

## LITERACY Reviewed Feb 2022

- Review Reading focus using Vipers. Launch spelling focus using RWI KS 2. Monitor and support. ✓ Ongoing Deep dive week 1 spring 2
- Target PPG Boys Reading especially Year 2 and 3 (Year 2 PPG 36% vs 89%, Year 3 PPG 45% vs 78%). ✓ Ongoing Deep dive week 1 spring 2
- Tighter focus on success criteria in reading and writing - monitor and support. Focus has been on RWI and reading.
- Handwriting - high expectations/ interventions where needed. Focus has been on RWI and reading.



## GOVERNORS Reviewed Feb 2022

- Attached adviser to upskill all Governors in new Ofsted framework and expectations of an effective Governing body. ✓ Complete January 2022
- Re-establish 'drop in' weeks for Governors to attend site, observe learning and talk to children and staff. ✓ Governors have attended more face to face this term.
- Monitor the impact of recovery funding. ✓ DHT to report in FGB
- Ensure all subject documents are statutory compliant with statutory documents. ✓ ongoing

## PE / HEALTHY SCHOOLS / OUTDOOR LEARNING

Reviewed Feb 2022



- PE - Launch new dance scheme and deliver CPD. ✓ ongoing
- Increase daily participation in physical activity - involve supporting parents at home to get their children more active. Need to develop this further next half term as Covid levels drop.
- Increased opportunities for PE CPD as well as monitoring. Focus has been on RWI and curriculum.

## SCIENCE Reviewed Feb 2022

- Science - prioritising Science and quality of outcomes. ✓ ongoing
- Embed new pre and post assessment tools. ✓ ongoing
- Strengthen success criteria using Engaging Science scheme. ✓ ongoing
- To increase the use of science reading books. ✓ ongoing



## D&T Reviewed Feb 2022

- D&T- Map key individuals/ engineers/ designers/ chefs onto whole school overview.
- Continue to support promoting STEM (clubs/ themed weeks etc).
- Pupil voice to judge effectiveness of STEM week. D&T needs to be a focus next half term.

## ASSESSMENT Reviewed Feb 2022

- To embed the priority of science assessment into the SAD. ✓ ongoing
- Develop the EYFS assessment systems inline with the new framework. ✓ complete.
- To ensure that recovery catch up for SEMH and academic subjects is evident, especially in key year groups (KS1 and Year 3). ✓ ongoing



## SEND Reviewed Feb 2022

- To review intervention systems following pupil voice feedback and restructure of SEND TA support. (No DEN). ✓ ongoing CPD delivered 16.2.22. Staff voice complete.
- To support key year groups in school based on the analysis of current data for SEND children. ✓ ongoing
- To continue to monitor closely the progress of SEND children in Phonics and review the impact of new scheme of work RWI. ✓ ongoing

## PHONICS Reviewed Feb 2022

- Implement new RWI scheme - whole school (training and resources) ✓ Ongoing
- To ensure current Year 2 children receive quality intervention to ensure rapid success in Year 1 screening test (Pass rate 76% Year end). PPG 36% non PPG 89%. Appraisal target. ✓ Ongoing

## SDP KEY TARGETS 2021—2022 (Ongoing review through RAP)



**Curriculum** - To upskill staff on new terminology: substantive and disciplinary knowledge; and embed reviewed curriculum offer; work on retrieval strategies to ensure more consistency in pupil retrieval and reflection - pupils to confidently present what they know, understanding what helps them remember, to a range of stakeholders. (Shifting learning from the short term to the long term memory: knowing more, remembering more.) Children able to articulate purpose of learning objectives and success criteria and how they improve their work.

**Writing** - To increase progress and raise attainment in writing across the school. Year end ARE Yr 1: 76%, Yr 2 70%, Yr 3: 80%, Yr 4: 77%, Yr 5: 75%, Yr 6: 79%.  
- Upper KS 2 gender focus ARE Yr 5 68% vs 88%, Yr 6 59% vs 91%  
- Lower KS PPG focus ARE Yr 2 43% vs 86%, Yr 3: 36% vs 78%

**Phonics and Spelling** - To ensure a smooth transition from *Letters and Sounds to Read Write Inc* phonics scheme with all staff trained to allow consistency and high impact. Data year end: Year 1 76% PPG 36% vs non PPG 89%  
**Spelling** - Successful relaunch of RWI spelling in KS2.

**EYFS** - To carry out a full curriculum review (including assessment systems) in line with the new framework and embed.

**Subject leaders** - Subject leaders to coach and model their subject to the whole school and nursery.

Ensure the **behaviour** at play time and lunchtime remains consistent and positive. Regular Lunchtime Supervisor training, investment in resources and monitoring by SMT.

**Inclusion Team** - Implements a wider range of preventative approaches / intervention methods to include all stake holders e.g. parents and pupils.

**Equality and diversity** - To ensure that equality and diversity are taken into account in all we do and that we recognise that each person has different circumstances and that we allocate the exact resources and opportunities needed to reach an equal outcome (equity).

## MATHEMATICS Reviewed Feb 2022

- Maths - To ensure the CPA approach is being used consistently across school. ✓ Ongoing Handover happening as lead to go on maternity leave. This is the priority.
- Fluency in number facts (use of NCETM number facts programme); use of concrete apparatus to secure understanding; ensure teaching sequences are consistent and robust in securing declarative, procedural and conditional knowledge and skills Ongoing

## COMPUTING / E-SAFETY Reviewed Feb 2022

- Trial NCCR units - Years 3/ 5 TBC
- Pupils to have individual Espresso coding accounts.
- E-SAFETY - Pastoral to run an e-safety update for Parents during coffee mornings. ✓ to do next half term as restrictions loosen.
- E-SAFETY - get external visitors into school again (LOUDMOUTH/NSPCC). ✓ ongoing NSPCC carried out parent training session.
- E-SAFETY - ensure that e-safety is at the forefront of pupil voice. ✓ ongoing



## EYFS Reviewed Feb 2022

- To carry out a full curriculum review (including assessment systems) in line with the new framework and embed. ✓ complete and verified.
- Continue to monitor 'digital provision' Evidence Me profiles. ✓ ongoing



## HISTORY Reviewed Feb 2022

- Implementation of new curriculum guidance - key concepts and chronology. ✓ complete but needs embedding.
- Monitor use of assessment with pre and post check. ✓ ongoing retrieval and assessment improved.

## GEOGRAPHY

- To increase children's use of geographical skills eg map reading, sketching, data collection, graph work. ✓ ongoing Excellent in some year groups but need to be consistent across school.

## Curriculum Reviewed Feb 2022

- To ensure missed learning continues to be tracked and addressed at appropriate times. ✓ ongoing
- Continue to ensure subject leads are well informed and prepared for future subject scrutiny. ✓ ongoing We are massively ahead of the game here and have further robust plans to embed this.

## SMSC: Life Learning / RE/ RSE Reviewed Feb 2022

- RE - Inform Teaching staff of updated T&W SACRE. ✓ Complete
- RE - Ensure frequency of sessions being taught as outlined in SACRE. ✓ Complete
- Life Learning - To continue to embed across the curriculum. ✓ ongoing
- To review LL/RSE offer to ensure objectives are not being repeated. ✓ TLR 3 to be set for Summer term to align all RSE Life learning.
- LL - To monitor pupils' well being and self esteem following COVID 19. ✓ Complete
- RSE - Staff CPD - First Aid/ Family make ups. ✓ to do.
- RSE - Bring forward Parent info to the Autumn term to allow for RSE teaching across whole year. ✓ Complete

## DISADVANTAGED Reviewed Feb 2022

- To ensure all teachers are fully aware of the PPG data issues and target intervention accordingly. RADY and TLR 3 project driving this agenda.

## SAFEGUARDING and H&S Reviewed Feb 2022

- Ensure that there is only one SCR and review the Governor checking system. ✓ Complete
- Ensure any named policies mentioned on the website have a clear link to where they can be found. ✓ ongoing SBM to feedback
- Ensure a risk assessment has been completed for any member of staff who we have not been able to get 2 references for. ✓ Complete

## PERFORMANCE MANAGEMENT / CPD Reviewed Feb 2022

- To support teachers in what the expectations are during the performance management review session and the end of year session. ✓ complete
- To plan in more in class monitoring and formulate more 'lesson study' partnerships where necessary. ✓ we simply have not had the staff capacity to complete this yet.
- At least SMT and middle leaders to go out and magpie across other schools. ✓ we simply have not had the staff capacity to complete this yet.
- TA program setup 'exchange'. Staffing has been too tight. This will move to summer or autumn term.

## ART Reviewed Feb 2022

- Curriculum review, looking specifically at progression document (substantive and disciplinary knowledge). ✓ Complete
- Invest in, map out and use Kapow! ✓ Complete
- Increase and strengthen the use of sketch books (the journey). ✓ Complete

## MUSIC Reviewed Feb 2022

- To monitor and support teachers with the new class teaching sessions using Kapow. ✓ ongoing
- To encourage access to Young Voices choir from PPG children. ✓ complete but struggled with cancellations due to covid.
- To ensure specialist music teacher teaches progressive instrumental/ strands and plans effectively for the use of the new instruments throughout the key stages. ✓ ongoing need to look at long term use of this system.

## ABLE AND TALENTED inc. MORE ABLE Reviewed Feb 2022

- Research more enrichment opportunities for G&T pupils and maintain links with Secondaries. ✓ ongoing but been a real challenge with staff shortages.
- Launch celebration assemblies (1 a term). Celebrate talents. Not happened as yet as we are not running assemblies.
- Launch 'in school challenge day'. Not happened as yet.

My thoughts are.... Extra 5 Phase sessions for HA (interventions) YR, N could work on HA secure at Phase 3??  
 We could try for 10% increase as target??  
 Have highlighted YR Summer end exceeded

Reception NOR: 60	Exceeding					
	Reading		Writing		Number	
	Spring End	Sum End	Spring End	Sum End	Spring End	Sum End
Whole cohort	31% (18/59)	13% (8/60)	29% (17/59)	8%(5/60)	27% (16/59)	10% (6/60)
Boys	24%(8/35)	9%(3/35)	24%(8/35)	6%(2/35)	24% (8/35)	9%(3/35)
Girls	40% (10/25)	20% (5/25)	40% (10/25)	12%(3/25)	32% (8/25)	16% (3/25)
Gap	<b>-16%</b>	-11%	-16%	-6%	-8%	-3%

Refine the school's approach to the teaching of spelling for those pupils who have difficulty in this area.

- Build further on the productive partnership with parents to develop the way technology is used to support learning at home.

- Continue to establish more consistent systems for tracking pupils' progress in different foundation subjects.