



South Gosforth First School

School Development Plan 2019-2020

South Gosforth First School Development Plan Priorities:

The following priorities have been devised and agreed by the staff and governors of South Gosforth First School. They take into account the school's self-evaluation, data analysis, current educational priorities and the beliefs and opinions of staff and senior leaders in school.

Priorities:

Priority 1 – To develop a cohesive, aspirational and engaging curriculum offer which enables pupils to achieve and excel academically, socially and emotionally.

Priority 2 – To develop a computing curriculum offer which enables pupils to become responsible, competent and confident users of information technology in the modern world.

Priority 3 – To be a physically and emotionally healthy school.

Priority 4 – To create engaging and inspiring experiences for pupils which stimulate their interest about the world.



Priority 1: To develop a cohesive, aspirational and engaging curriculum offer which enables pupils to achieve and excel academically, socially and emotionally

Strand	Action	Who	When	Cost	Impact / Success Criteria	% completed
1.1	<p><u>To use attainment data to inform areas of curriculum focus across school:</u></p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> To accelerate progress of all pupils in reading and writing (low baseline compared to previous years) To provide additional opportunities for low baseline boys to develop their communication and language To provide additional opportunities for pupils to develop their fine motor skills <p>Actions:</p> <ol style="list-style-type: none"> To introduce a 'core canon' of high quality texts in Reception which children 'internalise' and can manipulate to write their own texts. To introduce 'Talk For Writing' (Pie Corbett) elements in to teaching based around 'Story Mapping', 'Imitation', 'Innovation' and 'Independent Application' to increase the amount of pupils who are exceeding expectations in writing. RA to provide whole-school training to enable the Reception team to introduce these elements. The Reception team are to visit Grange First School to see how this works in the classroom. Introduce 'Mantle of the Expert' with a focus on developing vocabulary across all pupil groups. Introduce a focus on fine motor skills in quality first teaching alongside intervention for specific pupil groups. <p><u>Year 1</u></p> <ul style="list-style-type: none"> To increase the number of children achieving greater depth in writing To increase the number of boys achieving greater depth in reading, writing and maths To increase the number of pupils who achieve the expected standard in the phonics screening check 	<p>Reception Team</p> <p>Reception Team</p> <p>RA & Reception Team</p> <p>Reception Team</p> <p>Y1 Team & SLT</p>	<p>Ongoing</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Spring Term</p> <p>Ongoing</p>	<p>Cost of books</p> <p>Cost of books and resources</p> <p>Cost of cover supervisors and teacher time</p>	<p>Pupils will develop a repertoire of story structures which they have internalised and can draw upon to use in their own writing.</p> <p>Teachers will be upskilled in using a range of teaching strategies in reading and writing in order to maximise pupil progress.</p> <p>Pupils will use imaginative role play, using real life contexts to develop their communication and language skills.</p>	

<p><u>Actions:</u></p> <ol style="list-style-type: none"> To introduce a 'core canon' of high quality texts in Year 1 which children 'internalise' and can manipulate to write their own texts. To introduce 'Talk For Writing' (Pie Corbett) elements in to teaching based around 'Story Mapping', 'Imitation', 'Innovation' and 'Independent Application' to increase the amount of pupils who are exceeding expectations in writing. RA to provide whole-school training to enable the Year 1 team to introduce these elements. The Year 1 team are to visit Grange First School to see how this works in the classroom. Follow EEF recommendations for closing the attainment gap by focussing on quality first teaching and staff working with other schools to develop their own practice, alongside targeted small group interventions (middle attaining pupils in writing, middle attaining boys in reading and maths.) To focus on whole class teaching of phonics, with short, guided afternoon interventions for pupils who need extra consolidation. To introduce focussed daily 'guided reading' sessions for all pupils in class. An ambitious, engaging and well-sequenced curriculum will be taught in class with high expectations for all pupils. <p><u>Year 2</u></p> <ul style="list-style-type: none"> To increase the number of boys achieving greater depth in reading and writing To accelerate pupil progress in maths <p><u>Actions:</u></p> <ol style="list-style-type: none"> To introduce a 'core canon' of high quality texts in Year 2 to enable pupils to use these as models and 'magpie' vocabulary and language structures to use in their own writing. To introduce 'Talk For Writing' (Pie Corbett) elements in to teaching based around 'Story Mapping', 'Imitation', 'Innovation' and 'Independent Application' to increase the amount of pupils who are exceeding expectations in writing. RA to provide whole-school training to enable the Year 2 team to introduce these elements. The Year 2 team are to visit Grange First School to see how this works in the classroom. Follow EEF recommendations for closing the attainment gap by 	Y1 Team, CB & RA	Autumn 1	Cost of books	Pupils will develop a repertoire of story structures which they have internalised and can draw upon to use in their own writing.
	RA	Autumn 2	Staff meeting / Training day time	Teachers will be upskilled in using a range of teaching strategies in reading and writing in order to maximise pupil progress.
	Y1 Team	Autumn 2 / Spring 1	Staff time	Intervention groups will enable pupil groups to make good or better progress.
	Y1 Team	Autumn 1	Curriculum time	All children will be exposed to well-pitched phonics teaching which enables every ability group to make progress.
	Y1 Team	Autumn 1	Cost of books	All pupils will take part in daily guided reading activities which focus on teaching pupils how to read fluently, answer questions and read for pleasure.
	Curriculum & Y1 Team	Ongoing		
	Y2 Team & SLT	Ongoing		
	Y2 Team, CB & RA	Autumn 1	Cost of books	Pupils will be exposed to a number of high-quality texts which they can use as models in their own writing.
	RA	Autumn 2	Staff meeting / Training day time	Teachers will be upskilled in using a range of teaching strategies in reading and writing in order to maximise pupil progress.
	Y2 Team	Autumn 2 /	Staff time	Intervention groups enable pupil groups to make good or better

<p>focussing on quality first teaching and staff working with other schools to develop their own practice, alongside targeted small group interventions (pupils who are behind progress trajectory in maths and middle attaining boys in reading and writing.)</p> <p>4. Introduce termly 'coaching and mentoring' sessions with pupils so that both pupils can discuss what they are finding difficult and teachers can put specific plans in place to address any issues.</p> <p>5. To introduce weekly, focussed whole-class reading sessions for all pupils.</p> <p>6. An ambitious, engaging and well-sequenced curriculum will be taught in class with high expectations for all pupils.</p> <p>7. Pupils' progress in maths will be looked at half termly by teaching staff and SLT. Children who aren't on track to make at least expected progress from their relative starting points will receive targeted maths interventions.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> To increase the number of children achieving greater depth in writing, with a particular focus on boys <p><u>Year 4</u></p> <ul style="list-style-type: none"> To increase the number of boys achieving greater depth in reading and writing To increase the number of girls achieving greater depth in maths To increase the number of SEN children achieving expected+ in reading, writing and maths <p><u>Actions:</u></p> <p>1. To introduce a 'core canon' of high quality texts in Year 3 & 4 to enable pupils to use these as models and 'magpie' vocabulary and language structures to use in their own writing.</p> <p>2. To introduce 'Talk For Writing' (Pie Corbett) elements in to teaching based around 'Story Mapping', 'Imitation', 'Innovation' and 'Independent Application' to increase the amount of pupils who are exceeding expectations in writing. RA to provide whole-school training to enable the Year 3 & 4 team to introduce these elements. The Year 3 & 4 team are to visit Cragside School to see how this works in the classroom.</p> <p>3. Follow EEF recommendations for closing the attainment gap by focussing on quality first teaching and staff working with other schools to develop their own practice, alongside targeted small</p>	<p>Y2 Team</p>	<p>Spring 1</p>	<p>Spring 1</p>	<p>Cover supervisor costs</p>	<p>progress. All pupils will take part in daily guided reading activities which focus on teaching pupils how to read fluently, answer questions and read for pleasure.</p>
	<p>Y2 Team</p>	<p>Autumn 1</p>	<p>Cost of books</p>	<p>Pupils will gain a clear understanding from teachers about their strengths and how they can improve.</p>	
	<p>Curriculum & Y2 Team</p>	<p>Ongoing</p>	<p>Staff & SLT time</p>	<p>Targeted intervention groups will be in place for pupils which focus on their specific learning needs.</p>	
	<p>Y2 Team & SLT</p>	<p>Half termly</p>			
	<p>Y3 Team & SLT</p>	<p>Ongoing</p>			
	<p>Y4 Team & SLT</p>	<p>Ongoing</p>			
	<p>Y3/4 Team</p>	<p>Autumn 1</p>	<p>Cost of books</p>	<p>Pupils will be exposed to a number of high-quality texts which they can use as models in their own writing.</p>	
	<p>RA</p>	<p>Autumn 2</p>	<p>Staff meeting / Training day time</p>	<p>Teachers will be upskilled in using a range of teaching strategies in reading and writing in order to maximise pupil progress.</p>	
	<p>Y3/4 Team</p>	<p>Autumn 2 / Spring 1</p>	<p>Staff time</p>	<p>Intervention groups will enable pupil groups to make good or better progress.</p>	

	<p>group interventions (Y4 SEN pupils, Y4 middle attaining girls in maths, Y3 middle attaining boys in reading and writing.)</p> <ol style="list-style-type: none"> 4. Introduce termly 'coaching and mentoring' sessions with pupils so that both pupils can discuss what they are finding difficult and teachers can put specific plans in place to address any issues. 5. To introduce weekly, focussed whole-class reading sessions for all pupils. 6. An ambitious, engaging and well-sequenced curriculum will be taught in classes with high expectations for all pupils. 7. Progress of pupil groups will be looked at half termly by teaching staff and SLT. Children who aren't on track to make at least expected progress from their relative starting points will receive targeted maths interventions (Year 4) 	<p>Y3/4 Team</p> <p>Y3/4 Team</p> <p>Curriculum & Y3/4 Team</p> <p>Y3/4 Team & SLT</p>	<p>Spring 1</p> <p>Autumn 1</p> <p>Ongoing</p> <p>Half termly</p>	<p>Cover supervisor costs</p> <p>Cost of books</p> <p>Staff & SLT time</p>	<p>All pupils will take part in regular whole class shared reading sessions which focus on building reading stamina and comprehension skills.</p> <p>Pupils will gain a clear understanding from teachers about their strengths and how they can improve.</p> <p>Targeted intervention groups will be in place for pupils which focus on their specific learning needs.</p>	
1.2	<p><u>To ensure that the teaching of reading is prioritised to allow pupils to access the full curriculum offer:</u></p> <ul style="list-style-type: none"> • RA & CB to deliver whole school training on guided reading and whole class shared reading <p><u>Early Reading (Reception & Year 1)</u></p> <ul style="list-style-type: none"> • To ensure that the teaching of reading is clear, consistent and sequential across Reception and Year 1 in order to develop pupils' fluency, confidence and enjoyment of books. • To introduce daily guided reading sessions to enable staff to address gaps in pupils' learning and directly teach reading skills. • Ensure that early reading books directly link to pupils' phonics knowledge and develop towards / run alongside narrative texts. • Ensure opportunities for meaningful reading across the curriculum are fully explored. <p><u>Year 2, 3 & 4 Reading</u></p> <ul style="list-style-type: none"> • Introduce weekly whole class shared reading sessions which enable all pupils to access high quality texts from the 'core canon', expose all children to ambitious vocabulary and directly teach a range of reading skills. • Ensure opportunities for meaningful reading across the curriculum are fully explored. 	<p>RA & CB</p> <p>Rec & Y1 Team</p> <p>Ongoing</p> <p>Y2, Y3 & Y4 Teaching Team</p> <p>Ongoing</p>	<p>Autumn 1</p> <p>Autumn</p> <p>Autumn</p>	<p>Staff meeting / Training day time</p> <p>Cost of books</p> <p>Cost of books</p> <p>Cost of books</p> <p>Cost of books</p>	<p>Early readers will develop their fluency, confidence and enjoyment of reading and teaching staff will be able to readily identify any gaps in pupils' learning more readily – this should accelerate pupils' reading progress.</p> <p>All pupils will have access to high quality texts with ambitious vocabulary and will be directly taught comprehension and fluency skills by the teacher.</p>	

1.3	<p><u>Clearly establish the key aims and intent of the curriculum offer at South Gosforth First School:</u></p> <ol style="list-style-type: none"> The curriculum team are to lead staff meeting time with teachers to establish the key aims and intent of our curriculum offer. These ideas will then be condensed in to a set of key statements which clearly set out our purpose as a school and will be at the core of our curriculum design. Our curriculum design will be clearly centred around broad and balanced national curriculum expectations. 	Curriculum Team leading all teaching staff	Autumn 1	Curriculum team time	Staff will have worked together to establish a set of key aims and attributes / values which will be used to inform our curriculum design.	
1.4	<p><u>Establish a clear structure and cohesive sequence of curriculum objectives in all subjects and year groups across school:</u></p> <ol style="list-style-type: none"> The curriculum team are to lead staff meeting sessions for staff to work together to allocate objectives from all subjects to specific year groups. This will ensure that there is a clear progression of knowledge, skills and vocabulary and no repetition of concepts being taught across school. Subject leaders are to co-ordinate the allocation of objectives and sequence across school for their specific subject. Consistent long, medium and short term planning structures developed across school for each key stage. 	Curriculum Team leading all teaching staff	Autumn 1	Teacher time Teacher time	Staff in each year group will have a clear set of expectations for their curriculum across all subjects, with a clear progression of knowledge, skills and vocabulary. Consistent planning structures will be evident across school.	
1.5	<p><u>To incorporate elements within the curriculum which enhance levels of pupil engagement and make the best use of our resources and the wider school community:</u></p> <ol style="list-style-type: none"> Once the curriculum has been planned out for each year group, staff are to work together to add in additional elements and ideas which will enhance levels of pupil engagement and enjoyment. This could include 'topic hooks', practical elements and real-life contexts for learning, project-based learning, open-ended investigations, children following their own lines of enquiry, experiences for pupils, school visits and visitors and other enrichment opportunities. Staff will also think about the context of our school and what we can offer our pupils. This could include our school pond, the nature garden, Jesmond Dene, the metro, our locality, local businesses and the skillsets of our family community. 	Curriculum Team leading all staff	Spring 1	Teacher time	The curriculum in every year group will have opportunities for enrichment and enjoyment across all subjects in order to enhance levels of pupil engagement and make best use of our school's resources.	

	2. The curriculum team will then work alongside the enrichment team to ensure that the additional elements are appropriately placed within the curriculum and that staff have the appropriate resources that they need to access them.		Spring 2	Curriculum and enrichment team time	Staff will have the necessary tools and resources to be able to access enrichment opportunities for pupils.	
1.6	<p><u>To develop a consistent approach to assessment across the curriculum:</u></p> <ol style="list-style-type: none"> 1. The senior leadership team are to carry out research on different methods of assessment of reading, writing and maths – this will involve looking at models from other local schools as well as independent research in to different approaches. From this, the SLT will decide on a consistent method of assessment to be carried out in reading, writing and maths across school. 2. The curriculum team share new assessment system in a staff meeting and staff will be given the opportunity to explore the chosen approach and ask any questions about it. Clear expectations will be set here in terms of evidence which needs to be collected and when and how assessments will be recorded consistently in order to clearly identify pupil progress. 3. The curriculum team will visit St. John’s Primary (MoE Teaching School) in Benwell over the course of the academic year to see ‘Mantle of the Expert’ teaching and assessment approaches being used. 4. The curriculum team will then lead staff training on ‘Mantle of the Expert’ with other members of teaching staff and facilitate peer observations for them to see this approach in the classroom. 5. The curriculum team will then work with staff to incorporate ‘Mantle of the Expert’ in to topic planning in all year groups which will be used as an assessment tool in foundation subjects across school. The curriculum team will also share options for recording ‘Mantle of the Expert’ activities (‘floor books’, ‘book creator’ app, MoE books, etc.) 6. SLT to review and evaluate progress and attainment data with staff during termly performance management and pupil progress meetings and refine areas of focus and approaches used if appropriate. 	<p>SLT</p> <p>Curriculum Team & SLT</p> <p>Curriculum Team</p> <p>Curriculum Team</p> <p>Curriculum Team leading all teaching staff</p> <p>SLT</p>	<p>Summer 1</p> <p>Summer 1</p> <p>Termly</p> <p>Summer 1/2</p> <p>Summer 2</p> <p>Termly</p>	<p>SLT research time</p> <p>Staff meeting / Training day time</p> <p>Cover supervisor time</p> <p>Staff meeting / Training day time</p> <p>Curriculum team and teacher time</p> <p>N/A</p>	<p>A consistent, robust and evidence-based assessment system will be established across school in both core and foundation subjects.</p> <p>Teachers will be upskilled in using a teaching and assessment strategy which enables pupils to apply their knowledge and understanding in a range of real-life contexts (in foundation subjects.)</p> <p>Teaching staff will use attainment and progress data diagnostically to inform provision for pupils accordingly.</p>	



Priority 2: To develop a computing curriculum offer which enables pupils to become responsible, competent and confident users of information technology in the modern world

Strand	Action	Who	When	Cost	Impact / Success Criteria	% completed
2.1	<p>Audit of current software on computers and ipads and matching to curriculum expectations.</p> <p>Identification of resource needs</p>	AL	Autumn 1	Cover if required	Coverage and resources baseline established for the year.	
2.2	<p>Sign back with GEM (Julian Hughes) for support with curriculum design and the teaching of Computing</p> <p>Create a progressive scheme of work for Computing including digital arts, literacy and animation, coding/programming and computer science.</p> <p>Identify any additional resources required as curriculum develops.</p> <p>Develop ways of evidencing/recording computing skills and projects.</p> <p>Organise Parent Workshop on E-safety.</p>	<p>SLT</p> <p>Computing Team & SLT</p> <p>Computing Team & SLT</p> <p>Computing Team & SLT</p> <p>SLT</p>	<p>Sign up: Autumn 1</p> <p>Curriculum</p> <p>Ongoing for academic year – termly updates/ resource audits</p> <p>Spring 1</p> <p>Workshop: Autumn or Spring Term</p>	<p>GEM cost:</p> <p>Staff meeting / Training Day time</p> <p>Cover as required</p> <p>Staff meeting / Training Day time Part of GEM SLA</p>	<p>Have the support of the Gosforth Trust and GEM in ensuring curriculum and teaching matches the expectations of the National Curriculum and that this is inspiring the children within the whole SGFS curriculum provision.</p> <p>Produce a clear, challenging and progressive computing scheme of work with appropriate evidence collection to aid confident assessment against age related expectations.</p> <p>Computing work will be evidenced in a range of different ways to demonstrate clear breadth of study</p> <p>Ensure parent knowledge of e-safety is up to date in the current computing world (including social media) and addresses pupils' needs for the future.</p>	

2.3	To incorporate meaningful links with computing across the curriculum	Whole staff – AL and SLT to collate	Curriculum: On-going through year – termly updates.	Staff meeting time / Training Days	<p>A broader and more relevant computing curriculum for the children.</p> <p>A curriculum with strong cross-curricular links and more opportunities to apply skills in ‘real-life’ scenarios and projects.</p>	
2.4	Establish a computing extra-curricular club using ‘Digital Leaders’ (pupils from KS2) to help run it.	AL / PC	Spring Term 2020	Staff time	<p>Pupils are given the opportunity to develop and consolidate computing skills.</p> <p>An opportunity for the older children to apply and ‘teach’ the knowledge they have and extend their own capabilities, whilst developing the younger children’s skills.</p>	
2.5	Establish a larger presence on social media for SGFS through ‘Facebook’ and ‘Twitter’.	RA (+ whole staff eventually)	Academic year: 2019-20	SLT time	<p>Promote the work and experiences of the children at SGFS to their parents and carers in a more accessible and immediate way through social media.</p> <p>A further engaged and informed school community.</p>	



Priority 3: To be a physically and emotionally healthy school

Strand	Action	Who	When	Cost	Impact / Success Criteria	% completed
3.1	Healthy Eating Focus:					
	a. KS2 to run a healthy tuck shop as an enterprise project half-termly.	LM to lead	Half-Termly Event beginning in Spring Term 1	£50 for initial set-up. Profits made to be reinvested by the children	KS2 children understand healthy food choices and gain enterprise skills by running their own mini-business.	
	b. Parent Workshop on the importance of healthy packed lunches and how this can be achieved.	HWB Group to organise sessions	Spring Term	£10 for food options to share with parents	Packed lunches in school reflect healthy food choices. To be assessed by RA and JW.	
	c. Cookery lessons to take place in school around healthier choices.	HWB Group to purchase resources. All Staff to plan year group sessions	Throughout year	£100 to provide food preparation equipment e.g. chopping boards, utensils, bowls	Cookery lessons feature termly on year group planning and feature a range of healthy food options.	
	d. 'Healthy Eating Week' in school which includes age appropriate teaching of 'healthy eating'. During the week opportunities for children to share things they have made in school and for parents and children to make healthy food together.	HWB group to register for BNF Healthy Eating resources. Resources to be distributed to all Staff and parent and pupil voice collated to evidence event.	Summer Term (8 th -12 th June 2020 is BNF Healthy Eating Week)	£100 for ingredients plus voluntary parental contribution for parent/child sessions	Parent and children's comments reflect their increased knowledge of healthy food choices.	

3.2	<p>Get Active:</p> <p>a. 'Daily Mile' introduced across the school.</p> <p>b. Termly fitness challenge – Recorded to show progress over time. Parents to join in with the challenge if appropriate.</p> <p>c. Activity log (e.g. climb a tree, roll down a hill) given to each year group to complete – this will link with 'pupil passports'.</p> <p>d. Sports coaches to improve skills and introduce new sports.</p> <p>e. Sports coaches to build capacity of the staff – provide planning to staff and for each PE unit taught. Teaching staff are to 'team teach' alongside coaches rather than just observing.</p> <p>f. School to support 'Sports Relief' Day.</p>	<p>Lunchtime staff to support facilitation of 'Daily Mile' and HWB Group to monitor effectiveness</p> <p>HWB group to offer suggestions but each year group to plan their own fitness challenge to match P.E. teaching.</p> <p>HWB group to write activity log for each year group.</p> <p>KP</p> <p>KP</p> <p>HWB Group to sign up for resources and</p>	<p>To be introduced Autumn 1</p> <p>To be introduced Autumn Term 2</p> <p>Spring Term 2</p> <p>All children to access a sports coach during the year</p> <p>All teachers to team teach alongside a sports coach during the year</p> <p>13th March 2020</p>	<p>None</p> <p>None</p> <p>None</p> <p>To be paid from P.E. and sport premium funding</p> <p>To be paid for from P.E. and sport premium funding</p> <p>None</p>	<p>Children all take part in daily physical exercise 12.50-1pm.</p> <p>Physical activity is increased for children and families. Progress shown by completing baseline and then a final 'result'.</p> <p>Physical activity is increased for children and families. Photos to be displayed in school to celebrate achievements.</p> <p>Children are introduced to a range of sports by specialist sports coaches.</p> <p>Teacher's knowledge of P.E. delivery is increased (evaluations completed following sessions).</p> <p>School to raise money for Sports Relief.</p>	
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	g. Sports Day to follow a format which supports healthy competition and enjoyment.	to liaise with KP regarding events. KP and RA	9 th July 2020	None	Comments from parents and children reflect the success of the event.
3.3	<p><u>Emotionally Healthy:</u></p> <p>a. Join and access resources from TES to support Mental Health and Wellbeing.</p> <p>b. Introduce teaching programme to manage feelings and behaviour.</p> <p>c. 'Together Time' across school every Thursday morning (when there is no assembly) to support Emotional Literacy.</p> <p>d. Teachers and T.As to identify vulnerable pupils regarding their mental health and intervention support programmes to be arranged to support this group.</p> <p>e. Parent Workshop on supporting children's mental health.</p> <p>f. Wellbeing Committee in school to be established who are able to signpost staff to support (agencies, unions, council) as well as being a 'friendly ear'. The committee will also make use of a staff questionnaire to inform areas of focus for wellbeing going forward. Wellbeing committee to also facilitate social staff</p>	<p>LM</p> <p>LM and JF</p> <p>All Staff</p> <p>JF</p> <p>JF</p> <p>CB and AL</p>	<p>Autumn Term 1</p> <p>Autumn Term 2</p> <p>Autumn Term 1</p> <p>Throughout year</p> <p>Summer Term</p> <p>Autumn 1</p>	<p>None</p> <p>£100 for whole school resources</p> <p>None</p> <p>£50 for resources for interventions</p> <p>None</p> <p>None</p>	<p>TES resources shared with Staff to support provision for Mental Health and Wellbeing.</p> <p>Teaching programme in school for all year groups to manage feelings and behaviour at an age appropriate level.</p> <p>RA and JW to observe sessions in school. 'Together Time' reflected in class floor books.</p> <p>Vulnerable children in school list created. Intervention paperwork documents children accessing additional support and the outcome of this.</p> <p>Parents have increased knowledge of how to support children's mental health and know where to access resources if required shown by evaluations collected from session.</p> <p>Wellbeing Committee established in school.</p>

	<p>events to building relationships and support networks.</p> <p>g. Celebrate Mental Health Awareness Week with staff.</p>	CB and AL	<p>18th-24th May 2020</p> <p>(Mental Health Foundation)</p>	£50 to provide resources for Staff Wellbeing.	Staff are supported with their own mental health and wellbeing and are well-equipped to carry out their roles in school to the best of their ability.	
3.4	<p>Healthy Behaviour:</p> <p>a. Traffic light consistent behaviour system and policy introduced across the whole school from Reception to Y4. Policies changed to reflect this.</p> <p>b. Types of bullying (homophobic bullying, cyber bullying, bystander etc) are clearly identified and discussed with pupils in the PHSE curriculum in appropriate year groups. These types of bullying directly relate to 'red' behaviour on the traffic light behaviour policy.</p>	<p>RA</p> <p>Teaching staff</p>	<p>Autumn Term 1</p> <p>As appropriate</p>	<p>None</p> <p>None</p>	<p>Policy introduced to children in extended assemblies and classrooms. Consistent displays for behaviour ('traffic lights') are up around school and classrooms and referred to all the time. Policy is followed consistently across school and evidenced by behaviour learning walks completed by school staff, A.P. and governors.</p> <p>Pupils will understand different types of bullying, their severity, their possible impact on others and their consequences.</p>	

3.5	Healthy School: a. PSHE Lead to attend 'Healthy School' forum meetings leading to possible application for 'Healthy Schools Status' and networking about initiatives occurring in Newcastle.	LM to attend 'Healthy School' forum meetings.	24 th October 2019 12 th February 2020 20 th May 2020	None	LM to investigate 'Healthy Schools Status' and to liaise with professionals supporting 'Healthy Schools' in Newcastle in order to enhance provision in school.	
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Priority 4: To create engaging and inspiring experiences for pupils which stimulate their interest about the world

Strand	Action	Who	When	Cost	Impact / Success Criteria	% completed
4.1	<u>To carry out an 'enrichment audit'</u> Carry out an extensive enrichment audit, involving pupils, staff, families and governors which focuses on all areas of school life, in order to establish where there are 'gaps' in the range of experiences offered to pupils. Use the enrichment audit to build in a wider range of enrichment opportunities for all pupils across school.	Enrichment team leading staff and key stakeholders Enrichment team & SLT	Autumn 1 Autumn & Spring Term	Staff meeting time Teacher time	School will have collated a comprehensive list of enrichment experiences which school currently offer, running alongside key areas where school need to provide further opportunities for pupils. Pupils will have opportunities to experience a wider range of enrichment activities across school.	
4.2	<u>Establish a set of South Gosforth First School entitlement and opportunity statements for all pupils</u> Pupils, staff, families and governors are to create a list of key enrichment experiences which all South Gosforth First School pupils are entitled to access throughout their time in school. This will be alongside enrichment opportunities which are available to pupils, but not everyone will necessarily take part in.	Enrichment team leading staff and key stakeholders	Autumn 2	Staff meeting / Training day time	Entitlement and opportunity statements will be clearly established for pupils and will inform provision in school.	

4.3	<p><u>To incorporate enrichment activities within the school curriculum</u></p> <p>The enrichment team are to work closely alongside the curriculum team to ensure that a wide range of enrichment opportunities are appropriately placed within the school's curriculum design.</p>	Enrichment team and Curriculum team	Spring 2	Enrichment team and Curriculum team time	Enrichment opportunities will be fully incorporated in to the curriculum in all year groups in order to enhance pupil engagement.	
4.4	<p><u>To create 'Pupil Passports' for every year group across school</u></p> <p>'Pupil Passports' are to be created for each year group with a wide range of experiences and opportunities for children to take part in both at school and at home throughout the academic year. Pupils, staff, families and governors should be involved in the design of these.</p>	Enrichment team leading staff and key stakeholders	Summer Term	Staff meeting / Training day time	Pupils in each year group will have a 'pupil passport' containing activities which children, staff, families and governors feel that it is important for pupils to take part in throughout the academic year both at school and at home.	
4.5	<p><u>To build our school's 'cultural capital' by making links with a school in a different context</u></p> <p>SGFS pupils are to make links with pupils in Amble First School, Northumberland in order to learn about lives in a different context to South Gosforth and build 'cultural capital'. This will culminate in a visit in the last half term of the academic year where a group of our pupils visit their school and their pupils give us a tour of their village and run a 'beach school' session. In return, our pupils will take their pupils on the metro to the city centre and give them a tour of art galleries and other key landmarks.</p>	SLT & Teaching staff	Summer Term	Transport and cover supervisor costs	Pupils will have learned about life in a context which is different from their own – enhancing cultural capital.	