



School Development Plan

2018-2019

Constructed by: SLT July 2018

Shared with Governors: Aut 2018

Shared with all Staff: Aut 2018

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Subject Leader Plan which identifies key areas for development within their own curriculum area for the academic year.

Our Vision

We are committed to **improving the quality of the educational provision** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at St Nicholas CE First School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

School Context

This is a larger than average two form entry first school with a successful Nursery and Wraparound Care facility, we currently have 306 children R to Yr 4 and 61 Nursery children. The number of pupils has remained steady since the last inspection and the school is over subscribed. New building developments within Codsall will put increased pressure on school places in the next few years. The percentage of pupils entitled to free school meals (disadvantaged) has been dropped slightly over the years to 11%, this is less than is found nationally. Our data for Ethnicity indicates 14.1% of our children Yr R to Yr 4 belong to other ethnic groups which is lower than the national average. We have a consistent 2% of learners attending the school with EAL roll. 9% of pupils have learning difficulties, disabilities and additional needs (20%).

Significant changes since the last inspection November 2013 - the most significant change has been changes in staffing and a focus on staff development. A new and strengthened Leadership team has been established – a new Headteacher (April 2014) and 2 new Assistant Headteachers (appointed internally from within leadership/ teaching team - Nov 2016), the appointment of a Pupil Premium Leader/SENCO (2015/2017). Since the last inspection only 5 class based teachers remain. The Chair of Governors since the last inspection remains on the FGB, with a new Chair appointed in 2015. The St Nicholas CoG is the current Chair of the CMAT Board. There have been a number of changes to the membership of the Governing Body to ensure a balance of skills and professions. In addition to this in October 2016 the school converted to academy status, as part of Codsall Multi-Academy Trust, a trust that has grown to consist of 2 First Schools (one Good and one Outstanding) and a Middle School (Good). Almost 100% of pupils remain within the Trust's schools from Nursery to Year 6.

Analysis of Data (National Comparison)

EYFSP	Expected +				GLD –			
	2018	2017	2016	2015	2018	2017	2016	2015
Listening & Attention	90	83	98.3 (86)	93.3	83	71.6 75	80 69	81.7 66
Understanding	88	85	95 (86)	93.3				
Reading	82	78	83.3 (77)	88.3				
Writing	82	75	80 (73)	85				
Number	85	82	86.7 (79)	86.7				
Shape & Space	85	83	90 (82)	91.7				

Girls Boys PP

Year 1 Phonic Check											
2018 88%			2017 90% (81)			2016 90% (81)			2015 90 (77)		
89	88	86	94	86	86	89	91	83	89	91	83

Year 2 Phonic Check Re-check											
2018 86 %			2017 95%			2016 92 (91)			2015 97 (90)		

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	Level 2		EXS +			Level 2b+		GDS			Level 3	
	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
Reading	97	98	90	90	(74%)	92	98	44	49	33(24%)	53	58
Writing	92	98	77	75	(65%)	82	93	26	20	27(13%)	37	38
Maths	97	100	85	87	(73%)	87	100	43	39	23 (18%)	47	43

EYFS to Key Stage 1	Reading 2018		Reading 2017		Reading 2016		Writing 2018		Writing 2017		Writing 2016		Maths 2018		Maths 2017		Maths 2016	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
1 - Emerging	50	-			36(36%)	0 (2%)	23	0			25(30%)	0 (1%)	50	0			33 (36%)	0 (2%)
2 - Expected	96	30			87 (85%)	23 (20%)	85	19			66 (82%)	9 (13%)	83	14			74 (86%)	15 (18%)
3 - Exceeding	100	79			100 (99%)	68 (65%)	100	52			100 (98%)	18 (52%)	100	92			100 (99%)	73 (59%)

% at EXS in R,W & M			% Level 2B+ in R,W & M		
2018	2017	2016	2015	2014	
75	75	62	80	93	

% at GDS in R,W & M			% Level 2B+ in R,W & M	
2018	2017	2016	2015	2014
23	20	20	33	38

	Year 2 – Working at the expected standard + 2018					Year 2 – Working at the expected standard + 2017				
	Number of pupils	Reading	Writing	Maths	RWM	Number of pupils	Reading	Writing	Maths	RWM
All	61	92	75	85	75	61	90	75	87	75
Boys	28	86	68	86	68	32	91	72	84	72
Girls	33	94	82	84	82	29	90	79	90	79
Pupil Premium	7	76	71	71	71	9	78	44	78	44
Non P Premium	54	90	78	87	76	52	92	92	88	87
SEN	8	63	25	38	13	8	25	13	25	13
Non SEN	58	92	80	90	79	53	100	85	96	85
Non EAL	60	90	77	85	75	61	90	75	87	75
EAL	1	100	100	100	100	0	0	0	0	0

Analysis of Attainment and Progress of 'disadvantaged pupils' (Pupil Premium)

Performance of Disadvantaged Pupils at END of EYFS					
	2018	2017	2016	2015	2014
% of PP pupils achieving GLD	67	66	71	86	50
% of PP pupils achieving expected in Reading	67	66	71	86	50
% of PP pupils achieving expected in Writing	67	66	71	86	50
% of PP pupils achieving expected in Maths	67	66	71	100	50

Performance of Disadvantaged Pupils at Phonic Check					
	2018	2017	2016	2015	2014
% of PP pupils achieving Phonic Standard Year 1	86	86	71	86	40
% of PP pupils achieving Phonic Standard Year 2	100	100	86	91	

Performance of Disadvantaged Pupils at END of KS1					
	2018	2017	2016	2015	2014
% of PP pupils achieving the expected standard and above in Reading	86	78	71	91	90
% of PP pupils achieving the expected standard and above in Writing	71	44	43	55	80
% of PP pupils achieving the expected standard and above in Maths	71	78	57	73	100

Whole School Action:	Led by:
Increase the impact of senior leaders on improving the consistency of good teaching to strengthen pupil progress throughout the school by 2018.	Jodie Parker, Sally Pugh, Suzanne Robb, Ryan Gough, Jo Sollom and Claire Hammond

Overview of Key Priorities:
<ul style="list-style-type: none">• Maintain monitoring of Pupil Premium and SEND provision mapping and evaluate the impact of interventions and actions upon pupil progress, attainment and attitude• Continue to embed PM software MAT wide to implement the standard for teachers' professional development.• Introduction of nurture/well being/mental health provision for children who have difficulties at lunchtime, feeding successes in to class based provisions.• Development of teachers new to school and in the earliest stages of their career to induct them into the St Nicholas way.• Leaders are focused on the strategies that are supporting good learning and pupil progress and the barriers in learning in all their monitoring, and that this is recorded.

Proposed Outcomes
<ul style="list-style-type: none">• The narrowing the gap agenda remains a high priority throughout the school so that all teachers have high expectations of all groups of pupils.• Further development of a range of pedagogies across the curriculum and reflection upon the impact of these which is shared with colleagues and the MAT learning community – Visible Learning, Claire Gadsby• Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports, staff utilise high quality CPD and take risks in their practice and as such it evolves and pupils are more engaged.• Performance Management holds staff to account for continued development individually as well as their contribution towards the team and influencing learning throughout the school.• Safeguarding is highly effective.

Priority Developments	Actions	Resources & Costs	Personnel	Timescale	
				S	E
<ul style="list-style-type: none"> Maintain monitoring of Pupil Premium and SEND provision mapping and evaluate the impact of interventions and actions upon pupil progress, attainment and attitude 	<ul style="list-style-type: none"> During Mat leave of HT and PP and SENCO , plan in place to maintain momentum of provisions and support for families. Apply for funding through the SEND Transformation Prototype for pupils in need. Carry out EHAs to ensure early access to support for families. Use S4S data to hold staff to account for pupil outcomes/rates of progress etc. Co-ordinate as required innovative teacher led provisions as an addition, as opposed to in place of "Writing Warriors", "Mathletes" Ensure all staff can identify and understand provision for PP pupils. Monitor interventions / additional provision for PP pupils Access relevant training relating to Pupil Premium / Disadvantaged pupils Feedback relevant updates to staff from EEF and other research based authorities Ensure funding is spent effectively to narrow the attainment gap 	<p>£5000</p> <p>£4000</p>	<p>To be appointed – using ZG leadership cover time and 0.6 TLR.</p> <p>Head Teacher</p> <p>SENCO/PP lead</p> <p>SEN Governor</p> <p>Head Teacher</p>	<p>Oct 18</p> <p>Ongoing</p> <p>Ongoin</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p>	<p>July 18</p>
<ul style="list-style-type: none"> Continue to embed PM software MAT wide to implement the standard for teachers' professional development. 	<ul style="list-style-type: none"> Standard for teachers professional development shared and changes discussed and explored. Both teachers and support staff use software and reflect upon their targets, development needs and practices. (2017-2018 Teachers using, Support staff paper based still) Full induction package and support for NQTs, through a well appointed mentor. Teachers requiring support as identified through Performance Management access relevant CPD opportunities 	<p>Support Staff Meeting Time</p> <p>£2000 Time</p>	<p>JP SP SR</p> <p>JP, SP</p> <p>JP SP SR</p>	<p>October 2018</p> <p>Sept 18</p> <p>Termly</p>	<p>October 2019</p> <p>July 18</p>

	<ul style="list-style-type: none"> Ensure high quality professional development opportunities (internal and external) impact on improving pupil outcomes Quality assurance of PM processes through moderation with MAT schools 	MAT top slice Release time for MAT leaders	JP PB SP SR	Oct 18	
<ul style="list-style-type: none"> High quality teacher and support staff CPD ensures that staff remain excited, challenged and empowered to take risks. 	<ul style="list-style-type: none"> Claire Gadsby training for NQTs and staff returning from MAT leave to build upon learning of colleagues and ensure all staff have a shared understanding of different pedagogies. Visible learning approaches explored and developed, using the principles of John Hattie. This is developed across the MAT. Monitoring of lessons shows that these pedagogies are improving pupil experience, engagement and progress within lessons. 	MAT Top Slice CPD budget Leadership time paid for by overstaff	NQTs, returning staff MAT Team SP, JS, CH, SR, JP	Aut Nov18 Aut 18	
<ul style="list-style-type: none"> Introduction of nurture/well being/mental health provision for children who have difficulties at lunchtime, feeding successes in to class based provisions. 	<ul style="list-style-type: none"> Use of Health questionnaire data to prioritise mental health and emotional wellbeing of children. Appointment of one additional LSA to provide a Nurture/well being provision every lunchtime for children who wish to access from KS1-2. (Sports Premium funded) Monitor effectiveness of provision across school Evaluate impact Pastoral lunchtime lead to further develop structured and adventurous play supported by Sports Lead to ensure that outdoor play is fun, active and safe. Free PP club per term per pupil all year (Sports Premium) Pupils access outdoor learning through a rich and varied Science and PE curriculum. The outdoor area is developed throughout the school (incl. but not only Forest School). Active Maths and Active Literacy is a feature within a weekly learning experience for pupils, ensuring no passivity, full engagement and all pupils make progress 	<p>£3,473.00 UPS teachers responsibility Time</p> <p>£4,427.00 £4000</p> <p>£5,440.00</p>	<p>JP SL SP SS SS</p> <p>SS and SS as PSHCE Leads</p> <p>JP SP SL</p> <p>SL</p> <p>JP LR SP</p> <p>JP AM SP RG</p>	<p>Sept 18</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>July 19</p> <p></p>
			SR RG	Termly for year groups	

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<ul style="list-style-type: none"> Development of teachers new to school and in the earliest stages of their career to induct them into the St Nicholas way. 	<ul style="list-style-type: none"> Appointment of a Leader of Learning with whole school responsibility predominantly for KS2 and NQT development for September start Support through appropriate body training brokered through Dudley and full induction suite of CPD. June/July Induction day with year group partner and Asst Ht to plan and discuss school policies. 	<p>TLR 3 equivalent £1000 £300</p>	<p>JP and Governors Dudley LA JP RG, SP JPi EH SS, RG SR</p>	<p>Sept 18 Ongoing Summer 18</p>	<p>July 18</p>
<ul style="list-style-type: none"> Leaders are focused on the strategies that are supporting good learning and pupil progress and the barriers in learning in all their monitoring, and that this is recorded. 	<ul style="list-style-type: none"> Leaders are focused upon ensuring that assessment information is accurate and well used in planning, during lessons and in summative judgements, so that learning meets the needs of all groups in the core subjects. Leaders are focused on the strategies that are supporting good learning and pupil progress and the barriers in learning in all their monitoring, and that this is recorded. Teachers receive clear feedback on the strategies that are effective and are given one or two critical points for improvement. Leaders share clear expectations about the points for improvement, the nature and timing of the support that will be given and the timescale for the teacher to improve their practice within the given points Leaders monitor the progress made with development points and provide feedback. 	<p>£1500 LoL Benetia Mounsey support £</p>	<p>CH SH SP SR RG CH SH SP SR RG CH SH SP SR RG CH SH SP SR RG CH SH SP SR RG</p>	<p>Ongoing Ongoing Ongoing Ongoing Ongoing</p>	

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<p>Whole School Action:</p>	<p>Led by:</p>
<p>To maintain high standards of teaching and learning in Maths and English whilst ensuring a full and rounded Foundation curriculum that excites, inspires and challenges learners.</p>	<p>Jodie Parker, Sally Pugh, Suzanne Robb, Jo Sollom , Ryan Gough and Claire Hammond MAT Leaders</p>

Overview of Key Priorities:

- To ensure English writing is taught consistently in line with the English Policy 2017.
- To develop the teaching of Maths implementing the Maths Recall Scheme with staff, parents and children to increase rapid recall of number facts.
- To improve the teaching of Science and Computing, embedding opportunities throughout the curriculum as well as in discrete lessons for cross applications of skills.
- To develop a MAT wide provision for Foundation subjects to ensure P.O.S are progressive, responsive to community need and that expertise across the MAT is harnessed.
- To develop the role of the Leader of Learning to ensure cohesion and quality of teaching and learning in KS2.
- To provide challenge for more able pupils in all curriculum areas

Proposed Outcomes

- Teachers plan lessons very effectively and the content is progressive and demands more of pupils.
- Literacy units are cohesive and challenge whilst ensuring children embed key skills to ensure quality.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- Teachers embed Reading, Writing, Maths and communication across the curriculum.
- Foundation curriculum supports core subjects without diluting the core skills of the curriculum area
- Children have more open ended, enquiry based practical opportunities, particularly within Science and Computing.
- The Computing curriculum is taught and assessed well and children achieve ARE in all areas.

Priority Developments	Actions	Resources & Costs	Personnel	Timescale	
			R	S	E
<ul style="list-style-type: none"> To ensure English writing is taught consistently in line with the school policy and vision for English 	<ul style="list-style-type: none"> Staff development in planning units focused on ensuring the key basic skills that improve writing as well as composition and effect elements. Support for new and returning staff to school to scaffold planning as required. Regular monitoring and scrutiny of books looking at progression within a 3 week unit. To further embed the use of cursive handwriting and evaluate the impact of Year A with Reception and Year 1. Continued monitoring of cursive handwriting with Year 1 2018-2019 cohort as first Reception class taught cursive to ensure that it is maintained and built upon. Autumn Term (half way) moderation/monitoring exercise between previous class teacher and current to check that pupils have moved forward and not remained stagnant or slipped back in writing in all areas. Monitoring that the correct units are taught at the right time, for the right amount of time and that WALTs and success criteria is clear and purposeful. 	<p>Time Leadership (£3000 p.a)/NQT time covered through overstaff</p> <p>Staff meeting time</p> <p>Leadership time (£3000 p.a)</p>	<p>JS CH</p> <p>JS CH SP RG</p> <p>JS CH SR SP</p> <p>JS CH SP</p> <p>JS CH</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Aut18</p> <p>Aut 18</p> <p>Ongoing</p>	<p>Spring 19</p> <p>Spring 19</p>
<ul style="list-style-type: none"> To develop the teaching of Maths implementing the Maths Recall Scheme with staff, parents and children to increase rapid recall of number facts. 	<ul style="list-style-type: none"> Launch the Maths recall scheme with children and teachers Monitor the impact of the scheme on pupils ability to recall facts quickly and improvements to mental calculation Sustained and maintained focus on rapid recall of multiplication facts, particularly from Y2 and Y3 and use of Frankie's Lab and Times Table Rockstars etc to prepare children for the national screen 2020 (in terms of the IT element) 	<p>None</p> <p>Leadership time (overstaff)</p> <p>£500</p>	<p>SR</p> <p>SR SP</p> <p>SR KS1/2 staff</p>	<p>Aut 18</p> <p>Spr 18</p> <p>Ongoing</p>	

	<ul style="list-style-type: none"> Support for NQT and returning teachers Parent workshop to engage parents in importance of developing mental recall. 	£140 Math CPD LoL Support time	RG SP SR SR	Aut 18 Ongoing	
<ul style="list-style-type: none"> To improve the teaching of Science and Computing, embedding opportunities throughout the curriculum as well as in discrete lessons for cross applications of skills. 	<ul style="list-style-type: none"> Science specialism within the staff team is utilised to increase the practical and enquiry based opportunities for children. Launch of a Science Fair for Y3 parents to attend. Whole School Science Week w/b New Computing curriculum developed, supported and monitored by school Computing lead to ensure children access Computer Science, Information Technology, Digital Literacy and Digital Citizenship. The Computing curriculum will be as well developed as the school's E Safety provision. 	Time Time Staff meetings Purple Mash £350p.a x 3 years	SP JPi LoL SP RG RG, SS, SS and DSLs	Spring monitoring focus Spring Autumn Autumn	
<ul style="list-style-type: none"> To develop a MAT wide provision for Foundation subjects to ensure P.O.S are progressive, responsive to community need and that expertise across the MAT is harnessed. 	<ul style="list-style-type: none"> All MAT schools share and work together to develop a MAT long term plan for each Foundation Subject to ensure no overlap of topics/skills being taught. Provision for Music and Swimming in particular is rationalised to ensure that children across their primary journey access the opportunities that are strong foundations for KS3. Staff develop pedagogies across a range of curriculum areas (not just core) building upon the CPD from Claire Gadsby and Visible Learning (Nov 2018) and can reflect upon the success of each in their school and through working with colleagues. 	LoL time MAT Leaders MAT Top Slice CPD budget	RG JP PB SV SP JP PB SP SV	Autumn Spring Ongoing	
To develop the role of the Leader of Learning to ensure cohesion and quality of teaching and learning in KS2.	<ul style="list-style-type: none"> To appoint a Leader of Learning who leads on Foundation Curriculum development but also works alongside and with teachers to improve the quality of teaching with a clear brief and remit designated by SLT. Development of TIP, Teaching Improvement Plans. 	TLR3 equiv	JP SP governors	Ongoing	

To provide challenge for more able pupils in all curriculum areas	<ul style="list-style-type: none"> • Develop a More Able register using feedback from staff and parents. • To monitor the progress of More Able pupils and the provision offered to them within the school curriculum. (opps for independence, choice, enquiry, self study, be the teacher etc) 	Time	SR	Aut 18	
		Staff CPD	SR	Aut 18	

Whole School Action:	Led by:
To ensure Outstanding learning behaviours through excellent attendance, punctuality and continued early interventions with families and children.	Jodie Parker, Sally Pugh, Suzanne Robb, Shelley Lowe, Jan Currall

Overview of Key Priorities:
<ul style="list-style-type: none"> • Attendance monitored and tracked to ensure persistent absence rates reduced. • Provision for ALL children at less structured times in the school day. • Embedding the school values further as well as other core Christian values and referencing these to make them living and breathing with learners. • Maintenance and further development of school council and monitoring of pupil voice in relation to teaching and learning, curriculum and behaviour. • Ensuring all staff follow the behaviour policy consistently so that pupils' behaviour across the school improves (NQTs etc)

Proposed Outcomes
<ul style="list-style-type: none"> • Pupils value their education and persistent absence rates reduce across the whole school. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about behaviour and safety. • Reduced number of issues at less structured times as school strategies support pupils ability to self- discipline. • Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society.

- Pupils are safe online and digital leaders have a positive influence on pupils and parents in understanding how to be responsible digital citizens.
- Governors monitor the impact of spending in this area and can identify the link back to learning within classrooms.
- Rooted in Christian faith, the school lives out its Christian purpose and designation.

Priority Developments	Actions	Resources & Costs	Personnel	Timescale	
			R	S	E
<ul style="list-style-type: none"> • Attendance monitored and tracked to ensure persistent absence rates reduced and a high expectation on pupil punctuality. 	<ul style="list-style-type: none"> • Attendance Information shared with all stakeholders • Attendance rewards to promote good attendance • Attendance high profile across school – all teachers involved • RAG letter sent out termly and also as part of interim report • Targeted informal meetings with families • Parental Support Worker to work with identified families • Whole school reward at the end of the year for pupils who have 100%, two terms 100% and 1 term 100% (allowing a fresh chance for good attendance after illness) • Greater focus on lateness – office staff to provide monthly report to head teacher who will then raise at class level for teachers to address in the first instance when patterns occur, followed by SLT intervention and fines thereafter as per school policy. 	Time	JC JP	Termly	
		£100	JP	Termly	
		Parents Eve	All teachers	Termly	
		Time	JC	Termly	
		As req'd	JP		
		As req'd	JP referrals to LST	As req'd	
Admin time	JC and EC	Monthly			
<ul style="list-style-type: none"> • Provision for ALL children at less structured times in the school day. 	<ul style="list-style-type: none"> • Maintenance of high levels of support for vulnerable learners. • Increase lunchtime capacity through the appointment of additional LSA for Nurture support. 	AEN support	SENCO SP JP		
		LSA cost	JP SP SL		

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	<ul style="list-style-type: none"> Physical improvements to KS1 and KS2 play environments 	£10-14000	JP LG		
<ul style="list-style-type: none"> Embedding the school values further as well as other core Christian values and referencing these to make them living and breathing with learners. 	<ul style="list-style-type: none"> Continued focus on school values and widening children's knowledge of other Christian values. (Worship planning) Making links between the Bible and life today for children, rooting the Bible in their own experiences and monitoring these teachings in action throughout the school day and beyond. Continued development of governor monitoring role in Worship and RE. Maximising the use of Foundation Governors. 	SP JP SR SR SP JP CoG	Ongoing Ongoing Spring		
<ul style="list-style-type: none"> Maintenance and further development of school council and monitoring of pupil voice in relation to teaching and learning, curriculum and behaviour. 	<ul style="list-style-type: none"> Ensure School Council has representation of children from a range of groups within school. School council feeds back to class council and represents the views of the pupil community. School council contributes fully to the betterment of school life for pupils. Pupil Voice monitoring is carried out by a range of leaders and governors to inform developments and evaluations and impact of actions of subject areas 	Time Time Time	ZG JP SR SP Classes ZG JP SR SP	Aut 1 Aut 1 Ongoing	Aut 1 Sum 2 Ongoing
<ul style="list-style-type: none"> Ensuring all staff follow the behaviour policy consistently so that pupils' behaviour across the school improves (NQTs etc) 	<ul style="list-style-type: none"> Thorough and comprehensive induction for new staff. Support for colleagues from SLT with tackling more challenging behaviour. A clear and consistent behaviour management system which is understood by children and staff. Positive reinforcement for pupils to try and divert and distract from behaviour. 	£300 Time None Staff CPD (joint with BFS) £200	JP LoL SP JP SP SR JP SP SR SP to organise	Sum 2 Ongoing Aut Aut	

Whole School Action:

To achieve a more consistent learning pathway through the school from KS1-KS2 particularly and ensure that achievement in R, W and M is more aligned.

Led by:

Jodie Parker, Sally Pugh, Suzanne Robb, Jo Sollom, Claire Hammond, Ryan Gough

Overview of Key Priorities:

- Further develop the teaching of spelling and phonics (for those who need it) in to Year 3 and 4.
- To ensure that all support allocated is measured for impact and outcomes
- Writing attainment and progress is more in line with that of Maths and Reading in all year groups and with all groups and shows improvement from previous years.

Proposed Outcomes

- The % of pupils overall, including boys, PP children and SEN children rises in Writing and the gap between attainment in Reading and Maths compared with Writing is diminishing.
- The % of pupils attaining the **phonic standard** in Year 1 and the re-test in Year 2 continues to be maintained.
- The gap between the attainment of pupils in Writing at EYFS and KS1 widens positively when compared with National.
- Increase the % of pupils reaching national expectations in R,W and M (EYFS, Y1-4)
- 85% pupils in each year group make at least expected progress in writing.
- 15% of pupils in all year groups exceed their end of year expectations in writing.
- Boys are making accelerated progress in writing.

Priority Developments	Actions	Resources & Costs	Personnel	Timescale	
			R	S	E
<ul style="list-style-type: none"> Writing attainment and progress is more in line with that of Maths and Reading in all year groups and with all groups and shows improvement from previous years. 	<ul style="list-style-type: none"> Prioritisation of Literacy – Writing focused developmental, supportive and monitoring activities throughout the year. Action plan further developed for writing which is owned and understood by staff but driven by leaders. Whole school and individual staff needs are met through internal and, if necessary, external training and support. Curriculum revision takes account of the need to make writing more purposeful, relevant and motivational for boys. Teachers use assessment accurately and regularly to ensure that learning in writing matches individual pupils' needs – hot and cold tasks Governors receive termly reports on progress in writing and have access to actual first hand evidence. 	Leadership time	JP SP CH JS	Aut 1	Sum 2
		Leadership time	JP CH JS SP	Aut 2	Spr 2
		£800	CH JS	Ongoing	
		Leadership time	CH JS	Aut 1	Sum 2
		Staff meeting time	SP SR JP CH JS	Ongoing	
	Leadership time	JP CH JS	Termly		
<ul style="list-style-type: none"> Further develop the teaching of spelling and phonics (for those who need it) in to Year 3 and 4. 	<ul style="list-style-type: none"> NQT Literacy training to address their needs – Dudley Induction Package Audit and monitoring of spelling and phonics provision in KS2 LoL role in supporting a progressive spelling pathway through KS2 with Literacy Leaders – use of ICT 	£600	JP RG	Aut	Spr
		Leadership time	CH JS	Aut	Aut
		TLR 3 or equiv	RG	Ongoing	Ongoing

<ul style="list-style-type: none"> To ensure that all support allocated is measured for impact and outcomes 	<ul style="list-style-type: none"> All staff to consistently use the marking and feedback policy to ensure pupil progress All staff to analyse data and select pupils who are off track to plan for appropriate, targeted intervention Regularly review, monitor and measure impact of interventions Pupil Progress meetings held to identify pupils causing concerns TA Pupil Progress Meeting to be held termly following the teacher PP meeting 	Time	JP SR SP	Aut1	Sum2
		Time	SR to support	Aut1	Sum2
		Time	JP SENCO SR	Ongoing	
		Time	JP SENCO SR SP	Aut1	Sum2
		Time	JP SP SR SENCO	Ongoing	
<ul style="list-style-type: none"> Writing is embedded across all curriculum areas and pupils write for real purposes. 	<ul style="list-style-type: none"> All teachers and support staff understand the need to drive up standards in writing and the difference between the attainment of Writing when compared with Maths and English. Develop EYFS and KS1 teacher understanding of Y2 ITAFs and their role in laying strong foundations for these to be met. Increase frequency of school based moderation of writing. Implement the new tracking grid to support the analysis of gaps in pupil writing. All interventions for PP and SEND pupils to be directed towards improving writing and narrowing the gap. 	Time	JP	Aut 1	Aut 1
		Time	JS CH	Aut 1	Spr 2
		Time	JP	Ongoing	
		Time	JS CH	Aut 1	
		Time and PP budget	JP LA	Aut 1	Sum 2

Whole School Action:	Led by:
To manage a transitional phase in Nursery provision to support growth, reflective of the local context, whilst not compromising on quality.	Jodie Parker Sally Pugh Zoe Griffiths Lindsey Richards

Overview of Key Priorities:
<ul style="list-style-type: none">• Outstanding practice previously observed in the Nursery is maintained with changed staffing and organisation.• Writing is a priority – children taught to write effectively – focused adult directed teaching.• Earliest identification of SEND or social needs so as to ensure they are supported early on.• Development of a new team and way of working .

Proposed Outcomes
<ul style="list-style-type: none">• Stability in terms of practice, policy and quality of provision.• Parents continue to have high confidence in the setting.• Development of staff means that the team is highly skilled and supports• Early foundations for writing skills are put in place early on and support an increase long term in the attainment of pupils in Writing at the end of Nursery and Reception• Services are accessed at the earliest possibility and as a result children’s needs are well met in this school.

Priority Developments	Actions	Resources & Costs	Personnel		Timescale	
			R	I	S	E
<ul style="list-style-type: none"> Outstanding practice previously observed in the Nursery is maintained with changed staffing and organisation. 	<ul style="list-style-type: none"> Monitor the quality of teaching and learning and act on the findings providing support and training as necessary Develop the role of the teacher and Nursery Manager in leading on achieving the vision for outstanding provision, teaching, learning and assessment. Mini N SLT Develop staff through dialogue, coaching, training, mentoring and support. Continue to support staff in the planning procedures using the EYFS framework. Maintain the outdoor provision substantially to provide children with a wider range of opportunities To continue to review, monitor, share ideas and improve all areas of provision, inside and outside. 	Time		SP	Ongoing	Ongoing
		Time		SP JP ZG SM	Ongoing	
		Team meetings/communication		SP ZG SM SP	Ongoing	
		Time		ZG SM	Ongoing	
		Leadership Time		SP	Ongoing	
<ul style="list-style-type: none"> Writing is a priority – children taught to write effectively – focused adult directed teaching. 	<ul style="list-style-type: none"> Review and monitor teaching of writing to ensure progression and challenge throughout the year for all individuals Review timetables to ensure writing opportunities are maximised Monitor writing opportunities within the continuous provision 	Time		SP CH JS ZG	Aut1	Sum2
		Time		SP	Termly	
		Leadership time		SP CH JS JP	Termly	
<ul style="list-style-type: none"> Earliest identification of SEND or social needs so 	<ul style="list-style-type: none"> Excellent liaison with services and agencies Key groups ensure a rounded picture of children’s individual needs is maintained. 	Time		SM ZG SENCO	Ongoing	
		Organisation		SP ZG	Ongoing	

<p>as to ensure they are supported early on.</p>	<ul style="list-style-type: none"> Parents have a key point of contact. 	<p>Organisation</p>	<p>SP ZG</p>	<p>Ongoing</p>	
<ul style="list-style-type: none"> Development of a new team and way of working . 	<ul style="list-style-type: none"> Key groups established Clear systems, line management responsibilities and accountabilities are established. Monitoring of new systems 	<p>Time</p> <p>Time</p> <p>HT time</p>	<p>SP ZG SM</p> <p>SP ZG SM</p> <p>SP JP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	