

## School Development Plan

Sandringham Federation of Church of England Primary Academies

**Sandringham and West Newton CE Primary Academy September 2020-August 2021**

UPDATED MARCH 2021

***‘Live together, Learn together, Play together’***

**Our Academy Vision**

We create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop the love of learning. Through partnership with parents and the community we will help children reach their full potential.

**We do this through:**

* Developing a sympathetic understanding of the Christian faith and a respect for the other major world religions
* Aiming for the highest possible standards of work and behaviour
* Promoting positive relationships with parents, the Church and the wider community to enable us to provide the best possible learning experiences for our children
* Sustaining a broad and balanced curriculum which meets the needs of our children and promotes their spiritual, moral, cultural, mental and physical development
* Providing a welcoming, stimulating, safe and comfortable environment in which all children have equal opportunity for success and are fully supported so they can reach their full potential
* Encouraging our children to develop personal independence, so fostering an attitude of love and respect towards others and towards God’s world

  

**Data Context for 2020-2021 School Development Plan**

No statutory tests were taken in the 2020 academic year due to the Covid pandemic. In order to inform our proprieties and actions for the forthcoming year, we will be acting on information from a number of sources. These include:

* Our data at the last data entry point – End Autumn 2020
* The previous year’s (2019) actual data and trends.
* The information from our Autumn Transition package and PIXL tests, which focusses on identifying gaps in learning.
* Priorities indentified by the Trust for the region – Arithmetic and using and applying in maths, Writing and Phonics.

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| Autumn 2020  Subject > | Reading | Writing | Maths | Combined  R/W/M | Target | Gap to target |
| Year and number in cohort |
| GLD 2019 National 72% |  |  |  |  |  |  |
| Reception 11 = 9% per pupil start year | 9 | 45 | 54 |  |  |  |
| Reception End Autumn GLD | 36 | 45 | 63 | ELG 9 | 63 | 54 |
| KS1 2019 National | 75/25 | 69/14 | 75/21 | 65/11 |  |  |
| Year 1 attainment  10 = 10% per pupil | 40/0 | 40/0 | 50/0 | 40/0 | 50/10 | 10/10 |
| Progress from previous key stage | 1.2 | 1.2 | 0.7 | 0+ | 0+ |  |
| Year 2 attainment  13= 7% Per pupil | 61/7 | 54/0 | 69/7 | 38/0 | 77/23 | 39/23 |
| Progress from previous key stage | 0.23 | 0 | 0.62 | 0+ | 0+ |  |
| National KS2 2019 | 73/27 | 78/20 | 79/26 | 65/10 |  |  |
| Year 3 attainment  12 = 8% Per pupil | 58/16 | 58/0 | 58/16 | 58/0 | 67/16 | 9/16 |
| Year 4 attainment  14 = 7% Per pupil | 78/35 | 78/0 | 64/28 | 64/0 | 78/21 | 23/21 |
| Progress from previous key stage | -0.33 | -0.47 | -0.27 | 0+ | 0+ |  |
| Year 5 attainment  13 =8% Per pupil | 69/15 | 61/8 | 61./23 | 38/0 | 85/23 | 47/23 |
| Progress from previous key stage | 0.85 | 0.46 | 0.62 | 0+ | 0+ |  |
| Year 6 attainment  9=11% Per pupil | 66/44 | 88/11 | 66/22 | 66/0 | 88/33 | 22/33 |
| Progress from previous key stage | 0.44 | -0.22 | -0.33 | 0+ |  |  |

**Key Themes from PREVIOUS YEAR - 2019 KS1 and 2 SATS Question Level Analysis/GL Assessments/PiXL:**

**Maths:**

* Overall results at both KS are strong 92% at KS2 and 75% at KS1. However progress measure for maths is still the lowest of the 3 core subjects at -1.3, – focus needs to be on continuing the rate of progress through to the end of KS2, particularly those that achieve GDS at KS1.
* Children are good at arithmetic scoring in line with national or higher. We need to maintain the focus on securing times tables early especially with the introduction of Multiplication test from 2020/21 in year 4.
* Only specific weakness measurement – 17% and geometry -21% compared to NA on some questions – will form a focus of Maths BIF.

**Reading:**

* Reading is a strength of the school 100% at KS2 and 50% Greater depth standard.
* Only area of weakness making comparisons to the text -9% from QLA (although this was an improvement on -20% on QLA in 2018 data).
* Development area – need to ensure enough lower end Phonics based books available in KS1.

**SPAG:**

Generally strong results 92% at end of KS2

**Areas of weakness from KS2**

* Grammatical terms/word classes need to improve -21% on QLA
* Combining words/phrases/classes poor -44% on QLA
* Spelling needs to improve -13% on QLA

**Key Themes from Key Data 2019:**

* Maintaining EYFS as a strength with strong results - 75% in 2019.
* Maintaining Phonics (y1) as a strength with better than national results (trend over time).
* Maintain strong KS1 results – ensure higher standard (GDS) in R/W/M combined and Reading alone improve to in line with National.
* Improving progress scores from KS1 to KS2 in Maths to be in line with Reading and Writing and at least at expected progress measure 0+
* Improve attainment and progress of middle and higher prior attainment groups across core subjects.
* **Key Themes from Autumn Transition PIXL and Teacher assessment End Autumn 2020:**
* **Stamina for writing – and development of Greater Depth**
* **Basics of punctuation, handwriting**
* **Continuation of key arithemtic skills**

**School Key Priorities As part of the Federation with Flitcham Primary Academy, both schools will work together. The strength of working in partnership to develop staff and enrich the pupil experience and learning opportunities will be a priority for this academic year and will be a thread through all school development activities.**

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| **Priority 1 related to : Quality of education - curriculum focus:**  All stakeholders are involved in pupils’ learning and we will ensure that all of our decisions ensure that the curriculum is coherently planned to be both ambitious and broad, giving all pupils the skills, knowledge and cultural capital, they will need to succeed in their future lives. In order to achieve this, we will focus on three key areas :-  **Our key priorities for this year are as follows:-**   * **Implement the school’s recovery curriculum following the Covid 19 pandemic, ensuring it is effective in meeting the social, emotional and academic needs of all pupils so that they return to school and achieve successfully.** * **To improve pupils’ arithmetic and using/applying skills in KS2 so that they are achieving at least in line with their national Pixl group.** * **Develop and use a coherent programme for writing that is coherent, progressive, ambitious and engaging, ensure that pupils achieve at least in line with their peers nationally at both expected and greater depth. Ensure that pupils with SEND make at least good progress in writing.**   **Intent:**  **Background**  At Sandringham Federation of Schools, our vision and values underpin everything we do and in turn shapes the curriculum. All stakeholders worked together to decide on a parable to link our vision to. We all chose the ‘Parable of the Sower’. It was felt by all and the children especially, that they are the seeds of the future, being nurtured by everyone in the school community. We see education as a life long journey, for our pupils and our staff. Our aim is to prepare pupils with all the skills needed for life, ensuring they become well-rounded individuals, both academically, emotionally and spiritually. Both of the schools in the Federation are set within the natural beauty of the Sandringham Estate in rural Norfolk. We draw on the beauty of our natural surroundings to inspire our curriculum, whilst also ensuring children are inspired to experience life outside of Norfolk, by showing them the wider world and everything it has to offer. We believe in developing the whole child through a creative, purposeful curriculum , full of inspiring experiences, which encourages them to develop a curiosity in God’s creation. We wish our children to leave us , well prepared for the next stage in their education, with a rich vocabulary and having achieved a progression of skills throughout our rich curriculum, where information and learning is embedded into long term memory and can help inform their next stage of their education. Our Christian values are central to our school community and we focus on these as part of every day. We focus on one core value for each half term and for this year these will be Hope, Perserverance, Respect, Friendship, Courage and Compassion.  Our theme is Live together, Learn together, Love Together. Our intent is to provide meaningful experiences throughout a broad and rich curriculum that encourages pupils to explore, develop and refine skills and discover hidden talents.  **Implementation :**  **Our priorities will be implemented with the following strategies**   * Plan, implement, monitor and evaluate a recovery curriculum. Ensure it meets the social, emotional/wellbeing needs of pupils and addresses the gaps in knowledge in reading, writing and maths so that pupils can rapidly access the national curriculum for their year group and progress well. * Develop pupils’ arithmetic and using and applying skills through systematic teaching of well-planned and sequenced lessons. * Design a coherent programme to address gaps for writing at expected and greater depth across the curriculum.   The BIF (Bite – sized Improvement Focus) approach to school improvement allows the whole school community to work on improving focus elements together. This year focus projects include :-   * Autumn 1 - A Recovery curriculum to support the full return to school – incorporating the launch of our new PATHS school status and baseline assessment and diagnostic testing using the PIXL material to ascertain gaps ini learning and plan the path moving forward. * Autumn 2 – The implementation of a catch up programme for pupils, specifically indentified as requring extra support, both academically and / or emotionally, as a result of the school closures and pandemic. * Spring 1 - Writing focus - incorporating, Federation writing competition and vocabulary/spelling focus – not completed – school closed until week 9 of Spring term. * Summer 1 - Inspirational People week – with links to careers day * Summer 2 – Science Ogden Trust Project.   Federation Learning Together Days, clubs, local visits are used to expand the curriculum further and build links within the local community and further afield. Collaboration between the Federation staff of both schools means expertise is easily shared and staff support each other.  Work towards Nationally recognised awards which expands the curriculum further e.g. Arts Mark for this year.  As the school has mixed-age classes, planning is reviewed annually and planned on a two-year rolling programme. We wish to raise pupils’ aspirations and ensure that both visits and visitors expose children to the huge variety of opportunities the world has to offer.  **Impact:**  All learners develop a detailed knowledge and skills across the curriculum and as a result pupils achieve well. Children have a wide vocabulary and develop a progression of skills through a subject and across subjects, so that embedded learning takes place.  In respect of National tests, pupils achieve in line with or above National averages at EYFS/KS1 and 2. PIXL QLA analysis is used to inform the next stage in teaching, so that gaps are closed quickly. There is a specific focus on ensuring progress between EYFS/KS1 and KS2 is maintained.  Our curriculum approach ensures learners develop into resilient learners, with a strong sense of self, aspiration and with key life skills. We educate to create a life-long thirst for learning, encouraging our pupils to reach higher and aspire to be the best that they can be. We strive to ensure pupils are well prepared for the next staged in their education. |
| **Priority 2 related to: Behaviour and attitudes:**  Our Pivotal behaviour policy focuses on ensuring pupils develop positive behaviours for learning and for life. Relationships between staff and pupils is relentlessly positive and respectful, The 3 school rules of Ready, Respectful, Safe are adhered to by all.  Focus areas for this year are;   1. To maintain and promote ‘The Pivotal Approach’ behaviour programme, by ensuring staff use the weekly tips and develop and use a reward display. 2. Ensure that the Christian values are lived out in the daily life of the school. 3. High expectations for good attendance and punctuality are pursued for all pupils and celebrated. 4. To ensure that our pupils are aware of the wider world, including the Black Lives Matter agenda, different cultures, inspirational experiences. |
| **Priority 3 related to: Personal development:**  This year we will be focusing on 3 core areas;   1. Development of a whole school approach to wellbeing, using the PATHS strategy and resources. 2. Promotion of British Values, to prepare learners for life in modern Britain – including making links to our Christian values e.g.: an understanding of Service and how we can equip our pupils to contribute to society positively. To promote a suite of Personal Development goals using the Chris Quigley Essentials Curriculum including, perserverance – not giving up and working hard, confidence, communication and understanding others, resilience, pushing themselves, being imaginative, improving themselves. 3. Launch of the new RSHE curriculum and refresh of the PSHE curriculum. |
| **Priority 4 related to: Leadership and management:**  This year we will be focusing on 3 core areas;   1. To embed subject leadership across the Federation, including embedding new staff and providing appropriate support and CPD to ensure staff have the required skills to lead subjects and are supported. 2. To plan opportunities for middle leaders to be able to monitor their subjects across the Federation actively, ensuring there is skill progression and the curriculum is covered in a board and rich way, encouraging pupils to develop a rich vocabulary and broad understanding of individual subjects. 3. To ensure subject leaders across all curriculum areas are confident to present their subject to a varierty of audiences, including parents, governors, AGEP, Ofsted through interviews and workshops. |
| **Priority 5: related to EYFS provision:**  This year we will be focusing on 2 core areas;   1. Creation of a new nursery provision working in conjunction with the local Preschool to provide enhanced provision for the local area. 2. Developing enabling environments through the use of “In the moment planning and Anna Ephgrave techniques’. 3. To ensure the smooth transition of the 2020 Reception cohort to year 1, given the missing summer term, by adjusting the year 1 learning environment and curriculum. |

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| |  | | --- | | Quality of Education (incorporating Teaching and Learning) CURRAssessment and Outcomes) |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?**  **Implementation** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person**  **Leading** | **Milestones** | **RAG/Evidence and Evaluation** | | 1.1 | **To ensure the consistency of practice so all is Good or Better** | 1. Weekly teaching and learning meetings which build on identified areas of need 2. Frequent learning walks and drop-ins to gather evidence on all areas of Quality of teaching 3. Ensure staff have opportunities to attend in house or external CPD. | * 100% of teaching and learning will be Good or Better * CPD for professional development will be self-perpetuating with staff seeking on-going support from colleagues and some external courses. * **IMPACT – Consistently improved quality of teaching = accelerated progress** | SLT/EHT | Some CPD courses – release costs from class. | SLT | BY Autumn 2020 – 100% Good or better  By Spring 2021 increase % of OS teaching to 25% | **End of Autumn term 100% teaching is good.**  **Monitoring has been challenging due to class bubbles.** | | 1.2 | **All books to show clear progress from starting point and work matched to pupils needs**  **To also include a focus on presentation throughout curriculum.** | 1. PPA opportunities to work and plan together given to staff 2. Effective use of tracking system to identify further differentiation or support needed 3. Pupil feedback is useful and age-appropriate 4. Consistency across curriculum | * Consistency of expectations across year groups * Teachers regularly accessing PIXL and Pupil Progress Tracker to monitor the impact of teaching and learning on all groups within their class * Pupils are able to understand and use feedback and share that this is useful to them through pupil voice * **IMPACT – Improved Pupil Progress** | Subject Leaders with responsibility for Appraisal plus EHT | N/A | SLT | Autumn 2020– 100% Core good or better  Summer 2021 – 100% Foundation good or better | -End Autum Term pupils were asked about the feedback they receive through distanced marking.  -Pixl testing used to establish gaps after returning in September after covid restrictions. | | 1.3 | **To review timetabling to build in time to do 1:1 or small group consolidation/misconception work or feedback with pupils** | 1. SENDCo and teachers identify pupils needing support and plan intervention using PIXL and other material. 2. Short independent activities planned in 3. Use of support staff effectively when you have them 4. To provide staff with more time to support children with metacognition | * Pupils have a clear understanding of their areas of strength and development and are confident in their next steps * Pupils are able to work independently whilst teacher is completing focus/targeted work with identified students * SEND pupils have clearly focusses targets and make at least good progress * **IMPACT – Improved Pupil Progress** | SLT/SENCO | N/A | EHT/SENDCo | Autumn 2020– increased progress in vulnerable groups compared to Autumn starting points. | -Pixl data used to provide 1:1 or small group support both outside and within school hours.  -SEND pupils IEP’s updated and provision in place to support targets.  -This will be repeated due to Spring term lockdown. | | 1.4 | **To ensure full curriculum coverage within the academic year, supported by the use of knowledge organisers to support children’s understanding and retention and progression of skills is made both within a subject and between subjects.**  **To ensure children developed a broad and rich vocabulary.**  **To continue the use of Floor books to evidence children’s learning.** | 1. Teachers to ensure curriculum planning is broad and providing meaningful experience. 2. Knowledge organisers are used to promote learning including home engagement and inspiration for learning in new subject areas. 3. Subject leaders to monitor coverage 4. Children develop and retain a broad and rich vocabulary; key vocabulary is retained. 5. Use of London Fields support material for vocabulary 6. Floor books are in use and children can discuss their previous learning and relate it to new learning – making links. | * **IMPACT – Greater levels of pupil engagement and improved attainment** * **Greater parental engagement and opportunities for pre-learning.** * **Key vocabulary is embedded and progression is made across and within subjects.**   **Children retain into long term memory a broad and rich vocabulary**  **Children can relate what they have learned previously to new learning and make links.** | SLT  All curriculum leaders | N/A | EHT/Curriculum Champion/ HOS  Floor books shared with visitors and in class regularly. | On-going throughout year – termly review by subject leaders   * Supporteed by development in Curriculum Champions CPD. | -Curriclum is broad and balanced.  -Knowledge organiser sent out for some subjects.  -Subject leaders exploring ways of monitoring across schools as restricted due to COVID  -Vocabulary continues to be a focus  -Floor books regularly updated. | | 1.5 | **To ensure retrieval practice procedures are used to embed learning.** | 1. Teachers to receive training on retrieval practice. 2. Retrieval practice skills eg low stakes quizzes built into classroom practice. 3. Honmework tasks encourage parents to engage pupils in retrieval practice tasks. | * Children will enjoy their learning * Learninig will have stickability * Ability to make links between subjects and across the curriculum, will be enhanced, | SLT/Curriculum champion | NA – free resources Craig Barton material | Class teachers and SLT/AGEP  to monitor | Training in Autumn term  Practices embedded by Spring 2021 | Ongoing through staff meetings and CPD | | 1.6 | **To use electronic tracking system (Pupil Asset and PIXL) to ensure all teachers know the progress and attainment of all groups within their class – work with PIXL to support intervention.** | 1. Pupil Asset/PIXL tracker installed and being used effectively 2. Staff understand how to look at progress of groups within their class 3. To use for summative assessment on termly basis 4. Link assessment to pertinent intervention as needed. (PIXL) | * Pupil Asset /PIXL updated termly by all staff and group/subject progress and attainment feeds into planning * **IMPACT – Work even more closely matched to pupil needs and pupils and teaches more aware of pupil progress from starting points.** | SLT | On-going PA and PIXL subscription | Class Teachers | End Autumn 2020 all teachers familiar with PA/PIXL data sheets. | Pixl and PA updated at end aut term.Detailed analysis ensures issues identified and intervention support put in place. | | 1.7 | **To ensure accuracy of assessment and evaluation** | 1. All teachers will attend cluster and DNEAT moderations sessions throughout the year especially in writing and Maths. | * 100% of teacher will be confident in judging writing against ITAFS (Y2 and 6) and PIXL trackers from year 3-5 | EHT /Subject leaders | NA | Subject leaders E and M plus EHT | Termly from October 2020 | Y2 and Y6 teachers atteneded online DNEAT moderation in Maths and English. All year group teachers attend DNEAT knowledge sessions for sharing CPD, as well as NCC training sessions in E and M | | 1.8 | **To ensure that key themes from the assessments are used to inform teaching and learning** | 1. Analysis done and shared with staff 2. Planning ensures key areas of weakness i.e. teaching of spelling throughout school and basic arithmetic/times tables is improved. 3. Areas of weakness in reading comprehension addressed through PIXL. | * Teachers are more confident in areas to work on. * Intervention in small groups/whole class is used in conjunctions with the new PIXL resources to target weak areas | EHT/HoS | PIXL cost £1800 | EHT plus Maths/  English leads | In place by Half term October 2020– monitored throughout year. | Children receive weekly spelling and arithmetic tests in ks1/2  Pixl testing used to identify weakness in reading, SPAG and Maths. |  |  | | --- | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 1.9 | To ensure the gaps for identified vulnerable groups are narrowing/closing | 1. Pupil Asset will clearly identify for staff how all groups of pupils in their class and sets are performing – staff to check regularly 2. Regular 1:1 pupil progress meetings take place to hold staff to account for pupil performance and to focus on vulnerable group gap closing 3. Clear tracking of impact of intervention groups for SEN and Pupil Premium | * Teachers will have checked group attainment and progress regularly – half termly and use this to inform planning * 1:1 pupil progress meetings will take place for all teaching staff every half term to discuss focus pupils in key under-achieving groups including Sen and More able. * SEN pupils will have measurable targets. * The impact of SEN and Pupil Premium spending will be clearly measurable * **IMPACT – Closing the attainment and progress gaps for all** | EHT/SLT/  SENCO | N/A | EHT | Termly impact report for SEN and Pupil Premium presented at SLT  Dec 20  March 21  July 21 | **Pupil progress meetings have been used to identify vulnerable groups and 1:1 or group support provided within and outside school hours.**  **SEND/PP intervention being tracked** | | 1.10 | To ensure the attainment and progress of pupils at end of KS1 and KS2 SATs exceeds National Average (including combined R,W and M)  And to ensure that pupils make good or better progress in core subjects. | 1. On-going discussions with staff as to the current predicted status and evidence – using PIXL trackers/PA 2. Use of raising standards groups for identified pupils 3. 1:1 tutoring for identified pupils 4. SATs Club for KS2 starting in January and running to May | * Any under-achieving group or pupils will have a programme in place to accelerate progress * Termly review of evidence and statistics will be closely reviewed and additional support put in as needed * Whilst all pupils will be invited to SATs club – additional personalised letters/phone calls to parent(s) of target pupils to ensure they attend * **IMPACT – Attainment and Progress for KS1 and 2 in line with National 2019 and progress measures improve from 2019 results.** | SLT | N/A | Subject leaders and EHT | Termly impact report presented at SLT and support revised as required  Dec 20  March 21  July 21 | 1:1 and small group interventions carried out through aut term.  SATs cancelled due to COVID |  |  | | --- | | Behaviour and attitudes |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 2.1 | To maintain and promote the consistent use of The Pivotal Approach behaviour programme | 1. All staff to use the weekly tips 2. Rules – Ready/Respectful/Safe in use by all 3. Reward display and recognition board actively in use in all lessons. | * Maintain low numbers of reported incidents * Children speak confidently about the rules and are able to explain how they are applied at SAWN * Recognition Boards in classrooms will be populate and this is ever-changing * **IMPACT – Behaviour for learning is good, children are engaged and respond positively to adults** | SLT | N/A | EHT/HoS | Termly review of behaviour incident logs | -Low incidents of poor behaviour reported.  -Pivitoal boards in each classroom.  -Learning behaviours took time to re-establish after home learning. | | 2.2 | To promote the School’s Christian values through weekly collective worship, with a focus on one value per half term and ensure the values are lived in the daily life of the school. | 1. Values assemblies are in place and class teachers link to the Christian values in all learning opportunities in class and on the playground. 2. Use Roots and fruits material so all staff have ready resource, linked to Christian values and shared with incoming clergy. | * Values to remain in entrance hall to keep up high profile and be in all classes/shared areas * events * **IMPACT – Pupils understand the importance of Christian values and can relate them to their own lives.** | SLT | N/A | EHT/HoS | Termly review of impact through Ethos committee. | -Values have a high profile and shared with families through collective worship.  -All classes share the values.  -Collective worship being carried out in class bubbles using Roots and fruits materials. | | 2.3 | To promote Personal development goals | 1. Chris Quigley personal development goals are shared with parents and pupils. | * Childrens’ personal development is high profile and achieving goals is rewaqrded with a bronze/silver/gold badge system | SLT/CT | £500 | EHT/GOVS | Regularly celebrated in sharing assembly | -Some children have achieved badges for their personal development achievements. | | 2.4 | To promote and celebrate good attendance and punctuality | 1. Introduce an incentive for the class with the best attendance e.g. an extra playtime for the winning class 2. Celebrate 100% attendance each term 3. Timely follow-up on absentees and persistent absenteeism in accordance with the Attendance Policy | * Whole school attendance will be in line with or better than national (<95%) * **IMPACT – Academic performance is sustained at the best level it can be through children being in attendance at school <95% of the time** | SLT | N/A | EHT/HoS | Termly monitoring | -Develop class incentives and celebration of attendance  -Absent children are contacted quickly in accordance with policy. Attendance is overall good 97% on first day back after lockdown. |  |  | | --- | | Personal development |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 3.1 | To develop and embed the PATHS programme to promote emotional literacy. | 1. All staff to have training in September INSET 2. Staff to follow development programme throughout term, including baseline survey. 3. Pupils and families will be aware of PATHS. And it will be celebrated and evidenet in all classrooms. | * Children will enjoy being pupil of the day * of the year * Pupils will be able to understand their feelings and being to self regulate. * Parents will be able to use techniques at home to support recovery from the lockdown and behaviour. * **IMPACT – the children are more emotionally aware** | EHT | £2500 | EHT | Introduced at September INSET | -All staff attended INSET for PATHs  -Each class celebrates pupil of the day  -Baseline survey completed and programme being followed.  -All classes have a PATHs display. | | 3.2 | To develop pupil understanding of British Values | 1. Evaluate current teaching of British Values 2. Create a whole school display that reflects learning that has taken place 3. Encourage staff to record a page in floor books under the heading of British Values that can be added to throughout the year | * Teaching of British Values evident throughout the school | SLT | N/A | SMSC Lead | On-going throughout year | To continue to develop as part of curriculum. | | 3.3 | To launch the new RSHE curriculum | 1. Ensure all staff have training 2. Select and order appropriate resources which reflect the new curriculum 3. Provide an opportunity to share details of the new RSE scheme with parents | * RSHE delivered in accordance with new curriculum expectations * **IMPACT children are able to make accurate reflections about the different types of relationships that they see and keep themselves safe** | EHT/SLT | NA | EHT | By October 2020  Report to FGB through HT report | -Develop  Ensure in place for 2021. | | 3.4 | To celebrate cultural and religious diversity | 1. Highlighting and sharing key festivals and celebration 2. Ensure that development points from SIAMS inspection are addressed – such as visits/visitors. | * Pupils will have a greater understanding and appreciation of the cultural diversity within school * Pupils and families will all feel that their cultures are being equally understood and respected * **IMPACT – pupils will have a greater knowledge of cultural diversity.** | SLT | N/A | RE and SMSC lead | As per planned annual events  Plus linked to Learning Together days. | Continue-visits and visitors are currently allowed due to COVID  -All staff support black history month through teaching. |  |  | | --- | | Leadership and Management |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 4.1 | To embed the subject leadership structure to provide more secure, and sustainable leadership and monitoring of subjects, especially across the federation.  To ensure the progression of skills through a subject and that pupils make links between subjects.  To ensure that key concepts are mapped out against curriculum areas. | 1. Leaders meetings held regularly to ensure consistency of approach and expectation – all singing from the same hymn sheet 2. All subject leaders to be actively involved in monitoring their subject, through learning walks/work scrutiny etc. within school and across federation. 3. Progression of skills and subject coverage is clear. 4. 1:1 / groups sessions for   leaders to discuss any issues they may have.   1. Leaders can support other teachers by sharing the golden threads of their subject. | * Core leaders attend core moderation through DNEAT and PIXL conferences. * Middle and senior leaders are confident in executing their role and feel supported * School leadership at all levels is sustainable * Key concepts for each subject area are shared with all staff and pupils, enabling pupils to make links.   **IMPACT – More effective leadership at all levels and a sustainable profile for the school** | SLT/Curriculum champion | Included in DNEAT core offer/AGEP support | HOS and EHT  Curriculum Champion | All action plans to be reviewd for Autumn term, in light of changes to year.  December 2020  Any new practices agreed and implemented by end December 2020  Ongoing curriculum leader development work throughout year. | -co-ordinators of subjects are exploring ways of monitoring whilst remaining in their bubbles. | | 4.2 | Subject leaders promote a rich vocabiulary across all curriculum subjects | 1. Subject leaders share their own subject specific vocabulary list with all staff. 2. Vocabulary is introduced to pupils and explained. 3. Vocabulary rich displays are in each class for all subject areas. | * Pupils vocabulary will be developed in all subject areas. * Vocabulary in Tier 2 and 3 will be developed. * Developments in vocabulary will benefit all foundation subjects and also enhance writing in English lessons. | SL/Curriclulm Champion and English lead. | NA – on line resources and DNEAT core offer | English lead/Curriculum Champion | Subject leaders produce vocabulary list for each subject by end Autumn term | -Quigly Vocab shared with all teachers for most subjects.  -Staff meetings have focussed on tier 2 and 3 vocab. |  |  | | --- | | 5.EYFS |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 5.1 | To develop a new Nursery provision in conjunction with the local Preschool | 1. All plans now in place after project stalled during lockdown. 2. Liaison between Pre-school and school continue 3. New nursery pupils being to arrive November 2020 onwards. | * **New nursery will be up and running in November with afternoon provision.** * **Reception intake for September 2021 to be back to capacity.** | HT | N/A | SLT | Opening by November  2021 | **On going process – afternoons restarting after lockdown now in March. Changes in Pre school management have caused issues.** | | 5.2 | To embed the Anna Ephgrave In the Moment Planning | 1. Class teacher has training and implements new classroom environment | * **Classroom is revamped and becomes an enabling enviroment** | HT | £2500 | EHT/CT |  | **Developing well, although teachers was unable to attend real training due to covid** | | 5.3 | Liaison between EYFS and Year 1 is enhanced for September 2020 | 1. Due to the lockdown, modifications to the Year 1 start are made to allow for the missing term in EYFS. 2. Changes to the physical environemtn to create a more continuous provision offer are made for Autumn term. | * **Children will transition well into Year 1** * **Gaps will be closed quickly** | HT/CT | £1000 | CT | End of summer term into September. | **Working very well and year 1 teacher created separate plan for year 1** |  |  | | --- | | 6.Safeguarding |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 6.1 | To regularly develop and refresh staff knowledge and understanding of CP and Safeguarding | 1. Termly workshops available for staff to sign up to in order to refresh knowledge 2. Frequently revisited at all staff and TA/LSA/Office/Site meetings to keep high profile 3. Where any procedures are not followed to offer support and if needed to issue a management instruction letter | * Refresher sessions and workshops are in place and staff have been given the opportunity to attend or directed to attend * All staff follow all CP/Safeguarding procedures correctly using the correct forms/paperwork * **IMPACT – Outstanding CP/Safeguarding practices in place for our children and staff** | HT | N/A | SLT | Termly review with triangulation documents and discussions on what is needed provision wise | Training materials are hared with staff  -All CP and safeguarding proceedures followed. | | 6.2 | To ensure monthly CP/Safeguarding update meetings happen to ensure all have current knowledge of all active cases and concerns | 1. Monthly meeting dates are in place and are sacrosanct 2. All staff with responsibility for cases have current knowledge in case they need to deal with or attend meetings that are not their own caseload | * Monthly update meetings take place * All staff are confident to attend and work on cases which were not initially theirs as knowledge is there * **IMPACT – More effective communication with each other and other agencies as all have key information** | HT | N/A | SLT | Monthly – on-going | -Staff updates are provided.eg honour based violence and FGM this term. | | 6.3 | To implement new CURA online reporting tool for safe-guarding | 1. All DSLs and office staff to have training from Trust. 2. CURA system set up | * Sharing of concerns and information will be digitised and more4efficient. | EHT/HOS/Office | TBD Trust contract | Governors /SG/DSLs | Monthly and as needed | -All staff received CURA training  -CURA being used for recording Safeguarding concerns. |  |  | | --- | | Staff Well-Being |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 7.1 | To ensure staff feel valued - | Regular thanks in weekly newsletter/staff meetings | * **Staff feel valued especially when going above and beyond** | EHT | NA | EHt | Weekly | -Staff are thanked, hot lunches provided through Autumn term for free, well being fund used to purchase additional items eg coats/hoodies | | 7.2 | To adopt a regular drop in approach to monitoring through learning walks in all subjects to evaluate the Quality of Teaching and Learning | 1. To start all staff meetings with positive news/good practice sharing. 2. To ensure that drop-ins are limited to a maximum of 10-15 minutes unless there is a reason agreed to stay longer | * Staff feel they have some control over how often they are being visited and also have the option to show off what they are doing * Appraisal staff are able to gain the information they need to make judgements without teaching staff feeling over-whelmed * **IMPACT – Greater consistency of practice observed and staff well-being being taken into consideration** | SLT | N/A | Appraisers | On-going throughout year | **Drop ins have not been possible due to COVID**  **-** | | 7.3 | To have half termly staff social events | Arrange opportunities for staff to relax together and get to know partners at Sandringham too. | * Staff feel valued and have time to improve partnerships both in school and socially. | EHT | NA | All | Termly events | -Some staff attended Christmas Cream Tea.  Thank you from Gov ernors next week as full scale return. Cakes for all staff and children. | |
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