	<p>During the spring term 23'</p> <ul style="list-style-type: none"> MF to facilitate meetings between EW and SLs to discuss the National Curriculum and the EYFS curriculum and find the links between the two Following those meetings, EYFS topic booklets in spring 2 and summer have input SLs to ensure that the each WC subject starts in EYFS Following those meetings, SLs are able to adapt their progression maps to show how their subject is taught from EYFS to Year 6 – these maps should be shared with all staff and on the school's website 	<p>Art and DT leads have had training with SLA to understand progression from EYFS</p> <p>At the moment, MF making the changes, need to move to SLs</p>	No additional costs

Focus Area – SEND				
What Ofsted said in November 2021				
<ul style="list-style-type: none">• Pupils are nurtured from the moment they step into this school community• Parents speak highly of the support they receive and say that they would recommend this school to others• The inclusion team, including the SENDCo, ensures staff have a detailed understanding of each child’s needs. As a result, pupils with special educational needs and/or disabilities are very well supported• There are a range of adaptations in place to ensure that all pupils are able to access learning alongside their peers• The Inclusion Team are strong advocates for the children and are unafraid to offer professional challenge when necessary• The staff know their community well, and work with a variety of organisations and agencies to support families and their children				
Where we will be in 2026				
<ul style="list-style-type: none">• OFSTED grade is Outstanding and the school is recognised as a beacon school for SEND• For school leaders to seek out SEND support for various areas such as successful EHCP writing, SEND and Quality First Teaching• HCPS to be recognised as a Communication Friendly School with sensory provision to support the needs of all children with ASC• HCPS to have a resourced provision for children with an EHCP that other children can be referred to by the Local Authority				
How we will begin to get there				
<ul style="list-style-type: none">• Ensure that 90% of children with SEND make accelerated progress and meet their true potential• Effective use of provision maps that measures the impact of evidence-based interventions across school• To raise the profile of the pupil voice in school to ensure that children feel valued and involved in their own target-setting				
Priority Leader: Donna Bedlow		Gov Com: Pupil Support		Link Gov: Clare Davidson
Cost:£XX,XXX				
Ensure that 90% of children with SEND make accelerated progress and meet their true potential				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Staff use assessments effectively to support children to make progress	• 90% of SEND children to be making at least the expected average progress per year	<ul style="list-style-type: none">• Oct 22 - DB/EB to support staff with B2• Oct 22 - All EYFS and Rainbow Room staff to access SENIT DJ training during• Termly book trawls by SLT to identify where SEND show less than expected progress; teachers will be given additional support• SENCO to be invited to termly Phase book trawls to share good practice and ideas with each other• DB/EB to pupil progress meeting to discuss progress• Staff in EYFS and Rainbow Room can talk confidently about the children's targets and progress – evidenced in floor book, photos, videos	Increased staff confidence with B2 and SENIT DJ's	TA Overtime to attend SENIT DJ training £750
Ensure that all children with SEND	• All staff are aware of outcomes on support	<ul style="list-style-type: none">• Sept 22 - SEND handovers with each class teacher including discussions of all	All class teachers had a comprehensive SEND over In Autumn 1.	HLTA cover costs

<p>are accessing the wide breadth of the curriculum</p>	<p>plans for children with SEND</p> <ul style="list-style-type: none"> • All staff aware of children with an EHCP and the provision required to meet set outcomes. • All SEND children accessing Quality First teaching with reasonable adjustments where appropriate • QFT includes effective differentiated learning • SEND children independently using taught strategies to support their learning in QFT • Children in the Rainbow Room & RL successfully access a bespoke curriculum with outcomes set by professionals including EP/SENIT/STARS/SALT • Reasonable adjustments are made to ensure that all SEND children have access to the same trips/experiences as their peers. 	<p>children with support plans, EHCP outcomes, and outside agency involvement.</p> <ul style="list-style-type: none"> • Oct 22 - From SEND handovers booked CPD for staff where appropriate. • Monitoring in 2022-23 will include: <ul style="list-style-type: none"> - Positivity Walks - Book Trawls - Leverage Drop-Ins - Pupil Progress Meetings • From the monitoring of teaching and learning, SENCO and SLT establish which SEND children are not making progress from their Sept 22' starting point • Dec 22 - SENCO to facilitate a staff meeting to introduce IEP's for targeted children in EYFS. • Action Plans are created between the SLT members and the class teachers to address the lack of progress for certain classes, groups or children within 2 weeks of a concern being raised • Action Plans that are created to address a lack of progress are reviewed every 4 weeks to assess the impact on progress • NEW Education visits policy to be shared with staff – Staff Meeting Nov 23rd • 	<p>SENCO sourced CPD for staff to improve confidence and knowledge of areas such as Autism and Intensive Interaction.</p> <p>A consistent approach to SEND across school with many 'subtle' reasonable adjustments made to QFT was observed.</p> <p>Good range of differentiation for all learners.</p> <p>Jan 23 LCFS audit findings:</p> <ul style="list-style-type: none"> • Consistent presentation of visual timetables across school. • Consistent use of partner talk to facilitate discussion and communication, and to support rehearsal for those less confident e.g. talk with your partner and then we'll talk as a group. • Good modelling and appropriate use of sentences. • Staff regularly recast children's language to model and extend accurate sentence structures. audit <p>Where appropriate children had access to sensory/fiddle toys across school.</p> <p>During the positivity walks – children observed accessing check-in, including an emotional register.</p> <p>The spring term will see the re-introduction of the Leverage Walks.</p>	<p>AET training tier 1 – Free</p> <p>Intensive Interaction Training - £34</p> <p>Sensory toys - £100</p>
<p>Staff ensure that SEND children are accessing specific</p>	<ul style="list-style-type: none"> • Targeted children to have access to evidence-based 	<ul style="list-style-type: none"> • EW & SENCO to investigate targeted writing interventions such as Dyslexia 	<p>The majority of interventions observed happening in the classroom.</p>	<p>Dyslexia Gold</p>

evidence-based interventions at least 3 times a week	<p>interventions to support their reading/writing/maths</p> <ul style="list-style-type: none"> 90% of SEND children to be making at least the expected average progress per year. 	<p>Gold to see if it would benefit children who are falling behind in writing</p> <ul style="list-style-type: none"> Drop-in on interventions Measure impact and progress using assessment data Observation to show the teaching of interventions is considered to be consistently good or better 	<p>Intervention rotating timetables – ensuring children do not miss same lessons each week – SALT/Phonics</p> <p>Non-Teaching Staff Performance</p> <p>Management targets have been written with the aim of meeting with staff and setting their targets before spring half-term. Observations of Non-Teaching Staff will begin in the 2nd half of the spring term.</p>	
Ensure all children with complex needs are making expected progress as agreed with external agencies inc' SALT/SENIT/EPT/STARS				
Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
SALT / SENCo to monitor the progress of intensive interaction and PECS	<ul style="list-style-type: none"> Effective provision maps show a link between the provision provided and student progress. Provision maps show key staff, vital for whole-school planning and development. 	<ul style="list-style-type: none"> DB/EB handover SEND files to new teachers. DB/EB observation of morning meetings, 1/week assigned to discuss SEND DB/EB ensure that class provision maps are updated every half-term. SENCo to monitor progress through IEP's to ensure children are accessing intervention 3 times per week DB/EB monitor progress of all children with an IEP, highlighted on Bsquared, monitored in journals 	<p>Gaps in provision maps. Reminders sent to staff to update.</p> <p>Class teacher updating class provision map half termly. Maps indicate what interventions are being accessed. Need to review provision maps so start and end dates are included, impact over time can then be monitored.</p> <p>Need soft data from staff regarding impact, progress, and observations.</p>	<p>AET early years making sense of autism (tier 1) training – FREE eLearning</p> <p>AET making sense of autism - Primary (tier 1) – FREE eLearning</p>
Highlight interventions and provision school and recognise any gaps in provision that may need to be filled.	<ul style="list-style-type: none"> Effective provision maps show a link between the provision provided and progress. Provision maps used to help support and inform an improvement plan 2023-2024. 	<ul style="list-style-type: none"> DB/EW to appoint a key member of staff in EYFS who will deliver SALT interventions across Reception and Nursery, under the guidance of the Speech and Language Therapist and ST. DB/EW to work with staff from Nursery and Reception during pupil progress meetings to identify and assess children who require intervention and then monitor the impact of the sessions Staff trained on NELI and group interventions to begin in spring. DB to access Precision Teaching training with EP – Aut 2 DB trial Precision Teaching with AB for 6 weeks, track impact. Identify support staff to facilitate precision teaching 	<p>Inventions are timetabled and running regularly in EYFS.</p> <p>ST supporting SM/EJ with SALT interventions.</p> <p>NELI – need to discuss with EW</p>	
Track effectiveness of	<ul style="list-style-type: none"> Effective interventions that are 	<ul style="list-style-type: none"> DB/EB collect baseline data and targets so that progress can be tracked. 	<p>Communication and Language barriers are main area of SEN in school.</p>	Impact North Contract

interventions and monitor learners' progress;	<p>matched to the needs of the learners.</p> <ul style="list-style-type: none"> Accelerated progress made by children accessing targeted interventions. Links are made between learning in intervention and what happens in the classroom. 	<ul style="list-style-type: none"> DB/EB measure progress and decide on the most effective way to do this. DB/EB termly case review with SALT Half termly case reviews with therapists from Impact North. ST to support class teachers with morning work to support S&L targets ST to meet with teachers to discuss new S&L targets that needs to be incorporated in to planning ST to join class teachers PPA to discuss new targets Handovers facilitated by ST for children coming off S&L interventions. 	<p>2-day traded contract with NHS SALT & Speech and Language HLTA to ensure. Early Intervention targeted in EYFS with 6-week blocks of intervention.</p> <p>SEMH – growing area of need in school. 2 day contract with Impact North – half termly supervision to discussion children and families</p>	<p>NHS Speech and Language traded contract</p> <p>S&L HLTA</p>
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To raise the profile of the pupil voice in school to ensure that children feel valued and involved in their own target-setting.

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
Seeking, listening to and responding to the voice of the child with SEND.	<ul style="list-style-type: none"> The increased general well-being of children with SEND Effective use transition information initially to communicate key information to staff e.g. Pupil Passports. 	<ul style="list-style-type: none"> DB/EB devise pre and post intervention questionnaires to make informed judgements regarding their impact and effectiveness alongside quantitative assessment data. Observations of the children's presentation, and their engagement in learning and play with adults and peers DB/EB devise a pupil questionnaire 	<p>Jan 23 – LCFS setting audit indicated excellent engagement levels of all learners across school.</p> <p>Passports all up to date - reviewed annually in KS1/KS2 and termly in EYFS.</p>	No cost
Provides opportunities for shaping provision and making progress towards short term and long term goals.	<ul style="list-style-type: none"> Children are involved with plans, reports, or reviews about them. Targets should be written in child-friendly language. Staff understand how children are feeling about school, what are their strengths, what they are finding hard and how we can help things to improve 	<ul style="list-style-type: none"> Ensure there is a SEND representative on the school council Invite children to annual reviews where appropriate, to discuss what is going well, do they agree with new targets, what might help them achieve set targets. DB/EB to obtain pupil voice through observations DB/EB to obtain pupil voice through work samples DB introduce 'all about me' materials to elicit pupil voice when completing EHCPs. 	The voice of the pupil is incorporated in to all EHCP's. The child's wishes and aspirations are reflected in all long-term outcomes.	No cost

Focus Area – EYFS

What Ofsted said in November 2021

- Experienced team of teachers understand the needs of the children
- Children are in routines and have learning attitudes that prepare them for Year 1 at the end of Reception
- Indoor and outdoor provision reflects the needs of the children
- T4W and Maths Mastery taught from Nursery with Phonics and Early Reading is a priority in EYFS
- Children have opportunities to write in discrete writing lessons, in addition to across the curriculum

Where we will be in 2026

- Provision differentiated to suit the needs of all learners
- Children taking responsibility for and leading their own learning to record their own observations
- Our Early Years to be a Beacon example for supporting Communication and Language and PSED
- Children to have similar experiences in regards to trips as the teachers' own children
- Every child who leaves Reception is able to read at least a simple sentence
- Exceptional parent support in EYFS with in home support and parental workshops available for parents and carers

How we will begin to get there

- Address Communication and Language as it is the biggest barrier to children progressing in the curriculum and provision
- Embed Phase 1 phonics, T4W, maths and gross motor skills in Nursery
- Read the children daily stories as many do not hear them at bedtime
- Assessments need to inform interventions to address gaps in children's learning in both Reception and Nursery

Priority Leader: Elisa Whitfield

Gov Com: Teaching and Learning

Link Gov: Iain Cunningham

Cost: £6,000

PSED is a priority in EYFS

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
PSED to be a driver of the curriculum in EYFS and where children need additional support, this is provided through targeted interventions in addition	<ul style="list-style-type: none"> • PSED ELG scores improved. Children are ready to learn and have good learning attitudes 	<ul style="list-style-type: none"> • By Feb 2023, EW to have reviewed the curriculum and delivered PSED training during phase planning days to EYFS teachers and staff in order to ensure that there are daily opportunities for PSED • By Feb 2023, EW to monitor Interventions and daily 'check ins' to ensure they are run consistently throughout EYFS to ensure that children are getting their emotional needs met. 	<p>In Summer and Autumn planning days, we reviewed the curriculum in light of the needs of our children. We ensured that PSED was a driving force in all aspects of learning.</p> <p>EW to work with JR to monitor 'check ins' and nurture sessions.</p> <p>PS did begin intensive PSED sessions but since then, a change in working hours has meant that this is no longer possible.</p>	Cost of Nurture resources £500
Improve support we offer to parents in EYFS	<ul style="list-style-type: none"> • Parents access a range of support sessions 	<p>During the spring term 2023</p> <ul style="list-style-type: none"> • EW to work with LOS and PS to discuss a range of workshops we can offer parents throughout the year and plan these in 	Held initial meetings and discussions with LOS around support we can offer parents. To arrange a meeting in Spring 2 '23.	Refreshments for workshops £500

Communication and Language is a priority in EYFS

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
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<p>To improve the adult interactions with children during provision time to ensure that they are moving their C&L development on further</p>	<ul style="list-style-type: none"> • The number of children achieving expected for C&L has increased. Progress evident from children's Nursery baseline assessment 	<ul style="list-style-type: none"> • During January 23', EW and KMG to audit the adult interactions during provision time and as such staff training to be devised so that staff have a clear understanding of expectations. This will include videos of exceptional practice • Before the staff training with KMG, EW to research and find a clear ladder of progression for C&L for staff to work towards • Following the training with KMG, peer observations and or video recording set up to enable staff to reflect on their current practice and improve their interactions with children • EW to ensure that during February 23', staff have planned more opportunities for C&L in provision and for this to be a focus in areas inside and out 	<p>Successful report (Spring 1 '23) showing progress in adult interactions with children. Staff have received additional training in regards to adult interactions.</p> <p>During Summer and Autumn planning days, staff planned additional communication and language opportunities in both the curriculum and provision. This is reflected in the provision and will continue to be monitored through leverage drop ins.</p>	<p>Additional resources to encourage C&L in provision £1,000</p>
<p>Improve vocabulary of children by providing them with first hand experiences and trips</p>		<p>In the spring and summer term 2023</p> <ul style="list-style-type: none"> • EW to work with the EYFS team to identify the needs of children in EYFS and decide a range of experiences that will support their communication and language development • EW to plan a series of trips and experiences for children throughout the remainder of the year that will broaden their vocabulary and understanding. • EW to work with the EYFS team to decide on a vocabulary mat to accompany each trip. This will be used as a pre-teach and all adults on the trip will be given the mat to ensure that all children are receiving a rich experience of vocabulary • Vocab mats will be sent home to support parents in teaching their children new words • Key vocabulary words added to areas of provision to prompt adults when working in areas 	<p>Children in EYFS have had a range of experiences in the Autumn term. They have had first-hand experiences of the seasons by comparing Autumn and Winter at the park; they have visited a zoo and had experience buying healthy vegetables for soup at the shop. As a result, children have been exposed to a range of different vocabulary in context.</p> <p>Staff are keen to explore creating vocabulary mats to be used with adults prior to the trip.</p>	<p>Cost of additional trips £1,500</p>

To increase the number of SALT interventions	<ul style="list-style-type: none"> Children with SALT needs are making accelerated progress and are catching up with their peers quicker 	<p>From January 2023</p> <ul style="list-style-type: none"> EW to appoint a key member of staff in EYFS who will deliver SALT interventions across Reception and Nursery, under the guidance of the Speech and Language Therapist and Sarah Taylor EW to work with staff from Nursery and Reception during pupil progress meetings to identify and assess children who require intervention and then monitor the impact of the sessions Staff trained on NELI and group interventions set up due to begin in spring. 	<p>Two members of staff have been trained to deliver SALT interventions and have started working with children.</p> <p>Nursery staff have been trained to deliver communication screening and have started to created IEPs and intervention groups.</p>	<p>Overtime paid to staff to attend NELI training. £750</p> <p>Additional resources £250</p>
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To improve standards in Literacy and Maths in EYFS

Objectives	Success Criteria	Specific Actions	What we learnt from Monitoring this...	Resources
To take a mastery approach to learning across literacy and maths in EYFS	<ul style="list-style-type: none"> Children have secure knowledge in all of the foundations of literacy and maths to enable them to successfully build on their learning in KS1 	<ul style="list-style-type: none"> From Jan 23', correct letter formation is a focus within lessons and provision. A mastery approach is taken so that children have a deep understanding and do not move on until they have mastered the correct movement From May 23', alongside CS, EW creates a new maths mastery long term plan for Nursery so that children have mathematical language and concepts embedded before the move into Reception EW to monitor all aspects of the Nursery curriculum before 17th Dec, 17th March and 17th July to ensure that a mastery approach is taken and children have consolidated foundations before they enter Reception 	<p>Staff understand the maths mastery approach and have discussed as a phase, the foundations that should be covered in Nursery. Correct letter formation is taught in daily handwriting sessions. Where children cannot form letters, they have been included in specific interventions.</p> <p>An initial meeting has taken place to discuss the objectives of maths mastery in Nursery.</p> <p>Nursery have started to focus on the basic foundations to ensure that children are ready to learn in Reception.</p>	<p>Additional resources in provision £750</p>
To improve the T4W approach in Nursery.	<ul style="list-style-type: none"> Children leave Nursery with a foundation of understanding from which to build upon in Reception. 	<ul style="list-style-type: none"> Week Beg 21st Nov, EW to observe T4W lessons in Nursery and the mark making and story-telling that continues in the areas of provision following the lesson Week Beg 28th Nov, EW to join Nursery PPA to review and support the planning of T4W Jan 23', EW to deliver T4W training to Nursery specifically to support the understanding of the T4W process 	<p>This is still to be completed and is a priority in Spring 2 '23.</p>	<p>T4W resources £250</p>

<p>To secure gross motor skills in nursery so that they are ready to form letters in Reception.</p>	<ul style="list-style-type: none"> Children meeting targets for physical development at the end of Reception. Children come to Reception from Nursery ready to form letters 	<ul style="list-style-type: none"> EW to discuss gross motor skills in staff meeting on 16th Nov and Dec and March planning days to ensure that there are planned opportunities in the curriculum and throughout provision In Jan 23' nursery staff to audit resources to promote gross motor development and order additional ones if necessary From Jan 23' elements of Real PE will be used in Nursery to support gross motor skills such as large arm movements and jumping and hopping From April 23', EW and Reception staff to create a physical area in Reception and additional resources purchased to continue the development of gross motor skills and to support any children who are still struggling 	<p>Discussed and explored gross motor skills in staff training. Resources to improved gross motor skills have been purchased and it is clear in provision that there is a focus.</p> <p>A physical development area has been marked out in Reception and children are accessing this well. Additional resources have been purchased.</p> <p>Real PE yet to be discussed with Nursery, although they are currently focussing on physical development through hall time.</p>	<p>Additional resources £1,500</p>
<p>A clear system of interventions in place to support children who are identified as not on track.</p>	<ul style="list-style-type: none"> Children are catching up with their peers faster and the gap is not as wide 	<ul style="list-style-type: none"> From Jan 23', EW to work with staff in EYFS to identify discrete interventions that may be put in place, in addition to a quality curriculum to ensure that we are acting upon those children not on track Pupil progress meetings are focussed on the strategies put in place for the children not on track 	<p>There has been dedicated staff training around interventions and staff have been given additional staff training time to plan groups and set up individual education plans. There are now clear plans and interventions in place for those children not on track. To monitor the progress Spring / Summer '23.</p>	<p>No further additional costs</p>
<p>Children have the opportunity to listen to a bedtime story every night.</p>	<ul style="list-style-type: none"> All children in EYFS have access to a story book to be read every night at home by their parents or carers 	<p>During spring and summer 2023</p> <ul style="list-style-type: none"> EW to set up book libraries in Nursery and Reception so that parents and children can borrow a book for their bedtime story. A reward system set up to reward parents who read bedtime stories to their children every night. Bedtime story / book records purchased and sent home to record reading at home. 	<p>This is planned to be set up later in the Spring Term.</p>	<p>No further additional costs</p>