



HAWTHORN PRIMARY SCHOOL DEVELOPMENT PLAN

2018-19

School context

Key Ofsted actions from last report, October 2016, and Monitoring Visit, June 2017.

October 2016

Improve the effectiveness and impact of leaders and managers by:

- developing more precision and measurability in improvement plans
- offering teachers clearer feedback and targets that both challenge and support
- reaching better accuracy in teachers' assessment practices, particularly in English
- securing consistency in the quality of teaching and learning in Reception and key stage 1
- holding leaders and teachers more robustly to account for the progress of all groups of pupils, including those with lower ability, the most able, the most able disadvantaged and those who have special educational needs and/or disabilities.

Improve teaching and learning, and therefore outcomes, for all pupils in Reception and key stage 1 by:

- using accurate assessment information to plan learning opportunities that consistently meet the needs of all groups of pupils, particularly those with lower ability, the most able, including the most able disadvantaged, and those who have special educational needs and/or disabilities
- raising expectations of what pupils can do and achieve
- making sure that all pupils read frequently and widely.

	<p>An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p> <p>An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p> <p>June 2017</p> <p>The school should take further action to:</p> <ul style="list-style-type: none"> - Finalise senior leadership arrangements from September 2017 until a new headteacher takes up post. - Ensure that precise and measurable targets to improve the progress of groups of pupils are set in the school improvement plan, so that governors can hold leaders to account more efficiently.
<p>Key staffing areas of issue</p>	<p>Both assistant head teachers (1.6 equivalent) going on maternity leave in Autumn 2 – secondment from Trust school 1 x full time to cover.</p> <p>2 experienced KS2 teachers on maternity leave – return Spring 2/Summer 1</p> <p>3 new staff on 1-year temporary contract – Years 1,3 and 5. (One NQT)</p> <p>1 experienced teaching assistant – new to EYFS.</p> <p>Instability in ARC with long term sickness of teaching assistant (2017-18)</p>
<p>Budget information</p>	<p>Small contingency this year with projected budgets for the subsequent deficit budgets for 2019-20 and 2020-21.</p>

Priorities for 2018-19

<p>Achievement gap issues</p>	<p>Non PP out performing PP in all areas, except GLD.</p> <p>SEND: Attainment and Progress over time is lower than ALL/Non SEND.</p> <p>Higher % of LPA to achieve expected standard in RWM in KS1/2.</p> <p>Boys phonics: Year 1 phonics 2018 78%, Boys 66.7%, Girls 88.2%. Year 2 children targeted for Summer 2019 90.6%, Boys 86.6%, Girls 94.1%. Year 1 Girls are also outperforming boys in reading (82.4%/73.3%) and writing (70.6%/66.7%)</p> <p>Writing to be more in line with reading and maths, across all year groups, with a higher % of children achieving GDS in Writing in KS2.</p>
<p>Priority 1</p>	<p>Develop the ability of middle leaders, to ensure a strong progression of knowledge across the curriculum.</p>
<p>Priority 2</p>	<p>Ensure that new systems of Governor monitoring allow Governors to hold leaders to account.</p>
<p>Priority 3</p>	<p>Ensure that teachers provide effective challenge for all groups of pupils.</p>
<p>Priority 4</p>	<p>Further refine targeting and intervention strategies to improve outcomes for disadvantaged and SEND pupils.</p>
<p>Priority 5</p>	<p>To improve attendance for all groups, reducing the levels of persistent absence.</p>

Priority 1	Develop the ability of middle leaders, to ensure a strong progression of knowledge across the curriculum.					
Objective	Specific Tasks	Success Criteria	Person Responsible	Monitoring (what, who and when?)	Timescale	Review of Impact and Progress
Develop a sustainable leadership system to drive whole school improvement.	<p>Regular meetings with LA rep– Mentoring and support for HT/AHTs/seconded DHT</p> <p>Middle Leader training – provided across Trust by Claire King (professional Learning Solutions)</p> <p>Mentor curricular leads – giving them opportunities to monitor across school</p> <p>Focused support for Maths and English leads from External consultants/CPD opportunities</p> <p>Use pupil, parent and staff questionnaires to develop a better understanding of school priorities</p>	<p>SLT has clear development plan in place; staff and Governors are aware of key priorities and development areas for this year.</p> <p>Action plans in place for all curricular leads</p> <p>Appropriate CPD and consultant support for curricular leads</p> <p>Programme of monitoring allows leads to develop knowledge of subject across the school – coverage, assessments, resources</p> <p>Regular questionnaires completed by all stake holders in school; results used to inform future decisions</p>	<p>SLT</p> <p>SLT, CB, SL</p> <p>SLT English/Maths Lead</p> <p>SLT/FSC</p>	<p>Governors</p> <p>HT</p> <p>HT/AHT</p> <p>Governors/LA Rep</p>	<p>Half termly Governor meetings/ committees</p> <p>Termly action plans</p> <p>Middle Leader training 9.10.18 29.1.19 19.3.19</p> <p>Maths Consultant 19.9.18 29.1.19 10.4.19 3.7.19</p> <p>Termly Literature works</p>	

<p>Offer teachers clearer feedback and targets that both challenge and support.</p>	<p>Focused and specific performance management targets</p> <p>Clear monitoring timetable with standardised feedback proformas used</p> <p>Rigorous monitoring of plans, teaching and data</p> <p>Regular pupil progress meetings</p>	<p>Teachers are clear about expectations and follow these consistently</p> <p>Feedback is timely, with clear action points which are followed up by SLT.</p> <p>Timetable of monitoring in place with clear feedback given to staff</p> <p>Tracking of pupils is accurate to allow early identification of any issues</p>	<p>SLT</p> <p>SLT</p> <p>SLT/Maths/English leads</p> <p>SLT/All teachers</p>	<p>HT/Governors</p> <p>HT</p> <p>HT/Governors</p>	<p>October 2018 Reviews Feb 2019</p> <p>Termly Observations</p> <p>Dec 2018 March 2019 June 2019</p>	
<p>Hold teachers more robustly to account for the progress of all pupils, including those with low prior attainment, the most able, the most able disadvantaged and SEND.</p>	<p>Clear monitoring timetable, including all groups of children</p> <p>Implement robust moderating practices across school and Trust</p> <p>Using summer 2018 data, set targets for Summer 2019 for each year group</p> <p>Regular pupil progress meetings</p> <p>CPD, including SEND specific</p> <p>Link Governors allocated to each Year Group</p>	<p>Tracking of pupil progress is robust and teachers are held to account for progress of individuals and groups of children that they teach.</p> <p>Assessments are accurate and gaps in knowledge are quickly identified.</p> <p>Tracking system is updated termly and data is used to identify children for intervention groups.</p> <p>Governors have a clearer understanding of expectations in different year groups.</p>	<p>SLT / All teachers</p> <p>All teachers/Subject leads/SENDCO</p> <p>HT/AHT/All teachers</p> <p>SLT/subject leads /all teachers/Governors</p>	<p>SLT/Teaching and Learning Committee</p>	<p>PP meetings Dec 2018 March 2019 June 2019</p> <p>Termly data input</p> <p>Termly moderation events</p>	
<p>Ensure that targets are precise and measurable, to improve the progress of groups of pupils.</p>	<p>Using summer 2018 data, set targets for Summer 2019 for each year group</p> <p>Monitor progress towards targets through pupil progress meetings, tracking data for all groups of children</p>	<p>Teachers are aware of targets for all groups within their class.</p> <p>Progress is closely monitored and interventions are implemented where a need has been identified.</p> <p>Pupil progress meetings have a clear focus and teachers have a good knowledge of children's attainment and progress.</p>	<p>Head Teacher/all teachers</p> <p>JK/SENDCO/all teachers/teaching assistants</p> <p>SLT/All teachers</p>	<p>SLT/Teaching and Learning Committee</p>	<p>PP meetings Dec 2018 March 2019 June 2019</p> <p>½ termly intervention tracking</p> <p>Termly moderation/data input</p>	

<p>Curriculum leaders cooperate to develop good cross curricular links, ensuring that key skills are embedded across the curriculum.</p>	<p>Curriculum teams established with key staff identified</p> <p>Curriculum leaders action plans and monitoring schedule in place</p> <p>Curriculum leaders identify opportunities for cross curricular working and share these with staff</p> <p>Clear impact from any CPD opportunities</p>	<p>Curriculum leaders have a clear overview of their subject responsibility across the school.</p> <p>Subject leaders have clear monitoring records and can talk about coverage for their curriculum across the school.</p> <p>Planning shows cross curricular links and leaders identify opportunities for cross curricular links.</p> <p>CPD opportunities are followed up in school by leaders.</p>	<p>SLT/Curriculum Leaders</p> <p>Subject Leaders</p> <p>All teachers</p> <p>All teachers</p>	<p>HT/Governors</p> <p>HT/Teaching and Learning Committee</p> <p>Subject leads/SLT/Teaching and Learning Committee</p> <p>SLT/Subject leaders</p>	<p>Termly Action Plans</p> <p>Half termly Governor Committee meetings</p> <p>Half termly monitoring</p> <p>On-going</p>	
<p>To implement and further develop the use of subject leader monitoring in order that they can be more informed and have a greater strategic knowledge of standards and coverage within their areas of responsibility.</p>	<p>Update Monitoring systems for middle leaders, providing a clear structure to support leaders new to the role</p> <p>Provide opportunities for leaders at all levels to monitor their area of responsibility</p> <p>Provide peer support for leaders; working as part of a curriculum team.</p>	<p>Monitoring records in place for all subject leaders.</p> <p>Subject leader action plans and action log in place.</p> <p>Records of regular meetings with SLT to follow up on actions.</p> <p>Leaders have a good knowledge of their subject across the school.</p>	<p>All teachers</p> <p>All teachers</p> <p>SLT</p> <p>All teachers</p>	<p>HT/Governors</p> <p>HT/Teaching Learning Committee</p> <p>HT</p> <p>HT/SLT/Governors</p>	<p>Half termly</p> <p>October 2018 January 2019 May 2019</p> <p>Half termly (See yearly planner)</p>	
<p>To continue to monitor, refine and develop our school website in order to provide detailed information about key aspects of school life, and our school curriculum.</p>	<p>Develop curricular and year group areas on the website to include current activities in school.</p> <p>Revise and update information for parents on the website.</p> <p>Offer opportunities for parents to access the website in school.</p>	<p>Year group and Subject areas are updated regularly with a range of information about curriculum and activities in class.</p> <p>Parents are aware of what information is available on the website and use it on a more regular basis.</p>	<p>AH/All teachers</p> <p>JD/AH/LS/TL</p>	<p>Governors/HT/AHT</p>	<p>October 2018 December 2018 January 2019 March 2019 May 2019 July 2019</p>	

Priority 2	Ensure that new systems of Governor monitoring allow Governors to hold leaders to account.					
Objective	Specific Tasks	Success Criteria	Person Responsible	Monitoring (what, who and when?)	Timescale	Review of Impact and Progress
<p>Establish and further develop Governor classroom visits and learning walks so that Governors can have a shared strategic overview and knowledge of school priorities, curriculum developments, and the quality of teaching and learning across the school.</p>	<p>Regular, focused Committee meetings which focus on key priorities and actions form SDP</p> <p>Programme of Governor visits and monitoring in place</p> <p>Regular reports to Governors from SLT and curriculum leads</p> <p>Governor training opportunities</p>	<p>Governors have a good knowledge of the curriculum and expectations in their link year group.</p> <p>Governors can demonstrate their knowledge of progress towards the school priorities through regular visits to school and meetings.</p>	<p>SLT/AHT/Governors</p> <p>All teachers and subject leads</p>	<p>Governor visits: Learning walks, sampling/pupil voice/classroom visits/meetings with teachers and subject leads – half termly to feed into Committee meeting programme</p>	<p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019</p>	
<p>Governors are able to challenge and hold leaders more robustly to account for the progress of all pupils, including those with lower ability, the most able, the most able disadvantaged and those who have SEND.</p>	<p>Clear monitoring timetable, including all groups of children</p> <p>End of year targets set based on summer 2018 data, and discussion from Summer 2018 Pupil Progress meetings.</p> <p>System of Governor Committees in place with regular meetings and monitoring visits planned.</p> <p>Link Governors allocated to each Year Group.</p>	<p>Governors have a good knowledge of the curriculum and expectations in their link year group.</p> <p>Governors can demonstrate their knowledge of outcomes and progress for all groups.</p>	<p>SLT/AHT/Governors</p>	<p>Governor visits: Learning walks, sampling/pupil voice/classroom visits/meetings with teachers and subject leads – half termly to feed into Committee meeting programme</p>	<p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019</p>	

Governors hold leaders to account in relation to the use and impact of Pupil Premium and Sports Funding on groups of pupils in school.	Update pupil premium strategy and Sports Funding strategy Regular Finance and staffing committee meetings	Governors have the knowledge they need to challenge leaders use of funding to ensure that resources are used to ensure progress in key areas.	SLT/LJ/Governors - Finance and staffing committee	Governor visits: Committee meeting programme	Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019	
--	--	---	---	--	---	--

Priority 3		Ensure that teachers provide effective challenge for all groups of pupils.				
Objective	Specific Tasks	Success Criteria	Person Responsible	Monitoring (what, who and when?)	Timescale	Review of Impact and Progress
Continue to develop teacher subject knowledge to ensure accurate teacher assessments which enable teachers to plan learning opportunities that consistently meet the needs of all groups.	<p>Power of Reading and Literature works training sessions and in house CPD</p> <p>Regular monitoring of planning, lesson observations, Book looks</p> <p>Regular in house and across Trust moderation</p> <p>Regular pupil progress meetings</p> <p>NQT CPD sessions linked to key subject areas</p>	<p>Teachers planning/lesson observations/books show that learning is pitched to meet the needs of all groups of pupils.</p> <p>Accurate assessments are in place with a clear range of evidence that teachers are able to talk through with SLT.</p> <p>Teachers judgements are moderated through pupil progress meetings/in house and Trust moderation/external moderation</p>	<p>All teaching staff/CL/JK/HT/AHT</p> <p>HT/AHT</p> <p>All teachers</p> <p>HT/AHT/maths and English Leads</p> <p>NQT/NQT mentor</p>	<p>Lesson Observations/Book looks – SLT/Subject leads/all teachers</p> <p>Moderation of teacher judgements – all teachers/SLT/external consultants</p> <p>CPD sessions/weekly meetings</p>	<p>October 2018 Jan 2019 Mar 2019 June 2019</p> <p>Termly Lit Works Year grp sessions</p> <p>Pupil Progress meetings</p> <p>Weekly meetings</p>	

	Review and revise marking and feedback policy and procedures.	New staff, including NQT, develop appropriate subject knowledge to deliver lessons that meet the needs of all groups.			Programme of CPD (see planner)	
Raise expectations of what pupils can do and achieve by developing a curriculum that engages all groups and promotes a love of learning.	Curriculum teams established to work together on key areas of learning Long term planning to identify cross curricular links Literature Works training for all staff Teachers to plan a range of trips and visits which motivate the children and help develop a love of learning	Regular staff meetings with a curriculum focus where good practice is shared. Subject leaders have a clear overview of coverage and skills development in their subject. Staff are regularly planning using a book as the focus for learning across the curriculum. Trips and visits are planned in across the year linked to the learning in class.	SLT All teaching staff Subject leaders	Lesson observations/Book looks/planning scrutiny/NQT evidence file-mentor/HT Update meetings with NQT mentor – HT/Governors	Set 2018 Oct 2018 Dec 2018 Feb 2019 Apr 2019 May 2019 June 2019	
To embed a robust induction programme to ensure that teaching and learning in classes with NQTs and staff new to the school is at least good.	Programme of support developed for NQT and mentor; across Trust and through teaching school In house support delivered by English and Maths leads	Programme of CPD in place. NQT has regular meetings with mentor and subject leads/regular support for planning. Regular lesson observations/book looks NQT to observe of teaching in other classes/schools NQT trust meetings	SLT CB/IJ Subject leaders	Lesson observations/Book looks/planning scrutiny/NQT evidence file-mentor/HT Update meetings with NQT mentor – HT/Governors	Set 2018 Oct 2018 Dec 2018 Feb 2019 Apr 2019 May 2019 June 2019	
Continue to develop teaching of phonics across EYFS and KS1, with a particular focus engaging boys to ensure progress in all lessons.	Update phonics tracking system to ensure progress for all children Regular reviews of phonics grouping Staff new to phonics to be supported by LA consultant and	Phonics tracker in place and updated on a regular basis. Phonics groups reviewed and amended where necessary. Phonics training in place for staff new to year group	CB/JK/RD/SLT/English Lead	HT/EYFS consultant/Governors – observations/pupil progress meetings	PP meetings Dec 2018 March 2019 June 2019	

	<p>receive training on appropriate phase</p> <p>Texts and activities selected to engage boys as well as girls/new reading resources purchased</p>	<p>Observations of staff to ensure delivery is of a high standard and ensures progress</p> <p>Staff have opportunity to share good practice and observe each other teach</p>				
<p>Ensure that teaching and learning of reading is embedded across the curriculum which creates opportunities for pupils to read frequently and widely.</p>	<p>Extend and update home and guided reading stock and school library.</p> <p>Develop a programme of in House/external CPD through Power of Reading and Literature Works</p> <p>Training for new teachers and support staff for guided reading</p> <p>Develop year group reading sessions across school – with support from our Parent reading ambassadors</p>	<p>Staff are able to plan and deliver appropriate guided reading sessions that meet the needs of different groups.</p> <p>Long term planning shows clear links to a range of texts that are appropriate and challenge the pupils.</p> <p>Parents are well informed about reading and understand the value of reading at home and school and feel more able to support their child with reading.</p>	<p>SLT CL All teaching staff</p>	<p>Guided reading observations/reading record monitoring – English lead/AHT</p> <p>Parent Questionnaires after year group reading sessions.</p>	<p>Nov 2018 Feb 2019 June 2019</p> <p>Termly sessions in class – as appropriate to each year group.</p>	
<p>To use challenging texts and a range of reading opportunities so that reading informs pupil's writing.</p>	<p>Power of reading training for key staff – with feedback sessions delivered in school for all staff</p> <p>Buy into Literature works – staff to attend year group sessions/share good practice/ develop skills when planning around a text.</p> <p>Further develop the school library / home reading / guided reading resources to ensure high quality texts are available to support and challenge all groups</p>	<p>Staff are able to use a text to develop a series of lessons with clear opportunities to contextualise English skills and knowledge.</p> <p>Key texts are identified that are appropriate to each year group and planning is developed that challenges the children.</p> <p>School and local library are used on a regular basis by all year groups.</p>	<p>CL/JH All teaching staff</p>	<p>Guided reading observations/reading record monitoring – English lead/AHT</p> <p>Parent Questionnaires after year group reading sessions.</p>	<p>Nov 2018 Feb 2019 June 2019</p> <p>Termly sessions in class – as appropriate to each year group.</p>	
<p>To plan cross curricular opportunities for pupils to apply their writing skills</p>	<p>Development of the wider school curriculum with staff to ensure clear understanding of our intent.</p>	<p>An increase in the % of pupils achieving GD standard in writing.</p>	<p>Subject leaders All teaching staff</p>	<p>HT</p>	<p>Subject lead- Nov 2018 Feb 2019</p>	

<p>using a range of genres and forms.</p>	<p>Adapt planning format to ensure that planning across subjects highlights where extended writing opportunities may occur.</p> <p>Subject leads identify possible cross curricular links and writing opportunities.</p>	<p>English skills are reviewed by pupils in a range of contexts through cross curricular opportunities.</p> <p>Our wider curriculum has a clearer focus with all staff aware of the intent and how we will begin to implement any agreed changes.</p>	<p>HT/AHT</p>	<p>Governors – Teaching and Learning Committee</p>	<p>June 2019</p> <p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019</p>	
<p>Ensure that pupils are able to relate the mathematical skills they have learnt in the classroom; developing their ability to work systematically to solve problems.</p>	<p>Staff training and implementation of Numicon across school, especially EYFS/KS1/ARC with support from Maths consultant.</p> <p>STEM team to develop ideas pack for contextualising maths skills in problem solving across the curriculum.</p> <p>Deliver staff CPD on problem solving.</p>	<p>Numicon in use across school to support all groups.</p> <p>Problem solving skills evident in other curricular areas.</p> <p>Progression in problem solving/working systematically is becoming more evident across school.</p> <p>Staff have the subject knowledge to plan and deliver appropriate sessions.</p>	<p>Maths Lead /HT/STEM team</p> <p>All teaching staff</p>	<p>HT Governors – Teaching and Learning Committee</p>	<p>Subject lead- Nov 2018 Feb 2019 June 2019</p> <p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019</p>	

Priority 4	Further refine targeting and intervention strategies to improve outcomes for disadvantaged and SEND pupils.					
Objective	Specific Tasks	Success Criteria	Person Responsible	Monitoring (what, who and when?)	Timescale	Review of Impact and Progress
<p>Embed and refine our termly assessment tracking across school to accurately monitor and assess children's progress and attainment; identifying individuals and groups who may require support and intervention in order to make continued progress and close any gaps which may become evident.</p>	<p>Regular meetings with LA to ensure accuracy of tracker.</p> <p>Regular pupil progress meetings and moderation sessions.</p> <p>Moderation sessions in school and across Trust.</p> <p>Support for new teachers and NQT to ensure accuracy and clear evidence in books.</p> <p>Development intervention and SEND tracker to track progress of key groups.</p>	<p>Trackers in place and updated regularly</p> <p>Key groups are tracked to ensure gaps are closing between SEND/disadvantaged and other pupils with similar starting points</p> <p>Effective pupil progress meetings - avoid slippage/identify children to be targeted</p> <p>Good evidence in books to back up teacher judgements.</p> <p>Teachers are able to talk with confidence showing good subject knowledge and of the needs of the pupils.</p>	<p>HT/AHTs</p> <p>All teachers</p>	<p>Governors – Teaching and Learning Committee</p> <p>Observations/book looks/Notes from pupil progress meetings.</p> <p>Subject leads – planning/</p>	<p>Subject lead- Nov 2018 Feb 2019 June 2019</p> <p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019</p>	
<p>Improve teacher knowledge of pupils' prior attainment, to ensure that teaching and learning in KS1 and KS2 maintains the improving standards from starting points.</p>	<p>Regular meetings with LA to ensure accuracy of tracker.</p> <p>Regular pupil progress meetings and moderation sessions.</p> <p>Moderation sessions in school and across Trust.</p> <p>Support for new teachers and NQT to ensure accuracy and clear evidence in books.</p>	<p>Trackers in place and updated regularly</p> <p>Key groups are tracked to ensure gaps are closing between SEND/disadvantaged and other pupils with similar starting points</p> <p>Effective pupil progress meetings - avoid slippage/identify children to be targeted</p>	<p>HT/AHTs</p> <p>All teachers</p>	<p>Governors – Teaching and Learning Committee</p> <p>Observations/book looks/Notes from pupil progress meetings.</p>	<p>Subject lead- Nov 2018 Feb 2019 June 2019</p> <p>Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019</p>	

	Development intervention and SEND tracker to track progress of key groups.	Good evidence in books to back up teacher judgements. Teachers are able to talk with confidence showing good subject knowledge and of the needs of the pupils.		Subject leads – planning/	June 2019	
Improve outcomes for all groups in writing with a particular focus on more pupils achieving greater depth.	Development of the wider school curriculum with staff to ensure clear understanding of our intent. Adapt planning format to ensure that planning across subjects highlights where extended writing opportunities may occur. Subject leads identify possible cross curricular links and writing opportunities.	An increase in the % of pupils achieving GD standard in writing. English skills are reviewed by pupils in a range of contexts through cross curricular opportunities. Our wider curriculum has a clearer focus with all staff aware of the intent and how we will begin to implement any agreed changes.	Subject leaders All teaching staff HT/AHT	HT Governors – Teaching and Learning Committee	Subject lead- Nov 2018 Feb 2019 June 2019 Committee dates: Oct 2018 Nov 2018 Jan 2019 Mar 2019 May 2019 June 2019	
Close the gap between girls and boys in phonics.	Update phonics tracking system to ensure progress for all children Regular reviews of phonics grouping Staff new to phonics to be supported by LA consultant and receive training on appropriate phase Texts and activities selected to engage boys as well as girls/new reading resources purchased	Phonics tracker in place and updated on a regular basis. Phonics groups reviewed and amended where necessary. Phonics training in place for staff new to year group Observations of staff to ensure delivery is of a high standard and ensures progress Staff have opportunity to share good practice and observe each other teach	CB/JK/RD/SLT/English Lead	HT/EYFS consultant/Governors – observations/pupil progress meetings	PP meetings Dec 2018 March 2019 June 2019	

Close the gap between disadvantaged, SEND and all pupils for attainment and progress across all subjects.	Robust intervention tracker Regular pupil progress meetings Monitor Impact of Interventions Regular IEP scrutiny	Increased number of disadvantaged at GD standard in maths. Tracking in place for all groups – including intervention tracker to ensure progress of target children	All teaching staff			
To look at strategies being used to focus closely upon lower ability pupils across different year groups in order to effectively close attainment gaps and enable those children to reach an age expected standard for the year group that they are in.	Lesson observations with a SEND/LPA focus Regular learning walks/book looks to review learning environment and use of resources to support this group. Regular pupil progress meetings/Pupil sampling with a focus on this group	All classes are using appropriate resources and support to ensure progress for SEND/LPA groups. Teachers are able to identify strategies that they use to support these groups.	All staff/JK/HT/AHT Maths/English lead	Lesson Observations - SLT Book Look/Sampling HT/AP/Governors Pupil progress meetings - SLT/All teachers	Sep 2018 Jan 2019 April 2019 Oct 2018 Feb 2019 Dec 2018 April 2019 July 2019	

Priority 5	To improve attendance for all groups, reducing the levels of persistent absence.					
Objective	Specific Tasks	Success Criteria	Person Responsible	Monitoring (what, who and when?)	Timescale	Review of Impact and Progress
To further develop our School Council, Buddies and Playground Crew systems within school so that the children themselves are playing an integral and	Year groups vote to appoint school council/buddies. Trained Playground Crew continue to receive support from PE lead.	School Council, Buddies and Playground Crew systems are in place and pupils can explain how they are used across school.	AH/RD/SJ	HT/AHT	December 2018	

inclusive role in the personal, social and emotional wellbeing of all of our children.	Regular meetings for all groups. Lead teachers develop action plan for there area of responsibility; including making links across the TRUST and within the LA.	Teachers can talk about the impact of their role across school.				
Track PA over time to ensure that appropriate support is in place. Looking at the particularly vulnerable groups, boys: SEN and pupil premium.	Weekly, half termly monitoring. Attendance tracker Targeted response to identified pupils. Attendance progress meetings/parent contract meetings	PA absence decreases per term Appropriate support is in place for identified families	SLT/Attendance Officer Safeguarding Governor	Half termly meetings – HT/FSC/AO Safeguarding committee meetings /governor visits Attendance audit	Sep/Oct 2018 Dec 2018 Feb2019 April 2019 July 2019	
To reduce overall absence by 1% by the end of the academic year.	Continue early help response to absence. Targeted vulnerable groups identified. Attendance Officer and FSC to work together as key workers for identified PA pupils. Half termly reviews.	Overall absence data reflects reduction in absence by the end of the academic year.	SLT/Attendance Officer Safeguarding Governor	Absence data reviewed half termly by Attendance Officer/ FSC and Head. Beginning of each half term.	Sep/Oct 2018 Dec 2018 Feb2019 April 2019 July 2019	
To raise overall attendance to 96% this academic year.	First Day response continues. Continue to monitor attendance weekly , half termly and termly. Develop effective reward systems within school	Attendance data reflects increase and steady improvement over the year.	SLT/Attendance Officer Safeguarding Governor	Attendance data monitored and reviewed at the beginning of each half term by the Attendance Officer/ FSC and Head.	Sep/Oct 2018 Dec 2018 Feb2019 April 2019 July 2019	

	<p>Weekly assembly promoting good attendance</p> <p>Website and newsletters promoting good attendance.</p>					
<p>To raise parental awareness of the importance of good attendance.</p>	<p>Develop literature and workshops information for parents.</p> <p>Traffic Light System used to advise parents of attendance percentages and concerns.</p> <p>Parenting letters and contracts to be issued.</p> <p>Assemblies, class sessions and contract meetings.</p> <p>Use legal sanctions for prosecution of parents who do not fulfil parental responsibility.</p>	<p>Overall attendance improves and in term holidays reduces.</p> <p>Parental feedback is positive.</p>	<p>All Staff/SLT/Attendance Officer</p> <p>Safeguarding Governor</p>	<p>Weekly assemblies by attendance officer.</p> <p>Dates set for parent sessions and workshops throughout the year.</p> <p>Half termly letters and contracts agreed for identified PA pupils. Issued by the Attendance Officer and Head.</p>	<p>Weekly and Half termly</p>	