



**Hunslet Carr Primary School**  
**Leeds**



# Hunslet Carr Primary School School Improvement Plan 2016-17

Cross Referenced to the Pupil Premium Strategy – Feb 2017

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

Total Cost of Plan £152,700

Last RAG Rated on 6<sup>th</sup> July 2017

**Area of SEF: Effectiveness of Leadership and Management**

**Priority 1: To maintain and further develop the strength of leadership throughout the school**

Priority Leader: ML      Gov Com: Resources      Link Gov: Kevin Birkin      Cost of Priority: £36,200

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
<p>1.1 Develop the role of the governing body</p>	<p>Governors create culture that enables staff and pupils to excel (80% of teachers to be good or better and 55% of children to achieve R/W/M in Yr6)</p> <p>Governors systematically challenge senior leaders within governor meetings by asking questions and seeking evidence</p> <p>Governors are clear on individual and collective responsibilities with regards to monitoring and supporting the school</p> <p>Governors can articulate the school's vision and key priorities for the school year</p>	<p>Ensure the effective transition for the new chair of Governors (CoG) elected on 18<sup>th</sup> October 2016</p> <p>New CoG to attend training on how to be an effective CoG</p> <p>Governors to update action plan for their priorities for 2016-17 in Full Governing Body (FGB) meeting before 18<sup>th</sup> January 2017</p> <p>Governors to assign specific roles to key areas of school and school improvement plans to committees and individuals at the 30<sup>th</sup> November FGB</p> <p>Governors to receive minutes and notes 10 days prior to meetings to allow them to challenge senior leaders within meetings</p> <p>Pupil Support to receive and analyse the results of parents, staff and pupil surveys 10 days before Spring Committee meeting</p> <p>Governors to attend a specific meeting for assessment that focuses on performance data and new assessment systems within school in the Spring Term (8<sup>th</sup> Feb)</p> <p>Governors to be given the Assessment Calendar and 2 governors invited to attend Learning Walks, Book Scrutinies and Pupil Progress Meetings during the FGB on 18<sup>th</sup> October</p>	<p>Link Governor (LG) to check new CoG was elected.</p> <p>LG to ensure course is booked and CoG attends</p> <p>LG and Headteacher (HT) to ensure Gov Action Plan is written with SMART Targets</p> <p>CoG to ensure that the school website, Governor Handbook states specific roles that committees and individuals have</p> <p>LG to check that CoG and HT have sent notes and the appropriate level of challenge is recorded in the minutes of meetings</p> <p>LG to check results were circulated and that leaders were challenged about them</p> <p>LG to check that HT has arranged the meeting, that it takes place and that governors understand the data enough to challenge leaders through the minutes of the meeting</p> <p>LG to check that HT has distributed the Assessment Calendar and that the CoG has arranged for 2 governors to attend each activity</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>New Chair elected – Kevin Birkin</p> <p>Action Plan put to the FGB on 18<sup>th</sup> Jan and has since been updated monthly</p> <p>Roles agreed and then published on School Website after 28<sup>th</sup> Nov meeting.</p> <p>Notes are now sent 10 days prior</p> <p>Survey results to be shared at Learning and Teaching committee in Spring</p> <p>Assessment Calendar shared and 2 governors have been invited to attend each monitoring activity</p> <p>3 Governors attended meeting on the 29<sup>th</sup> and 2 went to the partnerships meeting on Thursday 3<sup>rd</sup> Nov and Thursday 23<sup>rd</sup> Feb</p> <p>Governors have since attended Book Scrutinies and Pupil Progress meetings</p>	<p>Cost £360</p>

		<p>Governors to begin working closely with Learning Partnership schools on Thursday 29<sup>th</sup> September, sharing resources and ideas</p> <p>Governors to elect a Pupil Premium Governor who meets with school leaders to support and challenge in this area of improvement (Nov 16')</p>	<p>LG to check the minutes of FGB and committees to ensure that partnership work is taking place</p> <p>LG to check that PP Gov is regularly meeting with DHT to review Pupil Premium Spending and impact</p>		Cost £140
1.2. Develop the SLT	<p>Leaders create culture that enables staff and pupils to excel (80% of teachers to be good or better and 55% of children to achieve R/W/M in Yr6)</p> <p>Leaders focus consistently on improving outcomes for all pupils through weekly monitoring activities</p> <p>Leaders have a deep and accurate understanding of the school's effectiveness</p> <p>Leaders focus on the impact of their actions on key areas &amp; feedback to the SLT termly</p> <p>Leaders provide clarity of expectations around key school areas across the staff team</p> <p>CPD is tailored to developing leadership skills</p>	<p>HT and Deputy Headteacher (DHT) to review Job Descriptions and meet with staff to ensure they are aware of their role and how they contribute to the school's aims during September 2016</p> <p>Through the Teaching Overview, updated termly, CPD is targeted and monitored to ensure impact</p> <p>HT and DHT create a Phase Leader clarity document and Assessment Calendar so that by the SLT meeting on 28<sup>th</sup> Sept, Assistant Headteacher (AHT) and Phase Leaders (PL) are clear on their role and expectations</p> <p>SLT deliver the monitoring detailed in the Assessment Calendar and use that information to update the SEF – See Assessment Calendar</p> <p>SLT use the SEF to target support in order to consistently improve outcomes for all pupils</p> <p>SLT meet termly (11<sup>th</sup> Jan/26<sup>th</sup> Apr) to assess the progress towards meeting the targets they have set in each phase, focusing on the impact of the PL actions</p> <p>SLT to begin working closely with Learning Partnership schools, sharing resources and ideas – Challenge days HC 6<sup>th</sup> Nov, NB 18<sup>th</sup> Jan, SL 14<sup>th</sup> Mar</p>	<p>LG to check that meetings took place through minutes of meetings</p> <p>HT and DHT to report to Resources committee of the Governing body the Teaching Overview, CPD and Impact it had</p> <p>LG to check that Clarity and Assessment documents are shared with AHT and PL.</p> <p>LG to check that monitoring detailed has been carried out through Gov visit forms or evidence files</p> <p>LG to check that SEF is regularly updated and used to justify specific actions</p> <p>LG to check that PL review meetings have taken place through reading the SLT minutes of the meetings</p> <p>LG to check the work of the Learning Partnership through the Headteacher's report to Governors</p> <p>LG to check that Clarity Documents are in place and having an impact through</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Job Descriptions have all been updated and discussed with staff as part of mid-year PM review</p> <p>Teaching Overview was updated in Nov and Feb and from that the CPD focus established with Faye</p> <p>Clarity and Assessment documents created and shared with staff so that they are aware of SLTs expectations in these Key Areas</p> <p>SLT has continued to monitor using the dates set out in the calendar</p> <p>Learning Alliance work happening with challenge days and moderation happening</p> <p>PM targets for all staff set in Oct/Nov 16 – Mid Year reviews took place in March</p>	CPD Budget £10,000

		<p>SLT to produce Clarity Documents around key aspects of Learning and Teaching and monitor to ensure consistent implementation and impact</p> <p>HT and Governors to ensure that AHT and PL performance management targets are based around the effectiveness of leadership and impact on children's outcomes within their phase – November 2016</p>	<p>the minutes of the Learning and Teaching committee</p> <p>Resource committee to check that PM targets are linked to leadership and pay progression is awarded on the basis of effective leadership</p>		
1.2.1. Develop the SLT Added 2 <sup>nd</sup> Dec 2016	The school makes arrangements to strengthen its leadership capacity in the light of unforeseen events	<p>HT to discuss with the Governor body the current capacity levels of the SLT and seek alternative sources of support from Learning Partnership schools and former HT, Paul Tyson (Nov 23<sup>rd</sup>)</p> <p>HT to meet with Mike Cassidy, HT support service to discuss arrangements to strengthen the SLT (Nov 29<sup>th</sup>)</p> <p>HT to meet with Mandi Wilson, HT at SLPS &amp; Anna White, EYFS leader at Sharp Lane to arrange the mentoring of the school's NQTs (Nov 29<sup>th</sup>)</p> <p>HT to distribute the monitoring of Attendance and Behaviour to Cheryl List, UPS teacher within school through a TLR3 (Nov 29<sup>th</sup>)</p> <p>HT to meet with Paul Tyson, former HT at Hunslet Carr to discuss returning to school in a leadership capacity as Yr5/6 phase leader (Nov 30<sup>th</sup>)</p>	<p>LG to check that the school's capacity is sufficiently strong at the next FGB (18<sup>th</sup> Jan) and the next Resource com (23<sup>rd</sup> Mar)</p> <p>LG to check that measures put in place to support the school's NQTs are robust and are meeting the schools commitment to the trainees</p> <p>LG to check that measures put in place to support with Attendance and Behaviour have maintained the current standards within school and where possible improved them</p> <p>LG to check that measures put in place to support Yr5/6 are robust and meeting the school's support &amp; monitoring standards</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>HT to explained to Resource Committee the lack of capacity due to unforeseen circumstances</p> <p>Support from Anna White, Paul Tyson and Cheryl List all secured</p> <p>Support in place and carrying out agreed duties from January 17 until March 17</p> <p>Resource Committee met and agreed the pressing need for a leadership restructure</p> <p>Recruitment process began on 5<sup>th</sup> Apr 17</p> <p>Despite the changes all SLT work has continued to be effective</p>	
1.3. Develop the leadership skills of the English and Maths leaders	Leaders have a deep and accurate understanding of their subject's effectiveness	<p>Middle Leaders (ML) are released ½ day, once a week to undertake monitoring and development work</p> <p>ML use their knowledge of their subject (inc end of year data) to write an action plan for 2016-17, supported by DHT and LA consultant support - Sept</p>	<p>LG to check that ML are being released to undertake monitoring</p> <p>LG check DHT has arranged for Leeds City Council to provide consultancy time with ML and action plans are in place</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The work of the ML has been one of the main strengths of the 1<sup>st</sup> two terms esp with the absence of the AHT.</p>	<p>Cost £6,000</p> <p>Cost £1,200</p>

	<p>Leaders focus consistently on improving outcomes for all pupils (55% of children to achieve R/W/M in Yr6)</p> <p>Leaders focus on the impact of their actions on key areas in their subject</p>	<p>ML conduct half-termly:</p> <ul style="list-style-type: none"> <li>Learning walk in their subject</li> <li>Environment walk</li> <li>Book Scrutiny</li> <li>Pupil Interviews</li> </ul> <p>ML work with DHT to feedback monitoring to check that their actions are being implemented consistently and are having an impact, adapting support to reflect needs – Termly meeting</p> <p>ML attend network meetings to share best practice &amp; liaise with other MLs</p> <p>ML lead, facilitate and work with CPD leader to ensure training meets the needs of school and staff</p>	<p>Through evidence files, LG to check that monitoring has taken place and is having an impact</p> <p>LG to check that ML have met with HT and Eng/Maths LG termly to discuss actions and impact</p> <p>Through meetings with Gov shared ideas gained Governing body to be updated of CPD through HT reports</p>	<p>They met with TTM from Leeds City Council who was impressed by their vision and impact.</p> <p>They will be attending the Learning and Teaching committee meeting in Jul to discuss their impact</p>	
1.4. Develop Subject Leadership	<p>Leaders have a deep and accurate understanding of their subject's effectiveness</p> <p>Leaders focus on the impact of their actions on key areas in their subject</p>	<p>Subject Leaders (SL) are released once every 6 weeks for ½ day</p> <p>SL use their knowledge of their subject to write an action plan for 2016-17 – See Whole School Action plan documents for English and Maths</p> <p>SL conduct termly:</p> <ul style="list-style-type: none"> <li>Learning walk in their subject</li> <li>Book Scrutiny</li> <li>Pupil Interviews</li> </ul> <p>SL have a speed dating event with SLT to discuss the strengths/areas to develop in their subject, sharing RAG rated action plans 19<sup>th</sup> May</p>	<p>LG to check that SL are being released to undertake monitoring</p> <p>LG check action plans are in place</p> <p>Through evidence files, LG to check that monitoring has taken place and is having an impact</p> <p>Through discussions with the AHT, LG to evidence the impact that SL are having on the wider curriculum</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The SL have been released and a whole school action plan with all the individual plans is available to look at on the school's website – Lead Inspector Button</p> <p>We have planned a speed dating event on 19<sup>th</sup> May to help hold SL accountable for their subject</p>	Cost £6,000

Linked to objective:	Evidence collected	Staff Initial	Date
1.2	Display and Environment Clarity document shared with all teaching staff.	ML	26 <sup>th</sup> July 16
1.2	Homework Clarity document and Marking and Feedback Clarity document shared with all staff.	ML	6 <sup>th</sup> Sep 16
1.3 & 1.4	PPA timetable produced and shared with all staff releasing ML ½ day per week and SL ½ day per 6 weeks	ML	6 <sup>th</sup> Sep 16
1.3	Charlie Sharpe and Kathryn Murphy released to meet with Tracey Thomas Marshall (Leeds CC)	ML	7 <sup>th</sup> Sep 16
1.3	Charlie Sharpe and Kathryn Murphy met Tracey TM discussed Leadership, data (see their CPD Journals)	FP	12 <sup>th</sup> Sep 16
1.1	Govs sent minutes and agenda 10 days before the FGB meeting	ML	7 <sup>th</sup> Oct 16
1.1	3 Govs attended the COGs event on Thurs 29 <sup>th</sup> Sept	ML	29 <sup>th</sup> Sep 16
1.2	Teaching Overview for 2015-16 completed	ML	11 <sup>th</sup> Oct 16

1.2	Phase Leader Clarity Document created and shared with PL	FP	11 <sup>th</sup> Oct 16
1.2	Ongoing Monitoring evidenced as part of the meeting to update the Teaching Overview	ML	11 <sup>th</sup> Oct 16
1.2	SEF updated to reflect the new performance data	ML	12 <sup>th</sup> Oct 16
1.2	Martin and Faye met the COGS HT and DHT to discuss the next steps for the Learning Partnership	ML	20 <sup>th</sup> Sep 16
1.3	Charlie and Kathryn have Action Plans in place for Maths and English	FP	7 <sup>th</sup> Oct 16
1.1	Kevin Birkin elected chair of FGB	ML	19 <sup>th</sup> Oct 16
1.3	Tracy Thomas-Marshall sent Notes of Visit about her work with Charlie and Kathryn	FP	14 <sup>th</sup> Oct 16
1.4	Whole School Action Plan document created and published on school website	ML	27 <sup>th</sup> Oct 16
1.1	Kevin Birkin and Iain Cunningham attended COGs learning partnership meeting to write MOU	ML	3 <sup>rd</sup> Nov 16
1.1	Governing meeting on 30 <sup>th</sup> November met to update the Action Plan – loaded on school website	ML	2 <sup>nd</sup> Dec 16
1.1	Governing meeting on 30 <sup>th</sup> November met to distribute monitoring roles – updated SIP	ML	2 <sup>nd</sup> Dec 16
1.2	ML distributed the Phase Leader expectation documents to SLT on Friday 25 <sup>th</sup> Nov	ML	25 <sup>th</sup> Nov 16
1.2	Book Trawls and Pupil Progress Meetings undertaken Week Beg 28 <sup>th</sup> Nov	ML	28 <sup>th</sup> Nov 16
1.2	SEF updated Friday 1 <sup>st</sup> Dec to reflect new information from Raise Online and changes to SLT	ML	1 <sup>st</sup> Dec 16
1.2	Agreed on Friday 25 <sup>th</sup> to distribute Learning and Teaching Clarity Document during Lesson Study	ML	25 <sup>th</sup> Nov 16
1.2	SLT Performance Management targets agreed and signed Week Beg 14 <sup>th</sup> Nov	ML	14 <sup>th</sup> Nov 16
1.3	Kathryn Murphy took part in the COGs learning partnership Challenge day	KM	6 <sup>th</sup> Nov 16
1.3	KM and CS met with Eng and Maths leaders from COGs schools Week Beg 14 <sup>th</sup> Nov	KM/CS	14 <sup>th</sup> Nov 16
1.1	Martin, Kevin and Martyn updated the governing body action plan and placed on 18 <sup>th</sup> Jan FGB agenda	ML	11 <sup>th</sup> Dec 16
1.1	Results of the Pupil/Parent/Staff questionnaires discussed between head and Chair of Govs	ML/KB	4 <sup>th</sup> Dec 16
1.1	Data presentation with Ian Stokes booked and confirmed for the Governors on 8 <sup>th</sup> Feb	ML	7 <sup>th</sup> Jan 17
1.2	SLT met on 11 <sup>th</sup> Jan to discuss the impact their leadership was having on their phase and subject	ML	11 <sup>th</sup> Jan 17
1.2	Teaching and Learning Clarity document introduced to Staff as part of Lesson Study	ML	11 <sup>th</sup> Jan 17
1.2.1	Martin Lumb has met with Paul Tyson, Mandi Wilson, Anna White, Cheryl List and the SLT	ML	Dec 16
1.2.1	Martin Lumb assigned specific roles, set targets, deadlines and measures of accountability for PT,AW,CL	ML	7 <sup>th</sup> Jan 17
1.2.1	Cheryl List analysing and creating behaviour reports for Autumn 2	CL	Dec 16
1.2.1	Anna White first visit to support the NQTs	AW	10 <sup>th</sup> Jan 17
1.4	Subject Leaders asked to conduct learning walks, evidence trails and pupil interviews in Spring	ML	10 <sup>th</sup> Jan 17
1.1	All new Govs attended Induction training	FP	9 <sup>th</sup> Feb 17
1.1	Governing Body attended Data training, led by Ian Stokes	ML	8 <sup>th</sup> Feb 17
1.1	JA and SG took part in Spring Pupil Progress meetings	ML	29 <sup>th</sup> March 17
1.1	Governors attended Govs steering group meeting as part of learning Partnership	ML	23 <sup>rd</sup> Feb 17
1.1	JA (PP Link Gov) met PP Lead and SLT to discuss PP Audit and current PP provision and impact	FP	4 <sup>th</sup> Jan 17
1.1	JA (PP Link Gov) Attended with DHT the PP Conference with Leeds City Council	FP	13 <sup>th</sup> March 17
1.2	CPD journal monitoring & feedback given to all staff to develop reflective practice & further CPD	FP	20 <sup>th</sup> Jan 17
1.2	SLT review of PM targets set in Autumn Term, reinforcing SLT expectations and job descriptions	ML	Feb/March 17
1.3	KM/CS (English and Maths leaders) started NPQML	FP	Jan 17
1.3	CS attended cluster networking, inc. Singapore maths training, subject leader meetings	FP	Jan/Feb 17
1.2	All Job Descriptions have been reviewed by HT and DHT	ML/FP	27 <sup>th</sup> Mar 17
1.2	HT and DHT attended Sharp Lane Challenge focused on PWP	ML/FP	22 <sup>nd</sup> Mar 17
1.4	Subject Leader Speed Dating day planned for 19 <sup>th</sup> May	ML/FP	19 <sup>th</sup> May 17

1.1	Kevin Birkin and Claire Burgess phone calls with HT to check up on the status of the SIP	ML/KB/SB	23 <sup>rd</sup> May 17
1.1	Governors to agree a diary of monitoring for Summer Term	ML/Govs	16 <sup>th</sup> May 17
1.2	SLT updated SEF in line with Summer Term monitoring arrangements	SLT	25 <sup>th</sup> May 17
1.2	SLT to take part in Phase Leader Feedback meetings	SLT	26 <sup>th</sup> Apr 17
1.3	Charlie Sharpe RAG rated Maths Action Plan and discussed ways forward	CS	18 <sup>th</sup> May 17
1.4	Subject Leaders attended a speed dating day to discuss the standards in their subject	ML/SLs	18 <sup>th</sup> May 17
1.1	Governor sub-committees received relevant papers from SLT at least 7 days before meetings	ML	Jun/Jul 17
1.3	Charlie Sharpe applied for and was accepted on Mastery Maths Group in Leeds	CS	1 <sup>st</sup> Jul 17

## Area of SEF: Quality of Teaching, Learning and Assessment

**Priority 2: To maintain the proportion of teaching rated good or better to at least 89% of which 22% would be outstanding**

Priority Leader: FP

Gov Com: Learning and Teaching

Link Gov: Claire Burgess

Cost of Priority: £86,900

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
2.1. To have a shared understanding of what outstanding teaching looks and feels like	<p>Through clear directions, teachers understand what outstanding teaching is (80% of teachers to be good or better with 30% Outstanding over time)</p> <p>Teachers are supported to be aspirational and aim for outstanding teaching (through a range of support measures)</p>	<p>Outstanding Teaching Clarity documents are introduced in Jan '17 to whole-staff team. (Feedback, Engagement and Challenge)</p> <p>DHT dedicated timetable of weekly support in driving forward high standards in teaching in LKS2</p> <p>HT dedicated teaching timetable across whole school during Autumn/Spring Terms to model outstanding teaching – See timetable</p> <p>Lesson Study during Spring Term to be undertaken by staff to further improve teaching standards through peer support – See Assessment Calendar</p> <p>Staff use CPD journals to reflect on key learning points to improve standards</p> <p>PL drop ins, learning walks, observations, book trawls and pupil discussions completed in line with assessment calendar to monitor teaching standards – See Ass Calend</p> <p>NQT Mentoring/SCITT Mentoring to take place: Marie Turner = NQTs Elisa Whitfield = SCITT – see Weekly PPA release timetable</p>	<p>LG to check that Clarity Documents are in place and having an impact through the minutes of the Learning and Teaching committee</p> <p>LG to monitor DHT timetable and see evidence of impact in monitoring files</p> <p>LG to check lessons have been taught and evidence of self-review meetings have taken place</p> <p>LG to observe a lesson study lesson and be part of process of improvement and support</p> <p>LG to discuss a range of journals with CPD lead.</p> <p>LG to sit in on a DHT support session with NI/LR and discuss with DHT the progress of support as evidenced through monitoring forms</p> <p>LG to check that PL review meetings have taken place through reading the SLT minutes of the meetings</p> <p>LG to check that mentoring has been carried out</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Outstanding Teaching document distributed in Jan lesson study</p> <p>Faye has begun intensive support in 3/4 using support plans – very important now that Cheryl and Ryan are in there</p> <p>HT was teaching once a week during the autumn term, suspended until capacity is back in place</p> <p>Journals are being well used by all teaching staff</p> <p>Lesson Study was very effective in sharing best practise and teachers are enjoyed the opportunity to discuss L&amp;T with each other</p> <p>Anna White is in place and visiting Andrea once every fortnight</p>	<p>Cost £23,000</p> <p>Cost £2,000</p> <p>Training £8,000 Costs £24,000</p>



<p>2.2. Teachers and support staff demonstrate deep knowledge and understanding of the subjects they teach during lessons</p>	<p>Teachers plan backwards using their knowledge of the children and the subject</p> <p>Teachers and support staff are supported to develop their knowledge and understanding with the aim of being good or outstanding over time (80% of teachers to be good or better with 30% Outstanding over time)</p> <p>Teachers embed reading, writing and maths exceptionally well across the curriculum</p>	<p>CPD co-ordinator role introduced from Sept '16.</p> <p>CPD programme to be set up and monitored and reviewed regularly by FP and CPD Link Gov.</p> <p>CPD co-ordinator to introduce CPD journals for all teaching staff to reflect on training</p> <p>CPD co-ordinator to ensure that training has a Pupil Premium strand and that teachers are reflecting on what Quality WAVE 1 teaching looks like for these children. See Page 10 of PP strategy document for more info</p> <p>Lesson Study during Spring Term to be undertaken by staff to further improve teaching standards through peer support – See Assessment Calendar</p> <p>SENCo, Intervention Manager, TA line manager to undertake TA monitoring and training in line with Leeds TA impact CPD</p> <ul style="list-style-type: none"> <li>• KM to lead TA SPAG training</li> <li>• Autumn Term Learning Enquiry</li> <li>• 30<sup>th</sup> Nov Leeds TA Training</li> <li>• 3<sup>rd</sup> Mar TA inset SPAG &amp; EAL</li> </ul> <p>PL drop ins, learning walks, observations, book trawls and pupil discussions completed in line with assessment calendar to update teaching overview (12/10, 1/2 &amp; 24/5)</p>	<p>HT and DHT to report to Resources committee of the Governing body the Teaching Overview, CPD and Impact it had</p> <p>CPD Questionnaire July '17 to monitor Staff view on personal development and compare to July '16 results.</p> <p>Observation judgements/Lesson Study impact discussed at the end of each term to Governors.</p> <p>LG to meet with SENCo and CPD co-ordinator to discuss the impact of TA training on children in classes</p> <p>PL to feedback to SLT key findings of monitoring. LG invited to these meetings or representative from Resource Committee</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Faye monitoring CPD and the impact it has on children.</p> <p>Journals are being well used by all teaching staff from the monitoring in January 17</p> <p>Lesson Study was very effective in sharing ideas and CPD</p> <p>TA monitoring took place in Autumn term and will be taking place again in Spring esp to support new TAs</p> <p>PL monitoring continuing to happen in line with the assessment calendar</p>	<p>CPD Budget £10,000</p> <p>Cost £2,000</p> <p>Cost £8,000</p>
<p>2.3. Develop efficient effective feedback strategies</p>	<p>Teachers are able to use highly effective questioning skills and within lessons, timely support (80% of all monitoring to evidence effective AFL as shown in the Teaching Overview)</p>	<p>Staff/TA meetings to take place to reinforce highly effective questioning skills. (27/9, 11/10, 7/2 and 3/3)</p> <p>Professional discussions between staff and leadership team take place based on drop-ins/observations/lesson studies around effective questioning techniques and impact</p>	<p>HT, DHT and ML to plan staff meetings that address questioning skills</p> <p>LG to check that monitoring detailed has been carried out through Gov visit forms or evidence files</p> <p>LG to check that Clarity</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>All staff had expectation meeting so that Teacher and TA understand their role in the classroom.</p> <p>Our observations are still based around professional discussion and self-evaluation</p>	

	<p>Teachers are using the Feedback Clarity document effectively</p>	<p>Outstanding Teaching Clarity documents focused on Feedback are introduced in Jan '17 to whole-staff team</p> <p>Key features of the feedback clarity document are included into the observation, learning walk and drop in proforma and forms part of feedback by end of September 2016.</p> <p>CPD co-ordinator to arrange peer support in questioning techniques from Nov 16 once Teaching Overview set</p> <p>Termly book trawls undertaken by SLT, Middle Leaders and Governors (5/10, 23/11, 25/1, 3/5)</p>	<p>Documents are in place and having an impact through evidence on book trawls LG to check that monitoring forms reflect the new guidance in Feedback clarity documents</p> <p>CPD co-ordinator to report to Resources committee peer support put in place</p> <p>LG to check that book trawls have been carried out through Gov visit forms or evidence files</p>	<p>Monitoring forms have been adapted to take into account clarity docs</p> <p>Teaching Overview set in November and reviewed in Feb. Faye organised support for those requiring more evidence</p> <p>Book trawls were undertaken in Oct/Feb to assess how teachers are implementing the new policy</p>	
<p>2.4. Teachers have secure knowledge of the school's assessment system</p>	<p>Teachers understand the difference in cognitive challenge that children at Basic, Advancing and Deep can access</p> <p>Teachers are able to make consistent and accurate judgements on the level of challenge children are working at in Reading, Writing and Maths (80% of all monitoring to evidence effective AFL strategies as shown in the Teaching Overview)</p> <p>Teachers are able to use this information to identify and plan for children's next steps in learning</p> <p>Teachers are able to</p>	<p>(separate action plan for assessment)</p> <p>HT reduce size of Depth of Learning (DoL) documents for Reading, Writing and Maths and explain to teachers in staff meeting 11/10</p> <p>DHT to create a DoL spreadsheet that stores and calculates the information that the school and all stakeholders will require and explains to staff on 11/10, Governors on 6/12 and School Improvement during Autumn Visit</p> <p>PL and ML to lead moderation in Reading, Writing and Maths every term and is highlighted in the assessment calendar (Twilights, staff meetings)</p> <p>HT, DHT and PL attend Pupil Progress Meetings with class teachers to identify teacher knowledge and use of assessment (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p> <p>ML work with consultant from Leeds CC to identify areas of strength and steps to success in developing English/Maths subject knowledge as part of their action plans – Sept 16'</p> <p>Middle Leaders to liaise with CPD co-</p>	<p>LG to check that DoL documents have been modified and shared with staff.</p> <p>LG invited to discuss new assessment spreadsheet before Learning and Teaching Committee on 6/12</p> <p>LG invited to attend or shown minutes of moderation Twilight/Staff meetings</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG check DHT has arranged for Leeds City Council to provide consultancy time</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The head reduced the DoL documents and introduced to the staff in Nov before assess week</p> <p>Faye completed the spreadsheet that will record and track the attainment and progress of the children. This was then improved in Mar 17 to generate % and info that previously was created by hand</p> <p>Moderation staff meet have taken place in November/Feb as did the pupil progress meetings.</p> <p>OPRs and WAVE 2 are in place and soft data is collected by Jane before numerical data at the end of the term</p> <p>Faye Pashby ran</p>	<p>Cost £2,400</p> <p>Cost £1,200</p>

	<p>use this information to identify and support any pupil falling behind, and enable them to catch up</p>	<p>ordinator into further supporting teacher knowledge after LA support in Sept 16</p> <p>Teachers identify, plan and monitor OPRs within their class (Start Wk Beg 26<sup>th</sup> Sep, 23<sup>rd</sup> Jan &amp; 1<sup>st</sup> May)</p> <p>Adults in class, feedback OPRs to Interventions Manager, Elaine Boyce, and SLT during Assessment Weeks</p> <p>Termly school to school moderation in R/W/M in EYFS, Yr2, Yr4 and Yr6,</p>	<p>with ML and action plans are in place</p> <p>Through evidence files, LG to check that action plans are being delivered and is having an impact</p> <p>LG to see evidence of impact from Interventions from AHT and SENCo</p> <p>LG to speak to HT or AHT monthly regarding school assessment system.</p>	<p>additional moderation meetings for Year 3/4 which were needed with new staff who needed to know the expectations at Milestone 2</p>	
<p>2.5. Embed new approach to homework by Dec 16'</p>	<p>All stakeholders are aware of the need to adapt our approach to homework and the changes made</p> <p>Teachers are consistent in setting homework in line with the Clarity document</p> <p>Pupils and parents are more engaged in homework and as a result complete the tasks</p>	<p>DHT to lead staff meeting to whole-school staff on 5/9 to launch the new homework system</p> <p>DHT to update the 'Meet your child's teacher' PowerPoint for Sept '16, reflecting new homework expectation</p> <p>DHT to share with Governors at Learning and Teaching committee meeting (Mar 2017)</p> <p>DHT to lead whole-school assemblies to launch Homework expectations for '16-'17 during Wk Beg 12<sup>th</sup> Sept</p> <p>DHT to set up and meet working group to identify views from chd, teachers, parents and Governors on Homework</p> <p>DHT to complete a spot check on homework journals half-termly, making reference to the clarity document and giving feedback to staff</p> <p>DHT to ensure that children's enjoyment and engagement increase</p> <p>FP to monitor the % of children completing homework in class and liaise with Inclusion team (PSW) in further support with parents' engagement – 1<sup>st</sup> week of each Halfterm</p>	<p>LG to discuss with DHT how the homework system was launched</p> <p>LG to be invited to or attend Homework working group in November '16 to review systems for Autumn Term and from this, adapt for Spring Term</p> <p>LG to see evidence of half-termly spot check and impact from any feedback given</p> <p>NFER Survey conducted in July 2017 and compared to July 2016</p> <p>LG to discuss with DHT how the homework system is engaging children</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The homework system has been another strength of the year so far.</p> <p>The launch was very well coordinated so it got off to a very good start and has had a high profile this half-term.</p> <p>Monitoring of the Homework books in Dec showed ¾ of children completing HmWk weekly</p> <p>#30Things Spring term launched and celebrated in the hall with the display and certificates each Friday</p> <p># 30Things Summer on the way with the badges to be designed.</p>	

		<b>Introducing new homework scheme is a key components in addressing desired outcome D on the PP Strategy document. P9 of document for details.</b>			
2.6. Successful implementation of a whole school approach to the teaching of Writing through the Primary Writing Project (PWP) by July 2017	<p>All stakeholders are aware of the need to adapt a consistent, whole-school approach to Writing and the changes made</p> <p>Teachers are consistent in using the techniques and strategies within the PWP</p> <p>Pupils are more engaged in Writing and as a result outcomes improve (55% of children to achieve R/W in each year group)</p>	<p>The PWP Leadership team to attend all training sessions 12/9, 21/11, 4/2 &amp; 19/4</p> <p>Eng ML to adapt English action plan to reflect the key features of the PWP, in relation to child/staff needs</p> <p>Key features of the PWP are included into the monitoring proforma and forms part of feedback</p> <p>PL to be aware of the principles of PWP when monitoring teaching</p> <p>Environment Clarity document and Phonics/Reading documents updated to reflect PWP principles and mirrored in class displays</p> <p>Staff to complete any gap tasks between PWP staff meetings, Inset and training (27/9, 3/10, 6/12, 7/2, 3/3, 18/4)</p> <p>Staff to work collaboratively with Learning Partnership schools; New Bewerley (NBPS) and Sharp Lane (SLPS)</p> <p>Pupil learning behaviours and attitudes improve as measured by pre/post surveys (Pre = Sept 16 / Post = July 17)</p> <p><b>PWP is a key component in addressing Priority C on the PP Strategy document. See p5 of document for more details.</b></p>	<p>LG to discuss with HT, DHT or Eng ML PWP leadership training</p> <p>LG to have seen evidence that key features of PWP are included in English action plan, monitoring proforma and Environment clarity document</p> <p>LG to discuss with HT or read evidence of gap tasks in HT report to governors</p> <p>ML and DHT join networks with NBPS and SLPS to share good practice and take part in Learning Reviews</p> <p>HCPS – 16<sup>th</sup> Nov NBPS – 18<sup>th</sup> Jan SLPS – 22<sup>nd</sup> Mar</p> <p>LG to discuss with HT, DHT or Eng ML PWP impact on attitudes to writing</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Another success of the 1<sup>st</sup> two terms has been the introduction and the impact of the PWP</p> <p>Teachers have taken on board the strategies and skills used in the project and children are engaged and enthused about writing</p> <p>Environments and books clearly show the impact that the PWP is having and this came out in the challenge day with COGs in November and since then we have tried to improve each time</p> <p>Since then we have created a long term plan which includes Non Fiction and poetry; adapted the unit plan so that there is more writing; clarified SBW and what is independence</p>	Cost £12,500
2.7. Successful implementation of a whole school approach to the teaching of Reading through the Clarity Document	<p>All stakeholders are aware of the need to adapt a consistent, whole-school approach to Reading</p> <p>Teachers are consistent in using the techniques and strategies within the</p>	<p>Eng ML to adapt English action plan to reflect the key features of the Reading Clarity Document by end of Sept 16</p> <p>Key features of the Reading Clarity Document are included into the monitoring proforma and forms part of feedback by the end of Sept 16</p> <p>Staff to receive the Reading document on 15<sup>th</sup> November and to undertake paired observations of GR within their phase</p>	<p>LG to discuss with HT, DHT or Eng ML the Reading Clarity Document</p> <p>LG to have seen evidence that key features of the Reading document are included in English action plan, monitoring proforma and Environment clarity document</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The Reading document has been introduce to staff</p> <p>Reading moderation has happened with KM and Donna Bedlow, who will be leading on Reading whilst Kathryn is on maternity leave</p> <p>We now have one reading record that records all of the times a child is heard read by an adult</p>	

	Clarity Document Pupils are more engaged in Reading and as a result outcomes improve (55% of children to achieve R/W in each year group)	Staff to complete any gap tasks between Reading staff meetings. Inset and training (15/11, 28/2 and 16/5) KS2 staff to undertake 2 days of GR training delivered by Rosa Pryke in Dec 16' followed by a range of monitoring and support in Jan/Feb 2017' <b>GR document, training and support are key components in addressing Priority B on the PP Strategy document. See P4 of the document for more details.</b>	LG to discuss with HT or ML the impact on the standard of Reading in school 55% of all pupils in all year groups to achieve ARE in Reading and Writing	3 X 5mins reading as well as class story time continue to be high priorities  Rosa Pryke visited and gave Guided Reading training to KS2 which has made it more focussed and consistent  Further challenges are focused on developing a core reading spine that each children hears throughout school; improving the quality and effectiveness of KS2 GR and continue to get children to engage with books	
2.8. Successful implementation of a whole school approach to the teaching of Reasoning and Applying in Maths	All stakeholders are aware of the need to adapt a consistent, whole-school approach to Reasoning and Using and Applying  Pupils are more confident in Reasoning and Using and applying and as a result outcomes improve (60% of children to achieve ARE in Maths in each year group)	Maths ML to adapt action plan to reflect the need for a broader curriculum that uses Reasoning and U&A by end of Sept 16 A cohort of classes to trail Active Maths in Autumn Term and if successful introduce across the school in Spring/Summer Environment Clarity document updated to reflect expectations of Maths displays and mirrored in class displays <b>Introducing Active Maths, Mathletics and Vocab boxes in books are key components in addressing Priority E on the PP Strategy document. See Page 8 of the document for more details.</b>	LG to discuss with HT, DHT or Maths ML reasons why a change was required and the actions within their plan  LG to have seen evidence that key features of Reasoning and U&A are included in Maths action plan, monitoring proforma and Environment clarity document  LG to discuss with HT or ML the impact on Active Maths and other initiatives on the standard of Reasoning in school	<b>Updated 12<sup>th</sup> April:</b> Another success of the 1 <sup>st</sup> terms has been the introduction of Active Maths in 4 classes across the school. Children in these classes are engaged in these lessons and we are waiting to see if the % on track in Maths is higher in these classes due to their understanding of maths across the whole of the maths curriculum when compared to the other classes.  Moving forward Charlie needs to consider how Active Maths, Times Table Rockstars and Mathletics fits into his long-term plan for Maths. He also needs to consider if Abacus meets the needs of our KS2 children and what might replace it?	Cost £12,500

Linked to objective:	Evidence collected	Staff Initial	Date
2.1	DHT timetable created with a focus on teaching standards in KS2	ML	28 <sup>th</sup> Aug 16
2.1	HT teaching commitment timetabled and in school diary	ML	28 <sup>th</sup> Aug 16
2.2	CPD role created and introduced to all staff	ML	5 <sup>th</sup> Sep 16
2.2	CPD programme explained to teachers and journals handed out in staff meeting	FP	6 <sup>th</sup> Sep 16
2.5	DHT lead session at staff away day focused on homework	FP	5 <sup>th</sup> Sep 16
2.5	DHT updated the slides for Meet your Child's teacher and these were used Wk Beg 12 <sup>th</sup> Sep	FP	12 <sup>th</sup> Sep 16
2.5	DHT launched Homework in KS1 and KS2 assemblies Wk Beg 12 <sup>th</sup> Sep	FP	12 <sup>th</sup> Sep 16
2.6	PWP Project team attended training on PT1	ML	12 <sup>th</sup> Sep 16
2.6	PWP Project team met to discuss how disseminate PWP information in Twilight training	ML	14 <sup>th</sup> Sep 16

2.1	HT continues to teach once a week	ML	27 <sup>th</sup> Oct 16
2.1	CPD journals are in place and used weekly by teaching staff	FP	27 <sup>th</sup> Oct 16
2.1	SCITT and NQTs continue to receive weekly mentoring sessions and feedback	FP	19 <sup>th</sup> Oct 16
2.2	SENCo and TA line managers conducted a whole school review of morning meetings and impact	JW	19 <sup>th</sup> Oct 16
2.3	Whole School Book trawl undertaken by SLT and feedback given	ML	5 <sup>th</sup> Oct 16
2.4	OPRs are in place and being delivered	JW	1 <sup>st</sup> Oct 16
2.4	WAVE 2 children are indentified, Gaps planned for and sessions taught	ML	7 <sup>th</sup> Oct 16
2.5	First #30things reflection week taken place	FP	27 <sup>th</sup> Oct 16
2.6	Learning Environment walk taken place, feedback given and actions taken	ML	20 <sup>th</sup> Oct 16
2.6	Children videoed orally retelling a story and shown in assembly	ML	17 <sup>th</sup> Oct 16
2.1	Anna White, EYFS leader from Sharp Lane commissioned to support the NQTS	ML	29 <sup>th</sup> Nov 16
2.1	Elisa Whitfield to support Hayley Asquith (SCITT) in the absence of Faye Pashby	ML	29 <sup>th</sup> Nov 16
2.2	CPD governor agreed at the FGB meeting on 30 <sup>th</sup> Nov	ML	30 <sup>th</sup> Nov 16
2.2	SENCo and TA line managers attended Making best use of your TAs conference	JW	30 <sup>th</sup> Nov 16
2.3	Questioning Skills covered in the start of staff meetings – staff discussed merits of Volleyball	ML	27 <sup>th</sup> Sep 16
2.3	Agreed on Friday 25 <sup>th</sup> to distribute Learning and Teaching Clarity Document during Lesson Study	ML	25 <sup>th</sup> Nov 16
2.3	Feedback from SIA (6 <sup>th</sup> Nov NOVAC) & SLT book scrutinies show Feedback Policy being used consistently	ML	30 <sup>th</sup> Nov 16
2.4	HT reduced the DoL assessment documents and distributed to all staff in meeting	ML	9 <sup>th</sup> Nov 16
2.4	DHT produced the spreadsheet that was demonstrated to all staff in meeting	FP	9 <sup>th</sup> Nov 16
2.4	Kathryn Murphy moderated 3 children per class to check their reading assessments were accurate	KM	2 <sup>nd</sup> Dec 16
2.4	Pupil Progress meetings were held for all classes Week Beg 28 <sup>th</sup> Nov	ML	28 <sup>th</sup> Nov 16
2.4	Teachers from Yr2/4/6 attended moderation at New Bewerley Friday 4 <sup>th</sup> Nov	ML	4 <sup>th</sup> Nov 16
2.5	DHT invited staff, children and parents to suggest challenges for Spring #30 things grids	FP	1 <sup>st</sup> Dec 16
2.6	PWP leadership team attended training in Bradford PLT day 2	ML	1 <sup>st</sup> Nov 16
2.6	Unit Planning sheet changed to reflect the learning from PLT day 2	ML	2 <sup>nd</sup> Nov 16
2.6	COGs challenge day highlighted the many strengths from the project and 3 areas to develop	ML	6 <sup>th</sup> Nov 16
2.7	Staff received the Reading Clarity document on Tuesday 2 <sup>nd</sup> November	KM	2 <sup>nd</sup> Nov 16
2.8	After successful implementation of Active Maths it was agree to invite 3 more classes	CS	25 <sup>th</sup> Nov 16
2.1 & 2.3	Outstanding Teaching Clarity Document introduced to teaching staff in Lesson Study meeting	ML	10 <sup>th</sup> Jan 17
2.1	Through increased capacity, DHT is now focused on Yr3/4 Teaching and Learning	ML/FP	7 <sup>th</sup> Jan 17
2.1 & 2.2	Lessons Study Introduced to all staff and 1 <sup>st</sup> Lesson taught – Twitter evidence	ML	10 <sup>th</sup> Jan 17
2.1	Anna White first visit to support the NQTs	AW	10 <sup>th</sup> Jan 17
2.2	Carol Mitchell and Elaine Boyce attended Maximising TA training from Leeds City Council	CM/EB	30 <sup>th</sup> Nov 17
2.3	Faye organised for Charlie Sharpe to support Natalie Iredale in AfL techniques	FP	Jan 17
2.4	Faye Pashby to lead additional moderation meetings for Year 3 and 4 in Spring 1 from results in Autumn	FP	Jan/Feb 17
2.5	Faye Pashby launched the Spring #30things document in assemblies	FP	Jan 4 <sup>th</sup> 17
2.5	Faye Pashby undertook an analysis of Homework and set up Dinnertime Homework club in response	FP	Jan 7 <sup>th</sup> 17
2.6	PWP Leadership team created Long Term Plans for the teaching of Poetry/Fiction and Non-Fiction	PWP	Dec 4 <sup>th</sup> 16
2.6	Phase Leaders introduced PWP Long Term Plans for Writing in Planning Days	PLs	Dec 12 <sup>th</sup> 16
2.7	Rosa Pryke consulted on Guided Reading with SLT over two days – inc Obs and Training for KS2 teachers	KM	Dec 6 <sup>th</sup> /7 <sup>th</sup>
2.7	PWP Leadership team met to refine the Reading Clarity Document and agree how to monitor impact	PWP	Jan 10 <sup>th</sup> 17

2.8	Martin Lumb and Charlie Sharpe visited Stanley Primary School in Blackpool to see Singapore Maths	ML/CS	Jan 12 <sup>th</sup> 17
2.1	Lesson study completed by all teachers. Key reflections made in each phase and evidence in PL files	ML/FP	Jan/Feb 17
2.1	JR (RQT) led intensive 2-week phonics in-class support for NQT	JR/EW	Feb '17
2.1	CPD Feedback to rest of staff team in SPRING Term staff meetings	FP	Jan/Feb 17
2.1	PWP Big Day training (teachers)	ML	3 <sup>rd</sup> March 17
2.1	Grammar/EAL TA training	JW	3 <sup>rd</sup> March 17
2.4	Years 3/4 writing moderation support sessions with DHT	FP	Feb/March 17
2.4	Year 6 cluster writing moderation	FP	March 17
2.4	Reading co-ordinator dedicated years 3/4 reading assessment support sessions	DB/FP	Feb/March 17
2.5	Whole School #30things homework display and tweets promoting new homework scheme	FP	Spring Term 17
2.5	Homework Club set up for Y3/4 children	FP	Jan 17
2.6	Book scrutiny took place with Chair of Governors/SLT, including writing (PWP)	ML	Jan 17
2.7	Reading co-ordinator timetabled 1 x weekly AM reading support session for CPD	DB	Feb 17
2.1	HT attended Evaluating Teaching over time course to be discussed in SLT on Wed 19 <sup>th</sup> Apr	ML	17 <sup>th</sup> Mar 17
2.4	School Assessment Spreadsheet V1.2 created calculating % on track for the class	FP	29 <sup>th</sup> Mar 17
2.5	DHT met with parents at parents' evening to discuss changes to the homework for Summer 17	FP	27 <sup>th</sup> Mar 17
2.5	DHT met with teachers and support staff to discuss ideas for #30things for Summer 17	FP	3 <sup>rd</sup> Apr 17
2.6	HT visited Peel Park Primary in Bradford to see how they have implemented PWP	ML	22 <sup>nd</sup> Mar 17
2.6	Lessons learnt from Peel Park and Sharp Lane Challenge Day discussed by PWP leadership team	PWP	21 <sup>st</sup> Apr 17
2.7	Guided Reading Observations are complete for the Spring Term	DB	22 <sup>nd</sup> Mar 17
2.1	DHT continues to support teachers in LKS2 after changes in teaching team	FP	16 <sup>th</sup> May 17
2.1 & 2.2	DHT took in CPD journals to check for notes from meetings and reflections	FP	26 <sup>th</sup> May 17
2.1 & 2.3	Summer term Lesson Observations completed and feedback given	SLT	26 <sup>th</sup> May 17
2.1 & 2.3	Book Trawl undertaken including meetings with the children	SLT/Govs	24 <sup>th</sup> May 17
2.1	Marie Turner met with LCC NQT Mentor Scheme to discuss Andrea B	MT	16 <sup>th</sup> May 17
2.2	All TAs met with Charlie Sharpe to review the Calculation Strategy & training	CS	23 <sup>rd</sup> May 17
2.2	Summer Term Learning Walks completed by 26 <sup>th</sup> May	SLT	26 <sup>th</sup> May 17
2.4	Summer Term Moderation Staff Meetings on Writing/Reading and Maths took place	SLT	26 <sup>th</sup> May 17
2.4	Summer Term WAVE 2 began and children were chosen based on Spring Pupil Progress meeting	ML	16 <sup>th</sup> May 17
2.6	PWP Leadership Team attended PT3 at New Bewerley	PWP	19 <sup>th</sup> Apr 17
2.7	Donna Bedlow to review the Reading Clarity Document after the Reading Moderation staff meeting	DB	16 <sup>th</sup> May 17
2.2	SLT updated the Teaching Overview	SLT	30 <sup>th</sup> May 17
2.2	Faye Pashby undertook a CPD audit of 2016-17	FP	3 <sup>rd</sup> Jul 17
2.4	SLT to conducted Pupil Progress Meetings week beg 3 <sup>rd</sup> July	SLT	3 <sup>rd</sup> Jul 17
2.6	Martin Lumb attended PWP training school in Slough – Penn Wood	ML	28 <sup>th</sup> June 17

**Area of SEF: Personal Development, Behaviour and Welfare**

**Priority 3: To develop children’s learning behaviours with High Expectations, Positive Attitudes and Success**

Priority Leader: FP      Gov Com: Pupil Support      Link Gov: Pam Reed      Cost of Priority: £10,500

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
<p>3.1. To continue to improve attendance and punctuality across the school</p>	<p>Pupils and parents value their education and attendance is at or above the local average</p> <p>The number of children who are late twice or more in one week is reduced from 46 children per week in Sep 16 to 23 children per week by July 2017</p> <p>Attendance is higher than 95.8% and above the JESS cluster average by July 2017</p> <p>PA is below 10% and below the JESS cluster average by July 2017</p>	<p><i>(see separate action plan for attendance/punctuality)</i></p> <p>School Attendance Officer (SAO) to work out the average attendance and number of lates for each month over the last 3 years as a Baseline of attendance / lateness by end of Sept</p> <p>SAO to create an attendance action plan that includes:</p> <ul style="list-style-type: none"> <li>AIO work with SAO on further developing strategies to develop attendance/punctuality by Sept 16</li> <li>Fast track interventions are identified and implemented by SAO as appropriate – See Case Studies</li> <li>Increased profile of SAO before and after school, Late Gates, Parents’ eve.</li> <li>SAO to meet with Cheryl List 1 x month to discuss attendance/punctuality.</li> <li>SAO to discuss any identified children that are causing concern due to attendance or lateness in weekly inclusion meetings</li> <li>Through the clarity document, Attendance/lateness displays are a key feature in every classroom throughout school used daily as part of fire drill procedures</li> <li>Delegate attendance admin tasks to enable AIO to work directly with families e.g. Late Gates</li> </ul>	<p>Baseline attendance figures presented to the Pupil Support committee (9/11) with updates in Spring and Summer (1/3 &amp; 7/6)</p> <p>LG to have seen evidence of attendance action plan or for SAO to share RAG rated plan at the termly Pupil Support meetings.</p> <p>Through evidence files, LG to check that action plans are being delivered and is having an impact and attendance and lateness</p> <p>Through evidence files, LG to check that monitoring has taken place and is having an impact</p> <p>AIO to report the number of Late Gates, Meetings, Door Knocks each term to the Pupil Support committee</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>THE SAO has herself been ill in the Spring term and therefore there are some items that remain red or yellow that are very important to work on</p> <p>The results of the spring term fastrack need to be analysed and further action taken if necessary</p> <p>Term time holiday requests must be processed and completed following our policy guidance</p> <p>Spring data needs to be compiled so that we can evidence the impact competitions have had</p> <p>Phone calls, door knocks, late gates must happen weekly so that not coming to school becomes extremely difficult</p>	<p>Cost £8,000</p> <p>Cost £1,000</p>



		<b>Tackling lower attendance rates of PP children is a key Priority in the PP Strategy document. See desired outcome F on Page 9 of the document for more details.</b>			
3.2. To embed the Good 2 B Green behaviour system so that behaviour in school is impeccable (in and out of lessons)	<p>Pupils have excellent attitudes to learning, leading to positive impacts on their progress</p> <p>Pupils are self-disciplined</p> <p>90% of all lesson observations have Behaviour as either good or Outstanding over time</p>	<p>(see separate action plan for behaviour)</p> <p>Cheryl List to monitor class behaviour records on a weekly basis and discuss with teachers and parents as per policy</p> <p>Letters to parents are sent as appropriate to reinforce school expectations at the start of ½ term</p> <p>Positive Behaviours, including learning behaviours, are celebrated during weekly assemblies through Good to be Green (G2BG)</p> <p><b>Improving behaviour across school and in particular of PP children is a key Priority in the PP Strategy document. See desired outcomes on Page 11 of the document for more details.</b></p>	<p>Serious Behaviour incidents are reports to Governors in HT report</p> <p>LG invited to attend a G2BG celebration afternoon to discuss with children the positive behaviour policy</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Cheryl List now monitors behaviour and is ensuring that children who are causing concerns are dealt with quickly.</p> <p>She has introduced a new monitoring format and is also sending letters in accordance with our policy</p> <p>From these letters parents are meeting with the class teacher, phase leader, DHT or HT based on where they are on the system</p>	Cost £1,000
3.3. To work in partnership with all stakeholders to understand and tackle all forms of bullying	<p>All stakeholders recognise the different forms of bullying and what is not bullying</p> <p>Pupils work with teachers to prevent all forms of bullying</p> <p>All staff are aware of how to effectively deal with the rare instances of bullying</p>	<p>Whole-school to take part in anti-bullying week between 14<sup>th</sup>-18<sup>th</sup> November, with a focus on this year's theme, 'Power for Good' lead by Elizabeth Chambers (EC)</p> <p>HT ensures that Staff Induction handbook clearly identifies school policy on dealing with bullying</p> <p>Anti-bullying policies are updated and available on the school website to all stakeholders</p> <p>EC, liaise with agencies to lead assembly on anti-bullying e.g. e-safety.</p> <p>Anti-Bullying display in school to support children with appropriate strategies</p>	<p>LG invited in to school during anti-bullying week to talk to children about their views</p> <p>Copies of handbook and link to website shared with governors on the pupil support committee</p> <p>Evidence of anti-bullying activities and assemblies on the school twitter feed</p> <p>Evidence of referral forms to</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>A successful Anti-bullying week took place in November</p> <p>We have made sure that we include the relevant documents in our induction packs</p> <p>A copy of our anti-bullying policy was sent at the start of the week</p> <p>A display using work created in that week is now up in school</p> <p>Despite these actions the school council have noticed a slight rise in children falling out with each other so have bought additional signs for the playground, changed the SEAL ethos questions for Summer and will continue to run the</p>	<p>Cost £250</p> <p>Cost £250</p>

		Inclusion team plans and monitors appropriate interventions for pupils involved in bullying in some form	inclusion team available to LG and pupil support team	Buddy Scheme	
3.4. To continue to develop our approach to children's SEMH	Pupils can explain accurately and confidently their feelings and emotions and recognise those feelings in others All staff are aware of how to refer children to the inclusion team for support	Nurture provision team to baseline children who are referred to them using Boxall scores and to update progress in SEMH during Inclusion team meetings Pupils Targets linked to SEMH are regularly monitored and reviewed, including the provision and impact of nurture SEND meetings in Sept clearly identifies the process for referring children to the Inclusion team Nurture team to network at regional conference for best practice <b>Meeting children's Nurture and SEMH needs is a key Priority in the PP Strategy document. See desired outcome D on Page 5 of the document for more details.</b>	Nurture team report to the pupil support committee in the summer term their provision and the impact it has had on children's SEMH Nurture team report on a termly basis to SENCo to ensure that provision meets children's need and has impact	<b>Updated 12<sup>th</sup> April:</b> Our nurture provision continues to provide the support that vulnerable children need and will be moving to the Library during the renovation of the house This was particularly evident when they supported the 2 families recently involved in the murder of a family member of two of our children Having said this the Inclusion team have been asked to consider referring more cases to the AIP as they are dealing with some very complex children who might require therapy of some sort	
3.5. To develop a parents' forum so that parents have a greater say within school	Parents are encouraged to be part of their child's education through activities at school Parents are encouraged to have a greater say in their child's education through a Parents' forum	HT and SLT to plan in open morning/afternoons throughout the school year for parents to take part in including: opportunities for parents to be involved in supporting key skills in reading, writing and maths. (11/10, 14/10, 18/11, 9/12, 3/2, 9/2, 24/3, 19/5, 14/7) Carrie Brain, Parent Support Adviser (PSA) to attempt to organise a termly Parents Forum, starting with informal coffee afternoon working towards a forum <b>Developing stronger home/school links are a key Priority in the PP Strategy document. See desired outcome G on Page 8 of the document for details.</b>	Governors made aware of parent events and invited, evidence collected in Governor visit notes  SLT to support PSA to start an informal coffee afternoon that will begin the parents forum	<b>Updated 12<sup>th</sup> April:</b> Our open morning in October was well supported with over 80 parents attending.  Carrie continues to try to establish a parents forum and linking the meetings to Come and Read in an afternoon was very effective in February and this will be tried again in May	

Linked to objective:	Evidence collected	Staff Initial	Date
3.2	Kate Standish met with Faye Pashby to hand over Behaviour Monitoring files	FP	7 <sup>th</sup> Sep 16
3.2	DHT monitoring Behaviour on a weekly basis	FP	12 <sup>th</sup> Sep 16
3.4	Nurture baseline assessment carried out and groups put in place	SMc	13 <sup>th</sup> Sep 16
3.5	Meet your child's teacher meetings well attended and links made between home and school	ML	15 <sup>th</sup> Sep 16
3.1	Notes of inclusion meetings passed to HT as evidence that poor attendance is being discussed	ML	20 <sup>th</sup> Oct 16
3.1	On learning environment walk all classes were using their attendance display correctly	ML	20 <sup>th</sup> Oct 16
3.1	Attendance Admin delegated to office staff	FP	12 <sup>th</sup> Oct 16
3.2	Behaviour letters to children who have been off green 5 times in the half-term sent to parents	FP	27 <sup>th</sup> Oct 16
3.2	Good to be Green winners for Half-term 1 picked out and celebrated in assembly	FP	1 <sup>st</sup> Nov 16
3.3	Anti-bullying policies included in the induction handbook	ML	12 <sup>th</sup> Oct 16
3.4	Nurture Groups continue to run – specific incident of families affected by local murder	ML	20 <sup>th</sup> Oct 16
3.4	Nurture workers attended local conference	JW	20 <sup>th</sup> Oct 16
3.5	School Open morning on 11 <sup>th</sup> Oct well attended – 80 parents across the school	ML	11 <sup>th</sup> Oct 16
3.1 / 3.2	Following unforeseen absences to SLT Attendance and Behaviour temp lead by Cheryl List	ML	29 <sup>th</sup> Nov 16
3.1	SAO ran a stall and workshop at the parents' evening in Autumn	CM	22 <sup>nd</sup> Nov 16
3.1	Colour coded letters sent to all parents after the half-term break	CM	4 <sup>th</sup> Nov 16
3.2	Cheryl List introduced a new visual tool for tracking behaviour	CL	29 <sup>th</sup> Nov 16
3.2	SLT agree to take off children with IBPs from whole school behaviour reporting and to report separately	ML	2 <sup>nd</sup> Dec 16
3.3	School took part in Anti-Bullying week 14 <sup>th</sup> -18 <sup>th</sup> Nov and then held an exhibition in the hall	EC	18 <sup>th</sup> Nov 16
3.3	Anti-bullying policy shared with all parents week before the Anti-bullying week	EC	11 <sup>th</sup> Nov 16
3.4	Nurture team continue to monitor the children and the impact of their work through supervision	SMc	1 <sup>st</sup> Dec 16
3.5	Parents' coffee afternoon held 18 <sup>th</sup> Nov	CP	18 <sup>th</sup> Nov 16
3.1	SAO met with Leeds CC AIO to discuss support and hard to reach cases	CM	9 <sup>th</sup> Jan 17
3.1	SAO and Leeds CC AIO began fast track proceedings with 32 children and their families	CM	9 <sup>th</sup> Jan 17
3.1	Martin Lumb met with SAO to discuss action plan and SIP and focus will be on Late Gates/Fast Track/Prizes	ML	9 <sup>th</sup> Jan 17
3.1	SAO spot check of attendance displays are being used and are accurate	CM	11 <sup>th</sup> Jan 17
3.2	Following Cheryl's weekly monitoring update she meets with teachers weekly to discuss concerns	CL	11 <sup>th</sup> Jan 17
3.2	Stage 1 and 2 letters for poor behaviour sent in December by Cheryl List	CL	14 <sup>th</sup> Dec 16
3.2	Autumn 2 Good to be Green winners announced and all Autumn winners taken to the Valentine Fair	CL	13 <sup>th</sup> Jan 17
3.3	Anti-Bullying display is now in school next to Inclusion team office	EC	16 <sup>th</sup> Dec 16
3.4	Autumn Nurture Data shared with SENCo and DHT to measure impact of intervention	SMc	16 <sup>th</sup> Dec 16
3.5	Stay and Read launched across the whole school with over 50 parents in reading with their children	KM	9 <sup>th</sup> Dec 16
3.5	Invitations for coffee morning shared on Twitter, Website and parent boards around the school	CB	12 <sup>th</sup> Jan 16
3.1	AO completed Attendance summary data	CM	Feb 17
3.2	PP Barriers to learning – Children identified with attendance/SEMH/behaviour are supported by PP champ	FP	Jan 17
3.2	Spring 1 G2BG winners announced and rewarded	CL	Feb 17
3.2	Behaviour lead (CL) meeting weekly with Inclusion manager to discuss children/provision	JW	Feb 17
3.2	CL auctioning weekly behaviour monitoring with interventions	CL	Feb 17
3.2	Behaviour is judged as a strength from phase monitoring during Autumn and Spring 1	ML	Feb 17

3.2	10 lunchtime staff booked onto play leader training in May to support behaviours outside of classroom	FP	Feb 17
3.1	AO attended Leeds learning conference to hare best practice within the area	CM	Feb 17
3.5	Increased, planned opportunities for parents in school e.g. stay and play, come and read, open mornings	ML	Feb 17
3.5	New approach to homework to develop home/school links #30things	FP	Ongoing
3.5	Year 6 parents information meeting	CS	1 <sup>st</sup> February 17
3.1	Support from LCC Attendance Team bought in Spring 2 due to the illness of SAO	FP	Mar 17
3.2	Good to be Green Winners for Spring 2 announced in Star Assembly and a trip for Winners held	CL	21 <sup>st</sup> Apr 17
3.2	Behaviour Letters sent to parents of children with poor behaviour in Spring 2 – meetings TBC	CL	3 <sup>rd</sup> Apr 17
3.3	Buddy Bench and School Rules posters bought by the School Council and placed in playground	SCouncil	3 <sup>rd</sup> Apr 17
3.3	SEAL Ethos Questions redesigned to focus on kindness, friendship and playing together well	SCouncil	3 <sup>rd</sup> Apr 17
3.3	School Slide is timetabled to make it more fun for the children each day of the week	SCouncil	3 <sup>rd</sup> Apr 17
3.3	Restorative Lessons from the Nurture team in Year 6 with the girls	SMc	27 <sup>th</sup> Mar 17
3.4	Nurture sessions timetabled to take place in the library while renovations happen in the house	SMc	18 <sup>th</sup> Apr 17
3.5	Continue to link Parents' Coffee meetings with Come and Read in the afternoons	CP/DB	18 <sup>th</sup> Apr 17
3.1	Carol Mitchell and AIO from Leeds City Council (LCC) calculate attendance for groups up to HT5	CM/AIO	5 <sup>th</sup> June 17
3.1	AIO from LCC carry out a Deep Dive on Attendance and make recommendations	AIO	18 <sup>th</sup> May 17
3.1	Cheryl List and AIOs from LCC meet with parents identified with poor attendance to start fast track	CL/AIO	2 <sup>nd</sup> May 17
3.1	Martin Lumb and AIOs from LCC conducted at least one late gate per week in HT 5	ML/AIO	26 <sup>th</sup> May 17
3.1	Cheryl List meeting AIOs from LCC and Carol Mitchell weekly from 18 <sup>th</sup> May 17 onwards	CL/CM	18 <sup>th</sup> May 17
3.1	New displays for attendance on classroom doors updated weekly and shared on the website	AIO	16 <sup>th</sup> May 17
3.2	Good to be Green winners from Spring given their prize winning trip	ML/CL	24 <sup>th</sup> May 17
3.4	Nurture Provision continues to take place in the new cabin in the playground while house is renovated	ML	9 <sup>th</sup> May 17
3.5	51 parents attended coffee afternoon and come and read event in school	ML	22 <sup>nd</sup> May 17
3.1	Carol Mitchell returned to work to focus on Attendance	CM	3 <sup>rd</sup> June 17
3.2	Cheryl List continues to track behaviour and reward excellent behaviour through trips	CL	3 <sup>rd</sup> June 17

Area of SEF: Outcomes for Pupils					
Priority 4: The percentage of children making expected or exceeding progress in each year group is at least 75% for Reading, Writing and Maths and attainment is 55% for R/W/M combined in all year groups					
Priority Leader: LB		Gov Com: Learning and Teaching		Link Gov: Clair Burgess	Cost of Priority: £4,700
Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
4.1. Pupils read widely to a high standard, with fluency and comprehension	<p>90% of children achieve the Y1 standard in their phonic check in May 2017</p> <p>65% of children are reading at the ARE by the end of Yr2</p> <p>The school achieves more than the FFT 50 prediction for Year 3, 4, 5 and 6 in Reading in their assessments in May/June 2017</p>	<p>(see separate action plan for English)</p> <p>Eng ML creates Phonics/Reading Clarity documents and it is introduced in Sept '16 to whole-staff team inc actions such as:</p> <p>Eng ML to ensure consistency of approach to phonics across EYFS/KS1</p> <p>SENCo to effectively coordinate English interventions ensuring that children make progress:</p> <p>Donna Bedlow to run ECAR</p> <p>June Brown, Rachael Haigh and Kirsty Schofield to run Phonic Intervention</p> <p>Eng ML to undertake termly Reading Moderation</p> <p>Joined up reading records for home and school – reading journals bought and used effectively in place by Sept</p> <p>Reading for pleasure implemented across the school – reading areas, prizes, book fairs, Stay and Read</p> <p>3 x 5 mins to continue in 2016-17</p> <p>Eng ML with the support of DHT and LA support to monitor the implementation of the clarity document</p> <p><b>GR document, training and support are key components in addressing Priority B on the PP Strategy document. See Page 4 of the document for more details.</b></p>	<p>LG to check that Clarity Documents are in place and having an impact through the minutes of the Learning and Teaching committee</p> <p>SENCo to ensure that interventions are in place and well co-ordinated and that children are making expected progress. LG to have access to information</p> <p>LG to check that monitoring or reading and reading for pleasure has been carried out through Gov visit forms or evidence files held by Eng ML</p> <p>LG to check Eng ML evidence file showing impact of clarity document</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The Reading document has been introduced to staff</p> <p>An RQT in Year 1 was asked to help support the NQT in Rec with Phonics to ensure consistency of approach in January 17</p> <p>From data taken in by SENCo, our English interventions are going well, esp Phonics in KS1</p> <p>We now have one reading record that records all of the times a child is heard read by an adult</p> <p>3 X 5mins reading as well as class story time continue to be high priorities</p> <p>In March we were able to secure 4 more Beanstalk Reading volunteers to help support children in Yr2, 5 and 6</p> <p>Children enjoy using their reading corners that they helped design and class books are evidently being changed from displays on doors</p> <p>Further challenges are focused on developing a core reading spine that each child hears throughout school; improving the quality and effectiveness of KS2 GR and continue to get children to engage with books</p>	<p>Cost £1,000</p> <p>Cost £500</p>

<p>4.2. Early identification and intervention of SEND for pupils entering school in Nursery and Reception (or mid-year throughout school)</p>	<p>All children with a SEND are identified within the 1<sup>st</sup> half-term on entry to the school</p> <p>The best course of support is identified by the SENCo through the provision map</p> <p>Interventions put in place are effective at narrowing the gap to other pupils</p>	<p>SENCo and EYFS PL to introduce Early Identification in Nursery during getting to know you sessions in July 16'</p> <p>SENCo and EYFS PL to analyse data from meetings and work with teachers and support staff to put in place the correct interventions needed for Nursery children during Sept 16</p> <p>SENCo and EYFS PL to work with professionals to complete assessments/reviews and secure funding where appropriate</p> <p>SENCo to monitor interventions for soft/hard impact on EYFS children's attainment and progress</p> <p><b>Improving children's language development from a very early stage is a key component in addressing Priority A on the PP Strategy document. See Page 4 of the document for more details.</b></p>	<p>SENCo and EYFS PL to feedback the results of Early Identification project to Pupil Support committee including:</p> <ul style="list-style-type: none"> <li>• Results of Early Identification</li> <li>• Training and provision put in place from results</li> <li>• Impact on children's outcomes</li> </ul> <p>HT to report back to Resource committee the amount of SEND funding and how it is spent</p> <p>Termly information gathered and available to LG and Pupil Support committee</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>Early identification was undertaken but we have still been surprised by the level of need in cohort</p> <p>The identification looked at SEND and relied on children communicating</p> <p>Therefore we have several children who were not flagged up who need support. This support has been applied for through FFI funding by the SENCo</p> <p>Children who came from a children's centre were all sent up as ARE when over 50% are significantly delayed</p> <p>Despite this interventions in EYFS are in place and working effectively shown by the data compiled by SENCo</p>	<p>Cost £400</p> <p>Cost £600</p> <p>Cost £200</p>
<p>4.3. Track the performance of pupils in Reading, Writing and Maths combined from Rec – Yr6 so that pupils who are not achieving in 1 area are supported to catch up</p>	<p>All teachers are aware of the starting point of their class in RWM using a Venn Diagram</p> <p>Specific pupils who are not on track in 1 or more area are identified and effective intervention is put in place</p> <p>Interventions are monitored to ensure they are having an impact on pupil progress</p>	<p>HT and DHT to meet with teachers in Sept to show them the baseline information from their class including the RWM Venn Diagram – See Data File for Target setting sheets and emails</p> <p>HT to devise New Class Trackers – with Baseline/ and grids for spring/summer and explain these to teachers in the Sept meeting</p> <p>HT, DHT and PL attend Pupil Progress Meetings with class teachers to identify teacher knowledge and use of assessment (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p> <p>SENCo to monitor interventions for soft/hard impact on EYFS children's attainment and progress</p>	<p>LG to check that Venn Diagrams and Class Trackers have been shared with staff</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see evidence of impact from Interventions from AHT and OPRs from SENCo</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>The HT and DHT met with all teachers in Sept to set targets</p> <p>KS2 targets were set based on FFT Aspire 50</p> <p>KS1 targets were set on GLD data &amp; what good progress had been in KS1 over the last 3 years</p> <p>Pupil Progress Meetings compared % on track to their targets</p> <p>12 classes out of 14 meet the target of having good attainment, where good attainment is defined as at least 55% of the class making ARE in R/W/M</p>	<p>Cost £800</p> <p>Cost £1,200</p>

<p>4.4. The progress of disadvantaged pupils (PP, Boys, SEND, EAL) matches or is improving towards other pupils with the same starting points</p>	<p>All teachers are aware of the disadvantaged pupils in their class</p> <p>Specific disadvantaged pupils who are not on track are identified and effective intervention is put in place</p> <p>Interventions are monitored to ensure they are having an impact on pupil progress</p>	<p>HT and DHT to meet with teachers in Sept to discuss the baseline information of disadvantaged children in their class compared to their non-disadvantaged children using the RWM Venn Diagram and New Class Trackers - See Data File for Target setting sheets and emails</p> <p>HT, DHT and PL attend Pupil Progress Meetings with class teachers to identify teacher knowledge and use of assessment in narrowing the gap for their disadvantaged children (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p> <p>SENCo to monitor interventions for soft/hard impact on children's who are disadvantaged as well as SEND</p> <p><b>Diminishing the difference between PP children and Non-PP children PP Strategy document. See Page 2 of the document for more details.</b></p>	<p>LG to check that Venn Diagrams and Class Trackers have been adapted by class teachers to show the disadvantaged children in their class</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see evidence of impact from Interventions from AHT and OPRs from SENCo</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>All staff are aware of their vulnerable groups as this was key focus of the target setting meeting</p> <p>Pupil progress meetings focused on vulnerable groups and the percentages making progress and on track</p> <p>Faye Pashby has discussed with teachers their PP children and targeted several to be the focus of the PP champions as well as discussing their specific barriers to learning</p>	<p>Cost £800</p> <p>Cost £1,200</p>
<p>4.5. The % of pupils making exceeding or expected progress in English &amp; Maths is at least 75%</p>	<p>Teachers in these year groups are aware of the end of year expectations</p> <p>Teachers are aware of their pupil's starting points and plan effectively for sustained progress</p> <p>The school achieves more than the FFT 50 prediction for Year 3, 4, 5 and 6 in Reading in their assessments in May/June 2017</p>	<p>HT and DHT to meet with teachers in Sept to show them the baseline information from their class including the RWM Venn Diagram - See Data File for Target setting sheets and emails</p> <p>HT and DHT to ensure that all teachers are aware of how progress is measured in Yr6 and how DoL measures progress across the school in the Sept target setting meeting</p> <p>HT, DHT and PL attend Pupil Progress Meetings with class teachers to identify children who are not making sufficient progress and identify actions that need to take place (Wk Beg 28<sup>th</sup> Nov, 27<sup>th</sup> Mar &amp; 3<sup>rd</sup> Jul)</p> <p>SENCo to monitor interventions for soft/hard impact on EYFS children's attainment and progress</p>	<p>LG to check that Venn Diagrams and Class Trackers have been shared with teachers.</p> <p>LG to check that all teachers feel confident in the new assessment spreadsheet and how progress is measured – including Year 6</p> <p>LG invited to attend or shown the minutes and action plans from Pupil Progress Meetings</p> <p>LG to see evidence of impact from Interventions from AHT and OPRs from SENCo</p>	<p><b>Updated 12<sup>th</sup> April:</b></p> <p>All staff are aware of their target for attainment and progress as this was also key focus of the target setting meeting</p> <p>There are some new staff, returning staff and staff who were with us last year who need clarity around the Depth of Learning</p> <p><b>11 classes out of 14 meet the target of having good progress, where good progress is defined as at least 75% of the class making expected progress in R/W/M</b></p> <p>Moving forward, it is clear that there is still some confusion around the difference between Basic 1 and 2 and how to move from Basic to Advancing so more training is needed</p>	<p>Cost £800</p> <p>Cost £1,200</p>

Linked to objective:	Evidence collected	Staff Initial	Date
4.1	Phonics and Reading Clarity document created	KM	16 <sup>th</sup> Sep 16
4.1	English interventions are up and running with KS, DB and RH	JW	14 <sup>th</sup> Sep 16
4.1	All teachers have bought their class books with the £30 available and are displaying them on door	ML	16 <sup>th</sup> Sep 16
4.1	Roald Dahl day celebrate evidence on school twitter feed	ML	13 <sup>th</sup> Sep 16
4.2	Early Identification took place during Stay and Play in July with Sept intake to Nursery	MT	18 <sup>th</sup> July 16
4.2	Training from identified areas took place Wk Beg 5 <sup>th</sup> Sept with EYFS to enhance provision	MT	5 <sup>th</sup> Sep 16
4.2	EYFS interventions are in place (SALT, BEAR etc) run by Paula Passey	JW	16 <sup>th</sup> Sep 16
4.3	Venn diagrams and Class trackers produced to reflect the new assessment system	ML	5 <sup>th</sup> Sep 16
4.1	Learning Environment walk identified the Reading corners as excellent	ML	20 <sup>th</sup> Oct 16
4.1	Pupil Interviews across school highlight the children's enjoyment of story time in class	FP	20 <sup>th</sup> Oct 16
4.3	Target setting meetings held with all class teachers by either HT or DHT in Sept	ML/FP	Sept 16
4.3	Vulnerable children, children who are not on track in R/W/M and Targets set in the meeting	ML/FP	Sept 16
4.1	Staff received the Reading Clarity document on Tuesday 2 <sup>nd</sup> November	KM	2 <sup>nd</sup> Nov 16
4.1	Nick Gibb sent a letter congratulating school on its phonics results in 2016	ML	1 <sup>st</sup> Nov 16
4.1	SENCo and Interventions manager reviewed interventions after half-term break	JW/EB	1 <sup>st</sup> Nov 16
4.1	All children have one reading record book that records their reading at home and school	KM	1 <sup>st</sup> Nov 16
4.1	Stay and Read sessions are now taking place – next one is 9 <sup>th</sup> Dec	KM	9 <sup>th</sup> Dec 16
4.2	Early Identification sessions for January Starters in Nursery taking place during November	MT/PP	1 <sup>st</sup> Nov 16
4.2	FFI funding for Sept new starters identified in July 16 has been approved	JW	8 <sup>th</sup> Nov 16
4.3	Pupil Progress meetings were held for all classes Week Beg 28 <sup>th</sup> Nov – RWM highlighted throughout	ML	28 <sup>th</sup> Nov 16
4.3	HT revised the class trackers to reflect the possibility of children working below the milestone	ML	2 <sup>nd</sup> Nov 16
4.3	Assessment staff meeting held where now assessment grids, trackers and spreadsheet introduced	ML	2 <sup>nd</sup> Nov 16
4.4	Pupil Progress meetings were held for all classes Week Beg 28 <sup>th</sup> Nov – Pupil Premium Focus	ML	28 <sup>th</sup> Nov 16
4.4	Pupil Premium strategy and impact documents revised along with PP policy and now on website	FP	22 <sup>nd</sup> Nov 16
4.5	DHT produced the spreadsheet that was demonstrated to all staff in meeting	FP	9 <sup>th</sup> Nov 16
4.5	Spreadsheet used to calculate progress of pupils and groups to share with teachers and governors	FP	30 <sup>th</sup> Nov 16
4.1	Kathryn Murphy observed phonics in Reception and set up a system of peer support	KM	9 <sup>th</sup>
4.1	Kathryn Murphy observed phonics in Reception and set up a system of peer support	KM	9 <sup>th</sup> Jan 16
4.1	ECAR, ALK and FFT Assessment information sent to SENCo and KM to ensure impact	JW/KM	16 <sup>th</sup> Dec 16
4.1	Reading moderation took place and teachers whose assessment was not accurate informed	KM	Dec 16
4.2	Jane Wilson, SENCo timetabled Review meetings, teachers attend covered by HLTAs	JW	Nov 16
4.3	Intervention Data taken in and analysed by Jane Wilson termly using new tracking system	JW	Dec 16
4.4	Faye Pashby attending Closing the Gap training to learn of strategies to diminish the difference	FP	Nov 8 <sup>th</sup> 16
4.4	Faye Pashby produced Pupil Premium Strategy document and shared with staff and governors	FP	Dec 16
4.4	Faye Pashby work with Nigel Bishop to perfect the Pupil Premium Document and have impact	FP	Dec 16
4.4	Pupil Premium Champions begin their work in class with Disadvantaged pupils	FP	Jan 4 <sup>th</sup> 17



4.4	Faye Pashby discussed the PP children who are not on track in staff meeting and strategies	FP	Jan 3 <sup>rd</sup> 17
4.5	Faye Pashby to lead additional moderation meetings for Year 3 and 4 in Spring 1 from results in Autumn	FP	Jan/Feb 17
4.1	GR File/journals scrutiny by Reading leaders	KM/DB	Jan/Feb 17
4.1	GR sessions monitored and actioned on outcomes with support sessions	KM/DB	Jan/Feb 17
4.1	1x AM a week dedicated on reading coordinator timetable to Reading CPD e.g. reading assessments	DB	Feb 17
4.2	Vocabulary groups set up from Nursery to support language development due to low start points	JW	Jan 17
4.3	Review of PM targets took place, with target 1 based on class progress	ML	Feb 17
4.3	Data analysis based on Yr 6 predictions	FP	Jan 17
4.3	DHT leading Yr 6 boosting sessions in Reading/Maths as a result of Yr 6 prediction analysis	FP	Feb 17
4.4	PP interventions observed by DHT & PP consultant, showing excellent practice (see PP file for notes)	FP	Feb 17
4.4	Year 6 predictions analysis by DHT to identify focus children/groups	FP	Jan 17
4.5	Reading co-ordinator led reading support sessions, using depth of learning with Year 3/4 teachers	DB	Feb 17
4.1	4 more Beanstalk Readers were secured now reading with children in Yr2, 5 and 6	EW	Mar 17
4.1	Donna Bedlow leading on Reading/Phonics whilst Kathryn Murphy on Maternity Leave	DB	Feb 17
4.1	Donna Bedlow carried out Reading Moderation on Spring Term Data	DB	22 <sup>nd</sup> Mar 17
4.1	Donna Bedlow arranged for a Scholastic Book Fair in School	DB	16 <sup>th</sup> May 17
4.2	Paula Passey met with Parents and Children joining Nursery in April 17 as part of Early Identification	PP	22 <sup>nd</sup> Apr 17
4.3	Teachers given time to complete their Milestone Tracking Grid in school	ML	18 <sup>th</sup> Apr 17
4.3	School Admin entered the Milestone Tracking Information into the school's spreadsheet	ML	18 <sup>th</sup> Apr 17
4.3	Pupil Progress Meetings took place Week Beg 27 <sup>th</sup> April joined by Governors	ML	27 <sup>th</sup> Apr 17
4.4	Neil Bishop continues to work with Faye Pashby on the Pupil Premium Strategy	PP	29 <sup>th</sup> Apr 17
4.5	HT and DHT to arrange further training for teachers on the difference between Basic and Advancing	NL/FP	May 17
4.1	Donna Bedlow to review the Reading Clarity Document after the Reading Moderation staff meeting	DB	16 <sup>th</sup> May 17
4.1 & 4.3 & 4.4	Elaine Boyce to take in and analyse SEND intervention data for Spring term	EB	25 <sup>th</sup> Apr 17
4.1	Donna Bedlow to moderate Reading in HT5	DB	By 23 <sup>rd</sup> May
4.4	Faye Pashby held Pupil Premium Progress Meetings	FP	9 <sup>th</sup> May 17
4.3 & 4.4	Pupil Progress meetings were held for all classes Week Beg 3 <sup>rd</sup> Jul – RWM highlighted throughout	SLT	3 <sup>rd</sup> Jul 17

**Area of SEF: Effectiveness of Early Years**

**Priority 5: To develop children who are highly motivated and eager to join in; demonstrate curiosity, imagination and concentration and who are highly responsive to adults and each other**

Priority Leader: MT      Gov Com: Resources      Link Gov: Carla Foster      Cost of Priority: £3990

Objectives	Success Criteria	Specific Actions	Monitoring arrangements	Evaluation of impact on Pupil Progress?	Resources
<p>5.1. Develop our provision so that it is outcome based and meets the needs of the pupils</p>	<p>For all stakeholders to recognise and understand the move towards outcome based provision and the benefits it has for our pupils</p> <p>All staff to effectively use outcome based provision to improve outcomes for pupils</p>	<p>PL to lead training for teachers or to access training from the Local Authority based on effective provision (Sept 16')</p> <p>PL to produce effective planning formats for Outcome Based Provision so that teachers are able to plan for gaps and understand how to assess the children (Sept 16')</p> <p>PL to attend ABC conference in order to understand how to effectively provide provision that benefits the pupils (27<sup>th</sup> Nov)</p> <p>PL works with all adults in the EYFS to improve their ability to use observations to assess for small next steps that need to be in provision -Sept</p>	<p>LG to check that all teachers feel confident in the new outcome based provision through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Training received</li> <li>• Impact of ABC conf</li> <li>• Observation process</li> </ul>	<p><b>Updated 10<sup>th</sup> Jan:</b></p> <p>Marie lead training 1<sup>st</sup> week in Sept on a range of topics</p> <p>Outcome based provision is now in place and is becoming embedded</p> <p>Most adults in EYFS are becoming confident in assessing but there are three who require further training from Marie</p>	<p>Cost of Training £250</p> <p>Cost of Conf £390</p>
<p>5.2. Develop fine and gross motor skill development to aid in early writing</p>	<p>Provide a range of stimulating and engaging activities that will develop motor skills</p>	<p>PL and teachers to introduce Finger gym activities in all classroom through training or morning TA meetings (Sept 16')</p> <p>Training for TA's on development of gross and fine motor control and methods to support this (7<sup>th</sup> Sept)</p> <p>PL to lead training of the Use of outside provision in order to support boys gross and fine motor development including; changing area under the new canopy and mud kitchen - Sept</p>	<p>LG to check that all teachers feel confident in developing fine and gross motor skills through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Training received</li> <li>• Impact of morning meetings</li> <li>• Observing boys in outdoor provision</li> </ul>	<p>It is clear that Finger Gym activities are in provision and used daily by the children.</p> <p>Train for gross/fine skills has taken place but it now needs to be embedded especially for Boys Writing</p> <p>The outside provision needs to match the vision set out in the presentation after Finland and Sweden</p>	<p>Cost of Training £150</p> <p>Cost £200</p>

<p>5.3. Ensure the higher attaining pupils are provided with opportunities to extend their skills and knowledge</p>	<p>The % of children assessed at the end of EYFS is higher than the % of children assessed at exceeding ARE on entry to Reception</p>	<p>Pupils who are attaining highly in EYFS to be identified through baseline assessment in Sept 16'</p> <p>Teachers through assessment and planning, provide opportunities to extend the skills and knowledge of the Higher Attaining children</p> <p>PL to monitor the provision for HA children during Drop Ins, Learning Walks and Lesson Observations (Weekly)</p> <p>PL through training and moderation activities to ensure all Nursery staff to be aware of 40-60 band, what it looks like and who is expected to get there.</p> <p>PL through training and moderation activities to ensure all Reception staff know what Exceeding looks like and the children who are expect to get there. Training on 19<sup>th</sup> Oct</p>	<p>LG to check that provision for HA is effective through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Which children were above ARE on baseline?</li> <li>• What is in place to challenge them?</li> <li>• How many are on track to be above ARE by end of EYFS?</li> </ul>	<p>From the Pupil Progress Meetings it is vital that all adults know the names of HA children and the Questions and Activities you can ask to challenge them</p> <p>Need to make sure that challenge areas are present in provision and children who do not choose to access them are directed to them</p>	<p>Cost of Training £250</p> <p>Cost of Training £250</p>
<p>5.4. Increase the links between school and home</p>	<p>Parents are encouraged to be part of their child's education through activities at school and greater links with home</p>	<p>PL to work with class teachers to ensure that we publish the online assessments of children monthly using Early Essence (1<sup>st</sup> of each month)</p> <p>PL to ensure we gather the views of the parents and build this into our assessment through the use of Early Essence</p> <p>PL to work with Carrie Parish (PSW) to organise and promote 'Stay and play sessions' for Nursery and Reception families</p> <p>PL to work with Jane Wilson (SENCo) to ensure parents of specific children with SEND have an input into the assessment process</p> <p><b>Developing stronger home/school links are a key Priority in the PP Strategy document. See desired outcome G on Page 8 of the document for details.</b></p>	<p>LG to check that parents feel part of their child's education through visiting the unit and discussing with a small group of parents;</p> <ul style="list-style-type: none"> <li>• Their experience of Early Essence</li> <li>• How the school uses their information</li> <li>• Their experience of Stay and Play</li> <li>• If their child has SEND; their experience of school's support</li> </ul>	<p>Only 25% of parents access Early Essence at home. School to set up lpad during drop off/pick up and stay and play so that parents can check their child's progress</p> <p>Children of the 75% parents not accessing need only have 2 published observations per month</p> <p>Carrie Parish to work more closely with Nursery as part of her Performance Management</p>	<p>Cost of Early Essence £1500</p>

5.5. Improve the transition from Nur to Rec and from Rec to Y1	Children are happy and motivated to move to the next stage in their learning	<p>Through 'Stay and Play' and information sessions, ensure parents are aware of key changes in the type of provision their children will be accessing and the possible effects on children (Stay and Play – Monthly, Information Sessions May and June 2017)</p> <p>Teachers and Key Workers to use SEAL and social stories to support transition during the Summer term</p> <p>Staff are released to spend time with the children they will be supporting the following year so children are aware of who they are</p>	<p>LG to check that all teachers feel confident in transition through visiting the unit in the summer term and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Activities put in place to aid transition</li> <li>• Experiencing a changeover day</li> </ul>	Stay and Play is happening but needs to be monthly and with the support of Carrie Parish	
5.6. Develop the outdoor provision	<p>Using the information from Sweden/Finland</p> <p>Develop the outside provision so that it focuses on the Prime areas of learning</p>	<p>PL and adults in EYFS to use the new canopy to support role play and creative activities outside that are focused on supporting the prime areas</p> <p>To use natural materials to support imaginative play in outdoor provision</p> <p>PL to support adults in knowing when to allow time for children to extend own play and when to support to move learning on (Sept 16')</p>	<p>LG to check that all teachers feel confident in outdoor provision through visiting the unit and discussing with the adults;</p> <ul style="list-style-type: none"> <li>• Training received</li> <li>• Impact of canopy and natural materials</li> <li>• Observation process</li> </ul>	Maxine Lonergon to access the presentation to governors given after Finland and Sweden and to work so that actions detailed on presentation begin to take place	Cost of Resources £1000

Linked to objective:	Evidence collected	Staff Initial	Date
5.1	Training on afternoons of the first week on Provision, Gross/Fine Motor and HA children	MT	10 <sup>th</sup> Sep 16
5.4	Link to Early Essence (computer programme that shares observations with parents) added to website	ML	7 <sup>th</sup> Oct 16
5.1	Marie Turner attended ABC conference	MT	27 <sup>th</sup> Nov 16
5.1	Effective planning formats are in use and evidenced on Learning Walk carried out by ML	ML	10 <sup>th</sup> Jan 17
5.1	Marie Turner has identified 3 new or inexperienced staff that still need support with observations	MT	10 <sup>th</sup> Jan 17
5.2	Finger Gym activities in provision clear in evidence from Learning Walk	ML	10 <sup>th</sup> Jan 17
5.3	Challenge tables in provision – going for gold – to stretch the HA children	MT/MLo/AB	10 <sup>th</sup> Jan 17
5.3	From Pupil Progress Meeting all EYFS are aware of HA children and activities to use with them in provision	MT/MLo/AB	11 <sup>th</sup> Jan 17
5.3	Discussions between Marie Turner & Martin Lumb on Learning Walk re 2 levels of challenge on planning	MT/ML	10 <sup>th</sup> Jan 17
5.4	Marie Turner to have Ipads ready at drop off, pick up and stay and play for parents to access EE	MT	11 <sup>th</sup> Jan 17
5.5	Stay and Play sessions happening monthly in EYFS	MT/MLo/AB	Monthly
5.1	Phase 1 phonics training for all staff from early years consultant	MT	10 <sup>th</sup> Mar 17

5.1/5.3	Andrea Bracher and Maxine Lonagaon attended Focus education training on provision	MLo, AB	Nov 16
5.1/5.3	Mare Turner & Maxine Lonergan attended training on effective provision for expected and Exceeding	MT, MLo	Jan 17
5.1	Andrea Bracher and Maxine Lonagon to visit Hollybush primary to see objective lead planning	AB, MLo	3 <sup>rd</sup> Mar 17
5.2	Maxine Lonagon attended training with ABC does on outside provision	MLo	3 <sup>rd</sup> Feb 2017
5.3/5.4	EYFs evidence trawl	MT	28 <sup>th</sup> Feb 17
5.4	Raffles run to encourage parents to input on to early essence.	MT	26 <sup>th</sup> Jan 17
5.4	CP invited to all stay and play and new starter session.	MT CP	14 <sup>th</sup> Feb 17
5.4	CP welcoming parents weekly.	MT, CP	Weekly
5.5	Held open sessions with adults and laptops for parents to apply for school places.	MT	9 <sup>th</sup> Nov 16
5.6	Canpies clear space for early gross motor control and health and self care dressing.	MT, MLo	From Jan 17
5.1	Time spent with RW to support observation	MT	3 <sup>rd</sup> Feb 17
5.1	Support with AB on using graphs and trackers in Early Essence	MT	20 <sup>th</sup> Mar 17
5.1	Support for AB with construction and Small world provision	MT	16 <sup>th</sup> Feb 17
5.1	Support for AB on Provision in literacy	DB	18 <sup>th</sup> Mar 17
5.1	Support for JB and AH on parents evening, and next steps	MT	17 <sup>th</sup> Mar 17
5.2	Discussion with MLo and AB on fine motor control and finger gym activities	MT	26 <sup>th</sup> Jan 17
5.2	Staff meeting on real PE and discussion on PD through outdoor learning	MT	18 <sup>th</sup> Mar 17
5.3	Writing moderation	MT AB MLo	21 <sup>st</sup> Feb 17
5.4	Stay and Play set up monthly	MT AB	8 <sup>th</sup> Feb 17
5.4	Cinema Voucher offered to support parent contributions	MT	22 <sup>nd</sup> Feb 17
5.4	CP joined in new parent meetings for nursery new starters	MT CP	16 <sup>th</sup> Mar 17
5.5	Stay and Play set up monthly	MT AB	8 <sup>th</sup> Feb 17
5.5	Peer to peer drop ins	MT, AB, MLo	Feb 17
5.6	MT carried out drop ins on TA staff to support play	MT	19 <sup>th</sup> Jan 17
5.6	Movement play areas established outside	MT	21 <sup>st</sup> Feb 17
5.6	Natural resources purchased for supporting Maths outside	MT	21 <sup>st</sup> Feb 17
5.6	Additional den making resources and space to support role play outside	MT, MLo	22 <sup>nd</sup> Mar 17
5.1	Training from SALT on intensive interaction	Nursery staff	12 <sup>th</sup> May 17
5.1	All staff team teach qualified	All Staff	May 17
5.6	MLo created shared planning format for nursery and Reception for outside area	Mlon	2 <sup>nd</sup> May 17
5.3	Support through morning meetings on 40-60 expectations	MT	May 17
5.4	Stay and Read in Nursery and Reception	MT, AB, MLo	23 <sup>rd</sup> May 17
5.5	Transition date set	MT ML	10 <sup>th</sup> July 17
5.5	Transition support meetings held for SEND children	MT JW	June 17
5.5	Walks around school and into Reception classrooms for required children	Nursery staff	Jun/Jul 2017
5.4	CP supporting key families with behaviour in nursery	MT, CP	June 17