2016 – 2017 What Went Well:

End of KS data was positive and progress measures across school were generally good or better.

The introduction of wrap-around care has been very successful and well received by parents.

Introduction of Systems and Structures booklet very successful. Clear expectations established for monitoring.

Development of playground zones at lunchtimes led to significant reduction in any issues.

Cornerstones Curriculum topics engaging and well-received by pupils.

Learning environments across school improved, specifically maths learning walls.

Increase in outdoor learning provision and cross-curricular outdoor lessons taking place.

Research projects successful and implemented.

New library established and well used by pupils.

Introduction of My Maths and Rockstars maths have been well-received by pupils and parents.

Greater parental involvement in school, e.g. Ladies/Gentlemen in School.

2016 – 2017 Even Better Ifs:

Despite significant input and focus on pre-teach, SEND progress was not as we had hoped for.

A higher number of higher ability children (KS1) converted to AGD at the end of KS2.

Despite children making at least expected, if not better progress, GLD was below the national measure.

There had been less staff disruption (maternity/staff sickness/personal circumstances) and recruitment of staff had been easier.

Staff felt more confident when using IT within lessons and used this widely to enhance pupil engagement.

2017 – 2018 Key priorities:

Leadership & Management:
- To ensure all staff are aware of, and fulfil, their designated roles and responsibilities.
- To develop the role of the governors.
- To develop staff who are reflective practitioners who can support each other in their own CPD/monitoring.
- To introduce and develop a new system for performance management.

Quality of Teaching, Learning & Assessment:
- To maintain, and develop, the high quality of teaching & learning.
- To develop assessment procedures.
- To review curriculum coverage & develop mastery within maths.

Personal Development, Behaviour and Welfare of Pupils:

- To ensure attendance of disadvantaged groups is similar to that of non-disadvantaged groups and continue to rigorously monitor persistent absentees.
- To continue to ensure safeguarding is given the highest regard by all stakeholders.
- To continue to develop the outdoor provision and extended school opportunities.

Outcomes for Children & learners:
- To ensure that the progress of disadvantaged and SEND pupils is close to, or improving towards, that of pupils with the same starting points.
- To ensure that all pupils are making at least the expected levels of progress in reading, writing and maths.

Effectiveness of Early Years' Provision – quality and standards:
- To improve outcomes in reading and writing so that pupils are well placed to achieve when they enter Key Stage 1.
- To develop the role of the EYFS lead role in order to cover the departure of nursery teacher and support incumbent staff

LEADERSHIP & MANAGEMENT					
Target	Actions	When/cost	Who	Monitoring	Outcomes/impact
• **To ensure all staff are aware of, and fulfil, their designated roles and responsibilities.**					
To induct new members of staff to ensure systems and structures are applied consistently.	Systems & structures booklet to be shared on training day.	September (Time)	HTu	Following the monitoring programme of the school & governor visits.	All new staff have a clear understanding of school expectations and these are applied consistently in teaching and learning.
	Staff handbook to be shared on training day.	September (Time)	SG	Policies read & signed off.	All new and existing staff have read required policies/codes of conduct and have clear understanding of procedures and expectations.
	New staff to be given buddies to support induction.	September (Time)	HTu	Monitoring programme	All new staff have point of contact for questions and queries facilitating settling in process and ensuring consistency.
	New staff to be trained on school safeguarding	September (Time)	SW/PS	SW/SG	All staff aware of school systems relating to safeguarding issues and have full knowledge of Log

					Ins/support systems facilitating correct procedures.
	NQTs to have mentors assigned to them & attend designated NQT training throughout the year (Keystones).	September (£550 per NQT & NQT time costs)	SG	Mentors monitor progress of NQTs throughout the year.	NQTs achieve at least good standard of teaching and learning.
To ensure division of roles & responsibilities is clear and new members of SLT are aware of their responsibilities.	New management team to be assigned roles & responsibilities for the year.	September (Time)	SLT	Following the monitoring programme of the school.	Clear understanding of individual roles by both leadership teams and staff. Roles designated according to skills set. All areas covered.
	Roles & responsibilities shared with whole staff.	September (Time – SM)	SG	AM hair of governors	
	New SLT members to be assigned leadership buddies to support induction.	September (Time - Leadership)	HTu		New leaders have support and can clarify any issues they may have.
To ensure there is greater clarity in terms of monitoring	SLT operational plan created at the beginning of each long term, mapping monitoring for the term & focus for strategic meetings.	September January April (Time)	SLT	AM Chair of governors to monitor	Clear programme established for monitoring to ensure that tasks are spread over the course of the terms.
	KS operational plans created at the beginning of each long term & shared with SLT to show enrichment activities.	September January April (KS meeting time)	AC/HL/HTu/JS & teams	SLT to monitor	Clarity of enrichment programme and the capacity to spread contributions for parents.
	Staff meeting time is more focussed & is more curriculum	Fortnightly (SM time)	SLT	Subject leaders curriculum &	Opportunity to provide updates/progress in curriculum

				standards committee	areas. Staff kept up to date.
	Alternate staff meetings are used for Key Stages to monitor performance of teams.	Fortnightly (SM time)	AC/HL/HTu/JS & teams	SLT	Phases given greater ownership of monitoring ensuring consistency and awareness of expectations across the phase and sharing of good/outstanding practice.
Continue to monitor/enhance roles and responsibilities of subject leaders	Curriculum meetings with subject leaders held termly.	3x a year (Time & supply cost - £400)	SG & subject leaders	Subject governors	Governors and HT aware of progress/developments.
	Curriculum coverage checked against Cornerstones and National Curriculum coverage requirements and amendments made as necessary.	September (SM time)	KS teams	Subject leaders & curriculum & standards committee	Confident that Cornerstones topics cover all necessary curriculum areas – gaps filled where necessary.
	Foundation curriculum data collected and analysed long termly.	December/April /July (Time & supply cost - £400)	Subject leaders	Assessment lead & subject leads	Subject leads have greater awareness of progress of pupils in their subjects. Staff more accountable. Regular tracking enables gaps to be filled.
	Subject leaders invited to attend FGB meetings to share progress & developments within their subject areas.	Rota across the year (Time)	Subject leaders/ governors	Subject governors	Governors have greater awareness of progress/developments within various subject areas.
	Ensure subject leaders are using termly release time effectively to check on the quality of teaching and learning, analyse data, look at	December/April /July (Time & supply cost - £400)	SG/SLT	SG/subject governors	6 termly monitoring programme established and followed – regular meetings with HT/Subject Govs evidence knowledge and understanding of state of subject

	books, talk to pupils and keep their monitoring file up to date.				across the school
To continue to promote the concept of fundamental British Values and the children's understanding of these.	Continue to integrate British Values into assemblies and lessons.	Ongoing (see assembly rotas) (Time)	All staff	Collective worship/PSHE governor visits	Assembly rota established that incorporates British Values' themes. Evidence that BVs being incorporated into lessons. Pupil interviews indicated pupils have understanding of BVs.
	Continue to promote diversity and celebrate cultural differences within our school community.	Organised events throughout the year (see newsletters) (Community budget - £400)	Led by HTu	Community Cohesion governor	Children mix well at school. No racial incidents.
	Continue to hold cultural days to celebrate the world in which we live and promote tolerance and respect of others.	Organised events throughout the year (see newsletters) (Community budget - £400)	Led by HTu/global learning research team	Community Cohesion governor	Children have greater understanding of culture and lifestyles of others.
• **To develop the role of the governors.**					
To further develop governors' roles within school.	Set up an Ofsted ready group.	September (Time)	SG/designated governors	SG/BN	Group established. Meeting arranged. Pack produced.
	Prepare information packs for designated governors.	September (Time)	SG	Governors	
	Liaise with specific governor in	September (Time - £500	SG/JL	Website governor (SL)	New improved website up and running.

	relation to website development.	photographer)			
	Continue to allocate governors for participation at school events.	FGB meetings (Time)	SG	Chair of governors/BN	Governors attend events and have a greater understanding of school life.
	Subject governors to observe lessons alongside subject leads.	Ongoing (Time)	SG	SG	Governors have greater awareness and understanding of teaching and learning across the school.
· **To develop staff who are reflective practitioners who can support each other in their own CPD/monitoring.**					
To develop staff who are reflective practitioners who can support each other in their own CPD	Develop lesson study model for teachers and TAs to observe each other throughout the year.	September (Time)	HTu	SLT	Greater sharing of good practice across the school. More evidence of outstanding practice.
	Monitor lesson study effectiveness to ensure the process is having a positive impact on staff development.	Termly (Time)	HTu	SLT through monitoring schedule	Greater sharing of good practice across the school leads to more evidence of outstanding practice.
	Staff to participate in team monitoring sessions of planning, books and learning environments.	Fortnightly (SM Time)	KS leaders & teaching staff	SLT through feedback during SLT meetings	Phases have greater responsibility for standards within the phase. Greater consistency and awareness of expectations across the phase and sharing of good/outstanding practice.
	Staff encouraged to give due consideration to their own professional development and discuss possible training opportunities with their appraiser and/or Headteacher.	Ongoing (Time)	Staff & appraisers & SG	SLT through monitoring schedule	Staff have greater ownership of their professional development. Staff access training to further enhance their skills.

To introduce and develop a robust system for performance management.					
Introduction of new Performance Management system	All staff are set up and trained on the new system.	September (Cost of system & training)	SG & all staff	SG & governor	Blue Sky system in place enhancing consistency and ease of PM. All staff confident in its use and have greater ownership of their PM.
	SLT to participate in further training.	September (Time)	SG & SLT	SG & governor	Regular discussion/review at SLT ensures that new system is effective.
	Monitor the new system's effectiveness to ensure the process is having a positive impact on staff development.	Ongoing (SLT meeting time)	SG & SLT	SG & governor	

QUALITY OF TEACHING, LEARNING & ASSESSMENT					
Target	Actions	When/cost	Who	Monitoring	Outcomes/impact
• **To maintain, and develop, the high quality of teaching & learning.**					
To maintain the quality of teaching, in light of new staff joining the team, to ensure that the standard of teaching and learning is consistently good or better.	Staff are fully inducted using the school systems and structures booklet.	Term 1 training day (time)	Team leaders on training day	Teams & SLT through the monitoring programme	Consistency in all areas of the school. At least good outcomes in monitoring.
	New staff to be assigned a buddy to offer support and guidance on school systems and structures.	Term 1 (time to meet)	HL, JG, DR, HTu, SW	Induction questionnaire Teams & SLT through the monitoring programme	
	Regular monitoring highlights staff strengths and areas for development and where necessary, plans are put in place to support under performance.	Time table drawn up at beginning of terms 1, 3, 5 (SLT meeting time)	Teams & SLT	Feedback to SLT/staff questionnaire/lesson observations	Quality of teaching and learning remains at least good across the school.
	Lesson Study model is developed for teachers and TAs to share good practise across school.	Term 1 (Time)	HTu to roll out to staff	HTu to receive feedback following observations. Feed into SLT and PM. Govs via HTs report	Sharing of good practice facilitates further development of good/outstanding teaching and learning.
	Provide quality staff development and ensure staff are aware of who to talk to request personalised CPD.	Term 1 PM reviews to establish needs/Dec ICT training (£900)/Espresso training (£300)/Maths mastery ongoing across the year (£2000 grant) BL art therapy	SG ICT training/CP Espresso training/HL/TW maths Performance managers to request training for individuals	Evaluation forms monitored by SG Monitoring programme (Subject leads/team leads/SLT) FGB through headteacher's report	Key areas identified for staff training. Individual needs identified following completion of PM. Staff much more confident in use of ICT and greater evidence of it being used across the curriculum. Provision of additional staff meeting time enables all staff to be updated in specified

		training (£180)/ AS Friends training (£150)/Subject leader training (Staff meeting time)			curriculum areas. Maths provision reviewed. Additional support provided for designated pupils.
To deepen teacher's understanding of what is required in the curriculum for each age group.	Timetable 6 sessions of cross year group in house moderation to be completed before data is entered into Scholarpack each term.	Terms 1 – 6 (Staff meeting time)	Organised by SLT	Monitored during PP meetings & Curriculum & Standards sub-committee	Security of assessment. Consistency of understanding.
To evaluate the use and impact of current targets for reading and maths.	Conduct staff and pupil interviews to ascertain views on current target setting methods.	Term 2 interviews for findings to be implemented Term 3 (Management time)	Subject leads	Subject leads & feedback to SLT	Interviews held and views established.
	Trial new methods, if necessary, for target setting in reading and maths.	Term 3 (Staff meeting time)	Subject leads	Subject leads & feedback to SLT	Discussion/feedback undertaken and adjustments made if necessary.
	Monitor the impact of new target setting methods (data/pupil & staff interviews).	Term 4 (management time)	Subject leads	SLT monitor impact during learning walks & pupil interviews	Targets for maths and reading more comprehensive and meaningful and clearer for children to understand.
To provide extra time for TAs to meet with teachers to discuss future planning & outcomes.	Teaching staff to have 15 minutes each week to discuss the week's planning and expected outcomes with TAs on a Monday morning.	Ongoing throughout the year (Monday assembly time)	Class teachers and TAs	Through TA meetings with SG	TAs have greater understanding of the teacher's plans and expectations. Greater consistency for pupils.

To use IT to enhance teaching & to motivate and challenge pupils further.	Rota drawn up to share IT ideas at the start of each staff meeting.	Ongoing throughout the year (Staff meeting time)	SLT to devise rota & circulate	IT use monitored through monitoring schedule	Input from all staff widens use of IT.
	Staff training to take place to improve staff confidence in using IT to support learning (Espresso, Whiteboards, APPs, Seesaw, ICT with Mr P.)	Term 1 Espresso training/ Term 2 ICT training (Staff meeting & training day time - £300/£900)	CP & SG	IT use monitored through monitoring schedule Evaluation forms to IT subject lead	Staff confidence improves and greater evidence seen of IT use in class.
	Embed scheme of work created by IT subject lead to ensure coverage of skills across all year groups.	Management time	CP	Monitoring during management time – feedback to SLT and IT Gov/curriculum s/c	Scheme of work being followed by all staff. No gaps in provision.
	Staff IT competence survey carried out and common themes addressed.	Term 1 (subject leadership time)	CP conduct staff IT competence survey	Evaluation of responses and training needs addressed. Feedback to SLT and IT Gov/curriculum s/c	Bespoke training provided once needs audit undertaken.
• **To develop assessment procedures.**					
To embed the systems used for assessing.	Staff training to develop teacher's confidence in use of Scholarpack.	Term 1 (Staff meeting time) Individual support where required	HT/TW	HT/TW monitor when data analysed Monitoring through PP meetings	All new staff aware of how to use our assessment system. Assessment remains secure.
	Assessment requirements section added to the Systems and Structures booklet to advise staff of assessment procedures.	Term 1	HT/TW	HT/TW monitor when data analysed	Booklet updated during term 1 and shared with staff prior to first round of assessment.

	Foundation subject assessments to be completed at the end of each long term.	Terms 2, ,4, 6 (PPA time)	Staff	HT/TW monitored when data analysed Subject leads to ensure subject coverage	Subject leaders have greater understanding of progress/attainment in their subjects. Any gaps in provision identified.
To use formative assessments to inform staff of gaps.	Teachers to analyse feedback from formative assessments that take place 3 times a year and fill the gaps the following terms.	Terms 2, 4, 6 (PPA time)	Class teachers	Monitored by subject leaders & feedback to Curriculum & Standards sub-committee	Pupil Progress is at least expected or better for all pupils.
	Teachers to pass on gaps analysis at the end of year to new class teachers to facilitate smoother transitions.	Term 6 (PPA time)	Class teachers	Phase leaders to monitor	Learning is continuous. No children slip through the net.
• **To review curriculum coverage & develop mastery within maths**					
To review curriculum coverage.	Curriculum leaders to review curriculum coverage to ensure all national curriculum objectives are covered throughout each year group.	July 2017 (in preparation for September 2017)	Teachers	Monitored by SLT	Confident that Cornerstones topics cover all curriculum areas – gaps filled where necessary.
	Create whole school long term mapping of the curriculum enrichment ensuring trips /celebrations/events are well planned and spread across the year.	Term 1 training day, Term 3 & 5 (team meetings)	Teams	Monitored by SLT	Clarity of enrichment programme and the capacity to spread contributions for parents.
	Consider chunking sections of the curriculum to enable deeper learning opportunities	Term 3 discussions to roll out in Term 4 (staff meeting	Teachers	Monitored by SLT	Curriculum organised to ensure quality learning opportunities for pupils.

	and outcomes for the children.	time)			
To provide staff with CPD and resources to deliver mastery in maths	Maths subject leads to investigate use of mastery in maths, teaching methods & resources (White Rose/Rising Stars).	Involvement in mastery training starting Term 1. Visit other schools – Term 1 (£2000 grant, release time)	HL/TW	Feedback to SLT & maths subject governor	Mrs Wheatley/Mrs Lincoln attend mastery training and start to implement it within their classes/year groups. Following training look at available resources to facilitate delivery and review maths provision across the school.
	Trial mastery in maths teaching methods in Mrs Wheatley and Mrs Lincoln's class and whole class teaching using existing methods in the rest of the school	Following training input	HL/TW	Feedback to SLT & maths subject governor	
	Analyse data to look at impact of mastery teaching methods in maths.	End of Term 2 (management time)	HL/TW/HTu	SLT/Curriculum & standards sub-committee/maths lead governor	Maths data looked at closely. Comparisons made between designated classes and others to see if introduction of mastery maths has improved progress.
	Roll out across other classes if approach is successful in trial classes.	Term 3/4 (staff meeting time)	HL/TW lead training for other staff	SLT/maths lead governor	Programme rolled out across school if felt to be beneficial and staff trained to implement it.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS					
Target	Actions	When/cost	Who	Monitoring	Outcomes/impact
• **To ensure attendance of disadvantaged groups is similar to that of non-disadvantaged groups and continue to rigorously monitor persistent absentees.**					
To ensure attendance of disadvantaged pupils is similar to that of others	Rigorous monitoring of the attendance of disadvantaged pupils.	Termly (Time)	SG/JL	Attendance governor	Disadvantaged pupils' attendance closely monitored
	Attendance meetings held with parents when attendance of disadvantaged pupils falls below 96%.	Termly (Time)	SG/JL	Attendance governor/SENDCo	Meetings held and strategies discussed to improve attendance.
	Pupil interviews held with disadvantaged pupils to ascertain reasons for poor attendance and any common issues addressed.	Termly (Time)	SENDCo/AS	SG/Attendance governor	Clearer understanding of reasons for pupils' poor attendance.
	Hold termly attendance raffles to encourage pupils to maintain 100% attendance at school.	Termly (assembly time/£120 for prizes)	SG	Attendance governor	Children incentivised to attend school.
To improve the attendance of persistent absentees (below 90%).	In September write to parents of identified persistent absentees informing them of their child's attendance for the previous year and setting out school's expectations for the coming year.	Term 1 (Time)	JL/SG	Attendance governor	Letters sent to parents.
	Rigorous monitoring of the attendance of persistent	Termly (Time/cost of EWO if needed)	JL/SG (EWO if required)	Attendance governor/FGB	Attendance reviewed every 6 weeks and meetings held to

	absentees. Attendance meetings held with SG and parents when attendance of identified persistent absentee pupils falls below 96% in the new academic year.				develop strategies to improve attendance. EWO involved if necessary
	Continue to send a monitoring letter to parents of all children whose attendance falls below 96%.	Termly (Time)	JL/SG	Attendance governor	Monitoring letters sent.
• **To continue to ensure safeguarding is given the highest regard by all staff and all stakeholders.**					
To ensure comprehensive records regarding behaviour and parental conversations are kept	Prepare Behaviour logs for each class.	Term 1 training day (Time)	HTu to roll out to all teachers	SLT monitor & feedback to governors through SG	Logs introduced to ensure consistency and enable reliable tracking of any incidents.
	Staff training on how to keep these records.	Term 1 training day (Time)	HTu to roll out to all teachers	SLT to monitor	Staff training undertaken. Logs checked and consistency ensured.
	Records passed onto new class teacher to ensure consistency in provision and aid information sharing.	Term 6 (PPA time)	Teaching staff	Team leaders to monitor	Staff aware of any previous incidents.
To ensure that all members of SLT are aware of the needs of vulnerable pupils across school.	DSL to spend time at the beginning of alternate (or as necessary) SLT meetings sharing any necessary concerns.	Fortnightly (SLT meeting time)	SW to meet with SLT	SLT will be informed of any ongoing CP issues	SLT fully aware of any issues. Needs discussed/provision adjusted

To further develop awareness of e-safety issues	Embed the role of the digital leaders within school.	Ongoing throughout the year (Time)	CP to lead	Monitored by SLT/pupil interviews	Digital leaders established and role understood by other pupils.
	Termly e-safety lessons to be delivered by class teachers.	Termly (PPA time)	Class teachers	Monitored by ICT lead. Feedback to IT governor lead.	E.safety delivered termly.
	Parent workshops held to enhance parental awareness of e-safety issues.	2 to be held across the year (Time)	CP	Feedback to IT governor lead.	E.safety workshops offered to parents.
	Regular e-safety updates disseminated via the weekly newsletter, leaflets in the foyer and school website.	As necessary (Time)	CP/SW/SG/JL	Feedback to IT governor lead.	Information sheets sent to parents. Access to information on website.
	Annual e-safety training for staff organised (John Jeffries).	Term 3 (£300)	CP to organise	IT governor to attend	John Jeffries provides training for staff
To act upon the actions identified in the safeguarding audit	All actions noted from the safeguarding audit are completed as necessary.	Term 1 new requirements circulated to staff & governors (Time)	SW/SG	Safeguarding governor & feedback to FGB	All actions complete and circulated to staff/governors
To embed our positive behaviour policy across school	Revisit positive behaviour policy with staff on September training day ensuring all are aware of positive rewards and consequences.	Term 1 training day (Time)	HTu to recap with all staff	Monitoring by SLT	All staff aware of requirements in PBM policy – ensuring consistency of approach across the school. Children very clear about steps.
	Mid-day supervisor training to take place to enable staff to	Term 1 (meeting time & cost of	SG	Monitored by SLT	MDSAs trained to deal with issues in the same way as school

	consistently follow school policy when dealing with problems at lunch times.	additional hours claims)			staff. Designated MDSA for pupils to approach.
	All staff to continue to work on setting high expectations during transitions around school.	Ongoing throughout the year	All staff	Monitored by team leaders	Staff all committed to taking responsibility during transitions in shared areas.

• To continue to develop the outdoor provision and extended school opportunities.					
To offer a greater range of extended school opportunities - (response to parent questionnaire).	Ensure that there are a range of clubs provided for the children each term.	Terms 1, 3, 5 (Subject leadership time)	DR	Monitored by SG	Wider range of clubs provided for the children – more places available.
	Liaise with sports organisations to offer a wider range of sports clubs.	Ongoing throughout the year (Subject leadership time)	DR/JL	Monitored by SG & PE governor	
To further develop the use of outside space.	Provide greater opportunities for pupils to experience outdoor learning (David Hawes employed one day per week.)	Ongoing throughout the year (£4,500)	Staff whose classes David works with.	Monitored by pupil interviews, planning scrutinies and lesson obs	Successful provision of outdoor learning linked to core subjects. Pupils positive about learning. Learning enhanced.
	Provide further training for staff on how to use the outdoor areas to support learning (David Hawes)	Term 3 training day (£140)	All staff	Monitored through monitoring schedule	Staff more aware of opportunities for outdoor learning.
	Assign each house team a vegetable plot/flower bed to tend throughout the year.	Assigned during Term 1 and tended weekly during house meetings (£200 for resources)	House team leaders	Monitored by house team leaders	Gardens established and looked after by house teams. Enhancement of school grounds. Children develop responsibility and team work values.

OUTCOMES FOR CHILDREN & LEARNERS					
Target	Actions	When/cost	Who	Monitoring	Outcomes/impact
• To ensure that the progress of disadvantaged and SEND pupils is close to, or improving towards, that of pupils with the same starting points.					
To ensure that provision for pupil premium and SEND pupils is appropriate and producing the required outcomes.	SG to have pupil progress meetings specifically with SENDCo.	4 times a year	SG & SENDCo	Feedback to curriculum & standards sub-committee	Progress of SEND pupils closely monitored and provision discussed.
	At least one lesson observation to be focussed on the progress of SEND/PP pupils in lessons.	As determined through monitoring programme (management time)	SLT & SENDCo	Feedback to SLT	Greater awareness of provision being made for SEND/PP pupils in classes.
	Monitor intervention folders regularly to ensure high quality provision for pupil premium and SEND pupils.	Terms 1, 3, 5 (SLT time)	SLT (Term 1) SENDCo (Terms 3 & 5)	Feedback to SLT	High quality provision and progress evidenced in folders.
	Pupil interviews to identify barriers to learning and implement provisions to overcome them for those disadvantaged pupils not hitting data milestones.	Terms 2, 4, 6 (management time)	SG (PP) & SENDCo (SEND)	Feedback to SLT	Pupils highlight barriers and provision adjusted accordingly. Progress of SEND pupils improves.
	Provide input for teachers on how to support less able pupils in class.	TBA when new SENDCo in situ (staff meeting time)	SENDCo & class teachers/TAs	Impact monitored during monitoring schedule	Training/support provided for teachers to improve provision in class.
	TAs trained in 'Catch Up' programme to improve outcomes for SEND pupils.	TBA when suitable venue is found (£365)	SG & 2 TAs TAs who received training to cascade learning	Impact monitored during monitoring schedule	'Catch Up' undertaken and programme rolled out across the school (if appropriate).

To continue to provide early support for vulnerable pupils.	Additional time provided for teachers and TAs to talk in order to clarify expectations/feedback information.	Ongoing throughout the year (time for teachers & TAs to meet)	Class teachers provide panning & meet with TAs	Outcomes monitored during PPMs & SENDCo to monitor intervention files	TAs are fully aware and informed of expectations & outcomes of additional support they are delivering ensuring that links are made for the children concerned.
	New SENCO closely tracks progress and considers alternative provision if required.	Analyse data for PPMs 4 times a year & monitor intervention files 3 times a year.	SENDCo	Feedback to SLT & outcomes monitored during PPMs	New SENDCo has clear overview of interventions & oversees and manages these in terms of tracking progress and impact.
• To ensure that all pupils are making at least the expected levels of progress in reading, writing and maths.					
To ensure that all pupils are making at least the expected levels of progress in reading, writing and maths.	Rigorous and robust monitoring takes place and actions drawn up to support under performance so that teaching, planning & books are judged good or better.	PPMs 4 times a year. Monitoring schedule ongoing throughout the year	SG & SLT	Monitored during monitoring schedule & PPMs. Feedback to curriculum & standards committee.	All teaching and learning is judged at least good, or better.
	Pupil progress meetings take place 4 times a year and actions put in place to support pupils who are not making expected progress.	PPMs 4 times a year (time & cover to release teachers)	SG & SLT	Feedback to curriculum & standards committee.	By the end of the academic year, pupils have met the targets set for teachers at performance management at the start of the year.
	Reading – Purchase new books to replace books discarded during audit in July 2017.	Term 1 (Literacy/KS1 budget & management time)	HL/AC	Monitored by literacy subject lead Pupil interviews	Reading reward charts demonstrate increased engagement in reading.
	Continue to monitor home reading closely.	Ongoing throughout the	Class teachers/KS	Monitored by literacy subject lead	See above

		year (cost of reading rewards)	leads		
	Focus on the development of explicit skills needed to support the understanding of inference and deduction.	30th October training day	Literacy subject lead	Monitored by SLT through the monitoring schedule.	Children achieve better end of year outcomes in Years 1, 3, 4 & 5 in reading comprehension assessments.
	Writing – Embed the use of Penpals handwriting scheme across the school.	Recap during Term 1 training day (time)	JG	Impact monitored through book scrutinies by KS teams/SLT & governors	Handwriting is no longer a barrier to achievement in literacy.
	Introduce the use of No Nonsense Spelling across school.	Recap during Term 1 training day (time)	AC	Impact monitored through book scrutinies by KS teams/SLT & governors	Spelling is no longer a barrier to achievement in literacy.
	Hold handwriting and spelling workshops for parents.	Term 2 (time)	JG/AC	Workshops attended by SLT/governors & parental comments collected	Parents are aware of how they can support their children with spelling and handwriting at home.
	To ensure all classes complete a wider range of cross curricular writing (expectation of at least 1 piece of RE and 1 piece of curriculum long writing a term).	Ongoing throughout the year (time)	Class teachers	Monitored through book scrutinies by SLT & subject leads	A range of writing evidence is available across the school.

	Maths – See Leadership & Management section				

EFFECTIVENESS OF EARLY YEARS' PROVISION – QUALITY AND STANDARDS					
Target	Actions	When/cost	Who	Monitoring	Outcomes/impact
• **To maintain good and outstanding progress measures across EYFS in communication & language & literacy**					
To maintain and improve progress measures in communication & language & literacy.	Early Years identified as an area on Peer Review programme	October and then on-going	SG/AC/PR/JH	Paul Reid (Peer Reviewer) Julie Harrison (Advisor) Early Years' Governor Feedback to FGB	Early Years' provision enhanced by support/input/focus.
	Review the curriculum to ensure greater EAL boys' engagement. (Reception)	By end October 2017 (Time)	EYFS lead	Feedback to SLT & EYFS governor	Boys engaged by opportunities provided to them. Progress measures from baseline at least as expected.
	Change learning zones regularly in consultation with the children, with particular focus on meeting the needs of EAL boys.	Ongoing throughout the year (Time)	EYFS staff	Monitored during monitoring schedule	Learning zones changed regularly. Teaching and learning enhanced
	Pay particular attention to EAL boys' progress during PPMs.	3 times a year during PPMs (Time & cover)	EYFS staff	Monitored in PPMs	EAL boys' progress closely monitored. Progress is at least as expected from baseline.
	Use talk time and dialogue with play to improve listening and speaking.	Ongoing throughout the year	EYFS lead	Monitored during monitoring schedule	Good practice leads to at least expected progress.
	Ensure staff skills are further developed to support S&L children.	Ongoing throughout the year	EYFS staff/JS	Monitored during monitoring schedule	Teachers and TAs upskilled - use of Communication in Print to enhance provision.
	Ensure additional SEND adult (1 morning a week) has plans and resources to support individual S&L children.	Ongoing throughout the year	EYFS staff RG/JS	Monitored during monitoring schedule	Additional S&L support in place with appropriate resources.

Improve participation in home reading by continuing to develop reading reward system. (Reception)	Ongoing throughout the year (Cost for reading rewards)	Nursery staff	Monitored by Literacy subject lead	Information sent to parents. Greater percentage of parents are reading at home with their children.
Improve the quality of texts being sent home by auditing current stock and ordering new stock as necessary.	Books tidied in July 2017. New stock to be ordered in Term 2 (EYFS/Literacy budget)	AC/HL	Feedback to Literacy subject lead	New books purchased and being used.
Hold parent/carer workshops to share school teaching & learning strategies at the beginning of the year.	Workshops held during terms 1 & 2 (Time & cost of producing resources/booklets for parents to take home)	EYFS staff	Parental questionnaires/comments & attendance at workshops by SLT/governor	Curriculum workshops held and well-attended. Parental questionnaires positive.
Provide additional EAL and speaking and listening support to Reception for the year.	Ongoing throughout the year (staffing budget)	SG	Monitored during PPMs & feedback to SLT from EYFS lead	Support in place. Communication with pupils and parents enhanced. Progress from starting points good.
Make use of 'Communication in Print' – to support EAL pupils/S&L skills/less able pupils.	Ongoing throughout the year (£80 a year & staff meeting time to share with all staff)	EYFS staff	Monitored during PPMs & feedback to SLT from EYFS lead	Communication in Print being well-used across the Early Years and progress in CLL improves.
Experiment with different lesson structures across EYFS to ensure best quality	Ongoing throughout the year.	EYFS staff	Feedback to SLT from EYFS lead	Children engaged. Progress at least expected from baseline.

	provision.				
• To develop the role of the EYFS leader in order to cover the departure of the Nursery teacher and support new/existing staff					
To develop the role of the EYFS lead.	Ensure quality and consistency of provision remains consistently good or better, following significant change in Nursery personnel.	Ongoing throughout the year (Management time)	EYFS lead	Monitored through monitoring schedule & feedback to EYFS governor	Provision in the Nursery remains at least good and maternity cover teacher in Reception well integrated.
	Enable greater fluidity of teaching staff between Nursery and Reception to enable the EYFS lead to gain greater insight into the running of the nursery class to develop their skills and expertise.	Ongoing throughout the year (Management time)	EYFS lead	Feedback to SLT	Staff expertise shared. Greater understanding of roles. Greater liaison between school and Nursery. More opportunities to share good practice.
	Further develop links between Nursery and school.	Ongoing throughout the year (Management time/EYFS meeting time)	EYFS staff	Feedback to SLT	Joint events planned.
	Look into leadership course for EYFS lead.	TBA (Cost unknown)	SG/AC	Feedback to SLT & course evaluation	Leadership course attended. Greater understanding of, and support for, role of EYFS lead.
	EYFS lead analyses Nursery as well as Reception data and has good knowledge of the curriculum coverage in both areas.	Terms 2, 4, 6 (Management time)	EYFS lead	Monitored through PPMs & feedback to EYFS governor/SLT	EYFS lead fully aware of the progress of children and provision across EYFS.

	To look to develop links with outside agencies to provide additional provision such as parenting classes (look into developing Cafés for all HTu and AC to explore).	Ongoing throughout the year (time)	EYFS lead/HTu	Feedback to SLT & governors	Parenting classes/toddler group set up. Cafes For All looked into, discussed and implemented if appropriate.