

High View Primary School

SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2021 – JULY 2022



Priority: Overall Effectiveness	PRIORITY : Quality of Education	PRIORITY 3 : Behaviours and attitudes
	<p>1.1 To ensure that effective teaching and intervention strategies for phonics allow pupils to make accelerated progress in order to meet end of year expectations</p> <p>1.2 To ensure that effective teaching and intervention strategies for reading allow pupils to make accelerated progress in order to meet end of year expectations.</p> <p>1.3 Schools develop a reading and language culture and ethos which permeates the curriculum and closes the word gap.</p> <p>2. To ensure that the maths curriculum is prioritised, with teachers using the 5 big ideas of mastery and careful assessment to ensure all children achieve their potential.</p> <p>3. To improve writing progress across school to ensure at key phases all pupils are in line with pre key stage and have caught up.</p>	<p>To continue to improve attendance in all ECM schools so that they are able to achieve and maintain their target of 97% attendance.</p>
Priority: Personal Development	PRIORITY: Leadership and Management	
<p>4.1 To ensure that effective support results in positive emotional mental health and well-being of staff, pupils, parents and carers enabling pupils to engage in learning and catch up quickly.</p>	<p>5.1 To further develop middle leader's leadership of assessment and record keeping in the foundation subjects to ensure all systems are robust and rigorous, maximising pupil progress across a broad and balanced curriculum to ensure improved outcomes through the implementation and impact of the school's curriculum where learning has been missed during pandemic.</p>	

Priority Quality of Education 1.1 – To ensure that effective teaching and intervention strategies for phonics allow pupils to make accelerated progress in order to meet end of year expectations.

Evidence for Priority Area (Ofsted/Data/Reviews)

Over the past 2 years PSC has improved across 7/8 schools. All schools were above national in the Nov PSC screening check. However, pupils in the 2021 Reception cohort were significantly impacted by covid and school closures and 7/8 schools' reception children enter year 1 well below previous cohorts.

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/Costings
High quality delivery of all RWI sessions which ensure pace and participation are prioritised. By December Y2 to be over 90%	All staff trained in RWI for September New staff to receive training as soon as they start Training sessions for all staff to be timetabled weekly Schools to engage with RWI development days and/or English Hub Support	What is the quality of RWI delivery in our schools? How do you know?	Peer Reviews Weekly Coaching Sessions RWI Development Days FE Reading Visits	Autumn Term - Prioritise Steps for Speed Sound Session. Coaching and practice in place for all adults and groups. Spring Term – Prioritise reading books	Total costings for RWINC £10,000 NS to lead.
Reading leaders are highly skilled and have a clear vision of the strengths and areas of development in their school ensuring effective coaching and practise impacts on progress.	Half termly strategic RWI meetings with FE Half termly RL training with RWI consultant	How are the meetings improving and developing reading leaders' skills and knowledge? What is the impact in school?	CEO and peer reviews Network meetings	Autumn Term – reading leaders have a good understanding of the strengths and areas of development for their team Spring Term – Training planned based on the need of schools and individual pupils	NS to lead with added capacity of RWI Lead £2783
Coaching is responsive to teaching and provides regular feedback to practitioners. Assessment demonstrates pupils are making expected/rapid progress evidenced on tracker.	Reading leaders to coach all staff weekly Coaching sessions to be timetabled weekly Reading leaders to provide individual support to ensure that teaches have the necessary knowledge to teach early reading with confidence Reading leaders identify training needs and formulate training plans to ensure teaching is consistent and highly effective RWI practice map kept up to date to track support and training for all staff	What is the impact of the weekly training and coaching sessions? How do staff feel about the coaching sessions? What are we doing to be mindful of staff wellbeing?	Practice and coaching map Feedback during SLT meetings Staff voice	Coaching and practice to begin in Week 2 September Autumn Term - Prioritise Steps for Speed Sound Session. Coaching and practice in place for all adults and groups. Spring Term – Prioritise reading books	£6,000 NS to lead.
Rigorous tracking of children's progress ensures children keep up not catch up	RWI standing agenda item on SLT and Head's meeting RWI grouping assessments are carried out half termly Grouping assessments to be shared with RTs to communicate what to prioritise	Which children are not on track? What is being done to accelerate progress? Is it working, how do you know?	Head and SLT Meetings Individual phonics trackers Half termly grouping assessments Strategic RWI Trust meetings	Ongoing throughout the year	TS, NS, FE

	<p>RWI Nonsense word checks are carried out in Nov, Feb and April</p> <p>Nonsense word outcomes to be shared with class teachers to inform afternoon speed sound sessions</p> <p>Reading teachers have clear lines of communication with teachers to feedback and inform interventions</p> <p>Strongest practitioners teach slowest progress groups to maximise progress</p>				
Effective intervention ensures accelerated progress for every child working below ARE	<p>Fast track tutors to receive regular coaching from RL</p> <p>Bottom 20% pupils to receive fast track tutoring from an adult</p> <p>All children working below ARE to receive fast track tutoring either virtually or in person</p> <p>Y1 upwards to be taught an afternoon speed sound session</p> <p>Pinny time and speedy minutes to be used daily to ensure children remember sounds</p>	What is the impact of Fast Track Tutoring? Which children have made accelerated progress? How are you ensuring all children working below ARE catch up quickly?	<p>SLT Meetings</p> <p>Network Meetings</p> <p>Half termly data meetings</p> <p>Coaching</p>	<p>Autumn - All adults trained in fast track tutoring</p> <p>Ongoing through out the year</p>	Cost above
Phonetically decodable texts are used to improve fluency	<p>RWI taught texts and Book Bag Books are sent home weekly for all pupils accessing the program</p> <p>RT have responsibility to ensure books are returned or to inform class teachers if this is becoming a problem</p>	Do parents know how to use the books at home? How are we ensuring books are returned?	<p>RWI development days</p> <p>Parent Voice and workshops</p>	September onwards	NS £2000
Parents understand how phonics is taught in school and how to support their child read at home. Parent meetings to be held termly and specific training offered to parents to meet the needs of the children.	<p>Parents invited to termly phonics meetings</p> <p>Parents to be invited in to welcome sessions to see teaching in action</p> <p>Schools share information about how RWI is taught</p> <p>Schools to celebrate progress with parents</p>	Do parents know how we teach reading? Are parents aware of how to help at home?	<p>Peer Reviews</p> <p>Trust Development Days</p>	Termly	NS
Priority 1.2 To ensure that effective teaching and intervention strategies for reading allow pupils to make accelerated progress in order to meet end of year expectations.					
Evidence for Priority Area (Ofsted/Data/Reviews)					
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	

Consistent approach to teaching reading across KS2 to ensure outcomes are continuing to be above National by 2022.	Children access fluency training strategies in whole class CPD on teaching for fluency Modelled sessions on teaching for fluency Joint planning sessions Accurate selection of text	Are all stakeholders clear on how reading is taught at this school? Why is reading taught like this? What is the impact and how do you know?	Peer Reviews Termly monitoring Coaching cycle	End of Autumn Term – all teachers understand how reading is taught at their school Spring Term – All teachers incorporating aspects of fluency training in to whole class reading	SH/TS/NS £3090 £2748
Children will have accessed a wide range of genres and text types to build fluency, narrow the language gap and to develop strong comprehension skills.	Daily reading aloud of challenging class text Carefully selected class novels challenge concepts, ideas and language ECM reading spines used to select appropriate texts CPD on benefits of reading aloud Non negotiable - 20 minutes a day	Which texts are children reading? Why have they been chosen?	Peer Reviews Literacy leader monitoring	On gong throughout the year	SH/NS £2000
Clear communication and support for parents enables effective home support through reading training to support parents.	Online platform used to share importance of newly developed reading strategies and interventions Virtual parent meetings to ensure they are clear on how to support their child's reading	Do parents know how we teach reading? Are parents helping at home? How can we engage the hardest to hit parents?	Parent feedback Network Meeting Minutes	Communication to parents termly	TS/NS/SH
Effective assessment and tracking of pupils ensures pupils are on track to be ARE/GDS.	Termly NFER for reading to be completed and data to be shared with Trust YARK reading assessment used with all pupils below ARE to identify area of need	What do the assessments tell you? What is happening for children who are working below ARE?	Termly Data Drops	Ongoing throughout the year	TS/NS/SH
Effective reading intervention ensures rapid progress through assessments, YARK identifying specific areas of need.	Fast Track Tutoring to be use for KS2 pupil in need of phonics intervention Fluency intervention to be used for pupils struggling with fluency and comprehension FE to run training for support staff Reading Leaders and Literacy leaders to coach staff in intervention CPD on fluency intervention Joint identification of children who would benefit from intervention Modelled sessions Coaching sessions Entry and exit criteria recorded as evidence of impact	What is the impact of each intervention? How do you know? How are you ensuring quality delivery?	Intervention Trackers Data Drops Coaching and training for interventions Peer Reviews CEO reviews	Interventions up and running for all children below ARE in Autumn 1 Then Ongoing throughout the year	FE SH NS
Priority 1.3 – Schools develop a reading and language culture and ethos which permeates the curriculum and closes the word gap					

Evidence for Priority Area (Ofsted/Data/Reviews)					
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/Costings
Children develop positive attitudes to reading and language to enable them to share what they have read and why.	Pupil voice questionnaire in each term to ascertain improvements and inform SIP Feedback shared with class teachers and trust Analysis of feedback to inform CPD and classroom practice	Do children enjoy reading? How do you know?	Pupil questionnaire Junior reading leaders	Improvements made in pupil questionnaire on reading attitudes between Autumn and Summer Term	SH
Talk through stories implemented in EYFS and KS1 Classrooms in order to continue to build up new vocabulary.	RL train staff on Talk through Stories Texts mapped out for each term RL to provide support and coaching for talk through stories approach	What is Talk through Stories? Why are we teaching story like this? How do you know children are accessing quality-reading texts?	Peer Reviews Termly Monitoring Learning walks Pupil and Staff voice	All staff trained in Talk Through Stories in Autumn 1 All EYFS and KS1 teachers using talk through stories for story time in Autumn 2	FS, KS1 staff led by NS supported by FE
Story time is valued part of the daily timetable in order to further develop a lifelong love of reading.	Ring fenced time to read for pleasure either class novels or individual choices	Are pupils able to talk confidently about their class texts? Are they able to discuss the concepts, ideas and vocabulary?	Pupil interviews and questionnaires	Autumn 1	All staff
Teachers and pupils talk knowledgably about children's literature - Carefully selected reading texts available for all pupils to access a wide range of themes and genres. This to include a range of classics, non-fiction, poems, songs	Trust list of books reviewed which staff think are especially valuable for pupils to listen to and enjoy – including a range of stories, rhymes and poems ECM trust wide portfolio of book reviews which details what new concepts, language, ideas the book could be used for List published on websites and sent home	What is the impact of core texts used in each year group? How do you know these are progressive in language and concepts?	Staff interviews and questionnaires	Autumn 1 – yearly overview developed Autumn 2 – published on websites	FE TS NS SH Costings above already accounted for.
Every child has access to reading areas which are appealing and well utilised where books are valued and cared for.	Regular choosing time to select class stock Opportunity to use reading areas throughout the week Books linked to topic and the wider curriculum are available and referred to regularly	Are children accessing familiar texts? What is the impact of children accessing familiar texts?	Learning Walks Pupil Voice	Reading areas established in Autumn 1	All teachers £500 for resources to make areas comfortable.

Teachers help parents understand the importance of reading aloud to their children at home.	Reading breakfasts Reading mornings Reading workshops	What is parental engagement like at these events? How can we engage the hardest to reach parents?	Parent meetings Parent voice	Ongoing throughout the year	FE TS NS SH
Reading is celebrated regularly and has a high profile throughout school	Author of the month Staff – we are reading displays in classrooms Staff recommended books Booked themed assembly Celebration of home readers World Book day Celebrate reading with the whole community Interesting book areas feature highly across school New books are introduced in enticing ways	How is the school promoting a love of reading? What is the impact of this?	Pupil Voice Learning Walks Development Days	Ongoing throughout the year	FE TS NS SH £500 for rewards, text for home to share.
School libraries are utilised regularly by classes and pupils	Libraries to be checked which appeals to children Children and parents to have opportunity to and be encouraged to borrow books from the libraries Visits to local libraries happen regularly if in walking distance Links between Barnsley library services are utilised to replenish books Barnsley library to be utilised whenever possible to generate or topic linked texts	How is our school library being used?	Pupil and Staff Interviews Parent Questionnaires	End of Autumn Term	NS SH
Pupils read widely and often with fluency and comprehension appropriate to their age	Pupils are able to select from multiple copies of books – fantastic 5 Whole class reading sessions are used weekly to develop comprehension skills at books at age related expectations Fluency is developed through daily words per minute linked to ARE Fluency assessment every half term to ensure pace of reading is appropriate	Are teachers choosing texts, which introduce and expand on new concepts and ideas? Are children reading age appropriate and challenging texts?	Pupil Voice Junior Reading leader feedback Work Scrutiny ECM Vocabulary Spines	Ongoing throughout the year	All teachers £200 for favourite 5s in classes
All displays prioritise the communication of key vocabulary and concepts so children are regularly reminded and language is constantly reviewed	Vocabulary spines to be used to supplement teaching All displays to have key curriculum concepts prominently displayed Working walls in classrooms used to explore key vocabulary and concepts	How do teachers know which vocabulary is taught? How do you ensure progression?	Learning walks Environment monitoring Pupil Voice	Ongoing throughout the year	All teachers TS

Celebrate new vocabulary	Words of the week in assembly Words of the week/day in classes Author of the month Teacher is reading display in classrooms and for LSR	How are new vocabulary selected? How are they revisited?	Pupil and staff questionnaires Learning environments	Ongoing throughout the year	All teachers TS
Word rich environment	Displays to sign post key vocabulary and concepts Book corners are enticing and welcoming and there is opportunity for these to be used through the week Display changed regularly New books celebrated Books reviewed and suggested to pupils	How are learning environment being used effectively to support learning and impact on progress?	Pupil and staff questionnaires Learning environments	Ongoing throughout the year	All staff
Progression of texts through school build on language and concepts	Individual school reading spines utilised to support teaching of concepts and new ideas Complete texts are used as often as possible Short stories further up school	How have you chosen the books within your reading spine? Are you ensuring that children read widely different texts, genres and authors?	Literacy Leader Meetings Pupil and Staff Voice Learning Walks	Completed by end of Autumn Term	All staff
Weekly talk time using stories or dilemmas to read, debate and discuss	FE to deliver CPD on effective talk in classrooms FE to deliver Talk through the day training for EYFS Central source of short stories to be shared Discussions and talk to be planned opportunities in lessons for children	Are there quality interactions between staff and children in all classrooms? How do you know?	Learning walks Monitoring	Training in Spring Term Implemented in Summer Term	All staff
Explicit teaching of specific tier 2 vocabulary to feature as part of every reading and curriculum lesson	CPD on vocabulary teaching STAR approach Vocabulary Tool kit shared with schools	How is language and vocabulary teaching impacting children's progress and attainment?	Team teaching PDM minutes	Training in Spring Term Implemented in Summer Term	FE SH NS TS
Stem sentences to be developed to support language development and responses in reading	Development of trust support document with reading stems and phrases Stem sentences used to scaffold talk and responses in lessons	Is children's vocabulary knowledge improving? How do you know?	Pupil Voice Junior Reading Leader Feedback Classrooms	Training in Spring Term Implemented in Summer Term	FE SH NS TS
Junior Reading Leaders to be involved in school improvement and be responsible for pupil's voice and feedback	Elect junior reading leaders in schools Junior reading leader standing agenda on Literacy network meetings Junior reading leads to form part of a council which has responsibility for reviewing books, celebrating reading, sharing texts and authors, developing book club	What impact are our junior reading leaders having? What are their main aims this year?	Network meeting minutes Junior reading leader meeting minutes	Reading Leaders appointed in Autumn Term Agendas created by Literacy Leaders	SH NS LM

Priority 2 – To ensure that the maths curriculum is prioritised, with teachers using the 5 big ideas of mastery and careful assessment to ensure all children achieve their potential.

Evidence for Priority Area (Ofsted/Data/Reviews)

Observations of learning (Peer Review, SEND Reviews, feedback from SLEs, school observations and drop – ins) evidence that pupils are actively engaged in the learning of maths

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Costings
<ul style="list-style-type: none"> Maths is prioritised across school through the teaching daily and making appropriate links in other subjects in order to embed learning. 	<ul style="list-style-type: none"> All teachers to ensure maths lesson are given enough time per week (in line with age) 	<ul style="list-style-type: none"> How are you prioritising maths? 	<p>Maths leaders and SLT to check and ensure timetabling is appropriate</p>	<p>By early autumn term, and then continued beyond</p> <ul style="list-style-type: none"> Schools to ensure that maths lessons are prioritised on the timetable 	<p>RD TS</p>
<ul style="list-style-type: none"> Schools will be using the DFE prioritised mathematics curriculum (published July 2020) to identify the key elements that underpin the curriculum and ensure key objectives are secured. 	<ul style="list-style-type: none"> All teachers to use the NCETM/DFE non-statutory guidance to identify KEY priorities for their classes (RtPs) All teachers to use the NCETM evaluation documents to identify areas that have been missed / taught whilst in lockdown – for greater focus in 2021/22 	<ul style="list-style-type: none"> How are teachers and leaders using the DFE guidance to ensure that key priorities are taught? Are teachers effectively structuring their planning to focus on the most important things that underpin the curriculum? 	<p>Maths leaders to evaluate teachers' long term plans</p> <p>Maths leaders to have an overview of the curriculum in every year group in their school</p>	<p>By early autumn term, and then continued beyond</p> <ul style="list-style-type: none"> Planning will reflect the new priority curriculum (adapted long term planning to meet the needs of student's gaps) 	<p>All teachers RD to monitor and support.</p>
<ul style="list-style-type: none"> Key representations will be used throughout school to ensure children make the links from each year group – minimising the time taken to assimilate new learning (DFE non-statutory guidance doc – July 2020) to maximise progress. 	<ul style="list-style-type: none"> All teachers to choose and use appropriate representations for their age groups within lessons MK to offer staff training/support for teachers to choose representations appropriately to draw out the underlying structures of the mathematics Maths leads to track the progression of representations through school 	<ul style="list-style-type: none"> Which key representations are being used throughout school? How are these built upon in each year group? (E.g. tens frames) 	<p>Maths leaders to monitor planning, books and hold discussions with children.</p>	<p>Initial monitoring during moderation week in the autumn term</p> <ul style="list-style-type: none"> Planning, books and pupil discussions will reflect a good balance of key representations. Representations will follow a coherent approach throughout school (in books and lessons) 	<p>All teachers RD to monitor and support.</p>
<ul style="list-style-type: none"> Discussion and talk will be prioritised in maths lessons. Children will use the age appropriate language and sentence structures identified in the 	<ul style="list-style-type: none"> Teachers to include on plans (or Whiteboard slides), opportunities to develop talk Stem sentences to be planned for by all teachers within maths lessons 	<ul style="list-style-type: none"> How is talk structured and planned for? Is effective talk happening in every classroom? Are children actively responding with whole sentence answers? 	<p>Maths leaders and MK to informally and formally observe lessons.</p> <p>Peer reviews to focus on language use, children's</p>	<p>Initial monitoring during the peer reviews in the autumn term</p> <ul style="list-style-type: none"> Discussion and talk evident in all maths lessons across school 	<p>All teachers RD to monitor and support.</p>

DFE non statutory guidance document to enable the children to fully explain their understanding.	<ul style="list-style-type: none"> to support reasoning and generalisations All teachers to expect and insist upon children responding in whole sentence answers. Teachers to model answers where needed. 	<ul style="list-style-type: none"> Does the learning environment promote quality talk and discussion? Are children using the age appropriate language structures and stems identifies by the NCETM and DFE? 	responses and quality talk opportunities.	<ul style="list-style-type: none"> Children will be responding to teachers and questions in whole sentence answers All displays to prioritise key mathematical language and sentence stem structures 	
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/Costings
<ul style="list-style-type: none"> Concepts will be connected to ensure that strong links are developed across the mathematics curriculum –enabling a real mastery of the subject and deep sustainable understanding 	<ul style="list-style-type: none"> Teachers to include on planning documents where areas link together Teachers to share links with children in lessons so they can see how concepts link together Teachers to share with children how the lesson links to previous / future learning 	<ul style="list-style-type: none"> How are links explicitly planned for AND shared with the children so that children see maths as being interconnected? How are lessons structured to support links across the mathematical curriculum? 	Maths leaders, MK and SLT to look at planning and links made to enhance conceptual understanding. Look at books to see coherence between lessons and developing concepts.	<p>By early autumn term</p> <ul style="list-style-type: none"> The yearly plan will demonstrate conceptual links and opportunities to deepen understanding <p>By spring term</p> <ul style="list-style-type: none"> Lessons will demonstrate coherence within and across concepts 	All teachers RD to monitor and support.
<ul style="list-style-type: none"> Manipulatives will be used effectively across all year groups to ensure children build solid conceptual understanding 	<ul style="list-style-type: none"> Teachers to carefully choose manipulatives that help expose the underlying structure of the mathematics Maths leaders to ensure all staff have access to manipulatives for their year group(s) MK to provide training to any school that requests it on using manipulatives effectively 	<ul style="list-style-type: none"> How are manipulatives chosen? How are manipulatives linked with pictorial and abstract examples to help children make the links? 	<p>Maths leaders to question teachers about choices of manipulatives. Why was that chosen?</p> <p>Peer reviews to look at manipulative use. Observers of lessons to evaluate the effectiveness.</p>	<p>By early autumn term and then continued throughout the year</p> <ul style="list-style-type: none"> Lessons will incorporate manipulatives CHOSEN CAREFULLY to expose the mathematical structures and patterns Manipulatives will be used ALONGSIDE pictorial and abstract examples to help children make strong connections between them 	<p>All teachers RD to monitor and support.</p> <p>£350 for resources</p>
<ul style="list-style-type: none"> Assessment will be strengthened through frequent low stakes assessment and the use of the new DFE assessment questions for the new ready to progress criteria in order to impact upon progress and outcomes for pupils. 	<ul style="list-style-type: none"> KS1 /KS2 Teachers to use the DFE assessment questions to accurately assess children's start and end points (for each topic) All teachers to use low stakes assessment quizzes frequently to enhance recall of previously learned information (verbal or written) Maths leaders and MK to support teachers with low stakes assessment ideas 	<ul style="list-style-type: none"> How are teachers assessing children's starting points? How are the DFE assessment questions being used? How accurate is teacher assessment? How do you know? What methods of assessment are teachers using? Is the balance clearly focused on low stakes, ongoing assessment? 	<p>Maths leaders to work in peer partnerships to moderate teacher assessment judgements (three times per year, once per term – see ECM calendar)</p> <p>Peer partnerships to observe children on standardised maths tasks, look at work and moderate judgements together.</p>	<p>By early autumn term, and then continued beyond</p> <ul style="list-style-type: none"> Teachers will be assessing starting points using the DFE assessment questions (from the RTP, non-statutory guidance) Teachers will be assessing progress against ARE using the DFE assessment questions 	<p>RD TS</p> <p>NFER papers to be 2636</p>

		<ul style="list-style-type: none"> (avoidance of too much formal testing) 		<ul style="list-style-type: none"> RTP assessment trackers will be used to inform TA judgements and to inform catch up interventions for children that need it 	
<ul style="list-style-type: none"> Head teachers and maths leaders focus on rigorously monitoring those children achieving below ARE to ensure appropriate interventions are in place. 	<ul style="list-style-type: none"> Head teachers and maths leaders to regularly monitor the achievements of those below ARE, through lesson obs, book looks, data analysis and PPMs. 	<ul style="list-style-type: none"> For children below ARE, what is happening to help them close the gap? Are teachers focusing on the ready to progress criteria to ensure teaching is weighted appropriately? 	SEND Reviews Pupil Progress Meetings Peer reviews	<ul style="list-style-type: none"> A greater number of children will be back on track for ARE at each of the key assessment points throughout the year (Autumn, Spring and Summer data drops) 	<ul style="list-style-type: none">
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/Costing
<ul style="list-style-type: none"> Catch up and Interventions are prioritised in KS1 –building on ongoing formative assessment (Mastering Number and Number Sense programmes) 	<ul style="list-style-type: none"> Teachers to select children for interventions (including same day support) based on ongoing formative assessment Number Sense to be used across KS1 and KS2 as an intervention for children who have poor number fact recall/understanding (+ –) Mastering Number resources to be used by schools signed up to the DFE programme 	<ul style="list-style-type: none"> How are children being supported to close gaps? What number interventions are taking place? When do these happen? How are same day interventions and catch up opportunities being used to impact on attainment and mathematical understanding? 	Maths leaders and SLT to monitor interventions. Discussions with staff about catch up, keep up and progress during pupil progress meetings	By early autumn term <ul style="list-style-type: none"> Summer transition information is being used to identify children for early intervention and catch up in maths During and by the end of the spring term <ul style="list-style-type: none"> Autumn assessment data is being used to inform interventions during the spring term During and by the end of the summer term <ul style="list-style-type: none"> Spring assessment data is being used to inform interventions during the summer term 	TS NS £6275
<ul style="list-style-type: none"> Teaching of early number will be prioritised in Early Years and KS1 	<ul style="list-style-type: none"> KS1 teachers to use Number Sense materials within their daily teaching (where appropriate) to teach early number fact strategies 	<ul style="list-style-type: none"> How are teachers ensuring early number work is secure? 	Pupil Progress Meetings Monitoring of planning Assessment analysis against RtPs focused on early number Lesson observations	By the end of autumn term <ul style="list-style-type: none"> Teachers in KS1 will have spent the majority of the maths teaching time on securing early number 	All teachers RD

	<ul style="list-style-type: none"> KS1 teachers to have a heavy focus on early number across the Autumn and Spring Term plans 			<p>By the end of spring term</p> <ul style="list-style-type: none"> Children's assessments will be showing a strong grasp of the early number concepts (Place Value and Number Fact RtPs) 	
<ul style="list-style-type: none"> Children access key fact fluency teaching in whole class / as an intervention (where needed) using the Number Sense programme for + / - 	<ul style="list-style-type: none"> Teachers to include in their maths planning documents where key fact teaching takes place (and whether this is for whole classes or as an intervention) and what key facts are being taught 	<ul style="list-style-type: none"> Is Number Sense being used effectively in whole classes / small group interventions? How is progress being measured / tracked? 	<p>Maths leaders and SLT to monitor plans to ensure key facts are being taught</p> <p>Informal lesson drop ins to check these are happening</p>	<p>By the end of the autumn term, and for each subsequent term</p> <ul style="list-style-type: none"> Improved rates of fluency in KS1 addition facts 	<p>RD FS/KS1 Teachers Number sense £219 £850 (5 days)</p>
<ul style="list-style-type: none"> Times tables will be TAUGHT and conceptually understood (avoidance of rote learning without understanding) 	<ul style="list-style-type: none"> Teachers to include on long term and medium/short term plans which times table is being taught, when and how Maths leaders to have an overview of the times tables teaching across the school MK to train teachers to teach TTs 	<ul style="list-style-type: none"> How are times tables taught? Are LKS2 children achieving expectations for the times tables? Are they on track for passing the times tables check? 	<p>Times Table Check Data</p> <p>Regular, frequent low stakes tests</p> <p>Lesson observations of times table teaching</p> <p>Pupil interviews</p>	<p>By the end of the autumn term, and for each subsequent term</p> <ul style="list-style-type: none"> Improved rates of times tables understanding and recall in KS2 <p>By the end of the autumn term,</p> <ul style="list-style-type: none"> Teachers know how to teach Times Tables effectively for conceptual understanding 	<p>RD All teachers</p> <p>Times table Rockstars subscription £247</p>
<ul style="list-style-type: none"> Pre-teaching will be used effectively to prepare some children for lessons, to ensure age related learning can happen 	<ul style="list-style-type: none"> All teachers to identify pupils who need pre-teaching to enable them to access the age related learning (achieved by careful identification of needs before starting new units of learning and by Teacher Assessment during lessons and intervening before the next lesson) 	<ul style="list-style-type: none"> Which children are accessing pre-teaching? What benefit/impact is this having? How are children identified for pre-teach? 	<p>SEND reviews</p> <p>Lesson Observations</p> <p>Intervention / pre-teach observations</p> <p>Data analysis from key assessments and data submissions</p>	<p>By early autumn term, and then continued beyond</p> <ul style="list-style-type: none"> Pre-teach used as a strategy so that more children can access age appropriate learning on a lesson by lesson basis (where needed) <p>By spring term</p> <ul style="list-style-type: none"> Teachers using pre-teach regularly (and well-embedded into daily practice) to enable more children to access age related learning in lessons. 	<p>RD All teachers</p>
<p>End of Year Outcomes (What will it look like?)</p>	<p>Actions (What will be done and by who?)</p>	<p>Evaluation (Evaluative question to support governor monitoring)</p>	<p>Monitoring (How will we check it is working?)</p>	<p>Milestones – (What will progress look like towards our end of year outcomes?)</p>	
<ul style="list-style-type: none"> Support for parents enables them to help at home (could use WRM parent support materials). Parents invited into school 	<ul style="list-style-type: none"> Maths leaders to collect and co-ordinate the sending of material to parents to help with maths at home 	<ul style="list-style-type: none"> Do parents know how to help their child at home? Are available materials being shared with parents to help close the gaps? 	<p>Parent's evening conversations</p> <p>Parental questionnaires</p>	<p>Ongoing throughout the year</p> <ul style="list-style-type: none"> Parents informed/updated with regards to the ways 	<p>RD TS</p>

for specific targeted training to support their child at home.			Informal conversations with parents	schools teach maths and how they can support at home	
<ul style="list-style-type: none"> Blended learning materials will be in place to support any child or class that has to self-isolate during the year (WRM resources - lesson videos and premium content) 	<ul style="list-style-type: none"> Teacher to create a 'pack' of maths materials that can be used in the event of self-isolation or a bubble closure (this could be paper-based or on a learning platform like Seesaw) 	<ul style="list-style-type: none"> Do all classes have a back-up set of materials to support self-isolation and lockdown? 	Maths leaders and SLT to ensure provision is in place (checking learning platforms of pack of materials)	Ongoing throughout the year <ul style="list-style-type: none"> All classes will have two weeks of home learning materials ready in the event of home learning, or will ensure that daily learning in class is uploaded or shared with home learners/self-isolators 	RS All teachers £500 resources
<ul style="list-style-type: none"> Teachers use variation theory to ensure children 'notice' what is important about a concept and can use/apply this in various contexts due to their deep understanding. Children will confidently articulate their thinking/understanding. 	<ul style="list-style-type: none"> MK to support schools with staff meetings on effective variation (both conceptual and procedural) – Autumn Term Maths leaders and MK to support teachers with their plans and ideas for how to use variation in daily lessons Teachers to be paired up with other teachers in the same phase to support planning and to observe lessons 	<ul style="list-style-type: none"> Are children taught to 'notice' what is important? E.g. when adding 10 to a number, what changes? What doesn't? Are children taught what something is? And also what it isn't? (acquire deep understanding) Do children apply their learning in different contexts? 	Lesson observations Book looks Monitoring of planning and teacher resources used in lesson delivery (e.g. smart notebook files)	By the end of the spring term, <ul style="list-style-type: none"> Children's work will show some evidence of the use of variation theory. Children's explanations will demonstrate a clear understanding of what something is, but also what it isn't. E.g. a square is a special rectangle as it meets all the criteria of a rectangle, and it also has 4 equal length sides. However, all rectangles are not squares (as they don't all have four equal sides). 	RD MK

Priority Quality of Education – To improve writing progress across school to ensure at key phases all pupils are in line with pre key stage and have caught up.

Evidence for Priority Area (Ofsted/Data/Reviews)

In 2019 data 61.2% of EYFS pupils achieved writing, 67% achieved writing at KS1 EXS + with 18% at GDS, KS2 79% achieved EXS and 14% at GDS. Throughout the pandemic the school continued through remote learning, catch up plan focus on writing. However the gap between reading and writing has widened during this period and school need to narrow this gap.

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Costings
Handwriting policy has improved the presentation of writing across school. Clear progress from the start is	Autumn: Teachers provide daily handwriting sessions for pupils (Y1-Y6) FS – learning tasks with focus on hand eye co-ordination, pincher grips, pencil, pen grips all staff to	How do you know the handwriting scheme is improving the presentation of writing?	Book scrutinise Learning Walks Pupil voice	Autumn: Progress clearly evident in all books, pieces of work. Consistent handwriting evident across school. Pupil more eager to want to write	SH TS NS

evident and pupils recognise their progress and have pride in their presentation.	guide, model and support pupil's engagement with activities. Spring/summer: Sessions delivered as a need basis, focus on joins necessary based on assessment of all presentation. Awards on going to continue to priorities presentation and enthusiasm for all pupils.	Is this having an impact on the confidence of pupils to want to write?		as they have seen the progress they have made. Progress in writing will evidence rapid improvements to narrow the gap. Spring: Handwriting scheme embedded, targeted pupils having intervention. Sessions are targeted based on needs of the pupils. Progress in writing will evidence rapid improvements to narrow the gap.	£250 for books, resources
Writing sequence embedded to support progress of all pupils. This will ensure a higher percentage of children will achieve EXS and GDS.	Autumn- School to be part of CPD Project for writing through Learners First and Tykes Teaching school. Project will be focusing on Y5 and Y6 to ensure they meet expected outcomes to become secondary ready. Strategies will be shared with Y3, Y4. SH to lead the CPD for staff, monitoring and progress in writing. Spring - CPD in phase meetings, staff meetings to support the sequence, planning support and evaluation of success. Summer- showcase the process for all staff and develop strategies for KS1 for a consistent approach to writing once majority of pupils have completed	How will the impact of the training improve outcomes? What evidence do you have that the CPD is maximising rates of progress for all pupils? How might you support staff/pupils further if evidence suggests this is needed?	Peer review Book scrutinise Learning Walks Pupil voice Data/progress tracking Pupil progress meetings Staff voice Parent voice	Autumn: Progress clearly evident in all books, pieces of work. Consistent writing sequence across KS2. Pupil more eager to want to write as they have seen the progress they have made. Progress in writing will evidence rapid improvements to narrow the gap. Spring: Sequence and strategies embedded, targeted pupils having intervention. Sessions are targeted based on needs of the pupils. Progress in writing will evidence rapid improvements to narrow the gap.	TS NS SH £418 + cover costs.
All staff confident and competent in writing process through confidence of subject knowledge and expectations, addressing errors, misconceptions and recognise next steps of learning.	Autumn – staff questionnaire for CPD needs. Teacher support on the sequence, through planning meetings, team teach and TA training. Spring- phase meetings continue to support writing, ensuring consistency and progress in all books. Action planned for additional support where necessary.	Are staff competent in the subject knowledge to challenge and consolidate the learning needs of the pupils? Are interventions impacting the progress? How do you know this?	Peer review Book scrutinise Learning Walks Pupil voice Data/progress tracking Pupil progress meetings Staff voice Parent voice	Autumn: CPD scheduled for the staff to support the writing process. Staff confident in the delivery of the writing process. CPD of staff supporting the delivery and progress of pupils. Spring: Progress in writing will evidence rapid improvements to narrow the gap.	SH TS All staff

				<p>Staff confident and competent in the delivery and subject knowledge to narrow the gap and ensure progress in every lesson.</p> <p>Summer: Lesson drop in, clips demonstrate the competence and confidence of staff delivering writing in all capacities.</p>	
Ensuring that all children achieve what is expected nationally in writing and from previous phase through effective feedback, modelling and pupil engagement through the purpose and audience intended.	Termly: monitoring and use pupil progress meetings and standards meetings to build upon high standards of pupil attainment in writing. Provision maps and interventions are set and monitored. Phase meetings discussion around progress, concerns, writing lead to coach staff on delivery and impact progress.	<p>Are all pupils on track to meet expectations?</p> <p>Are they making at least expected progress?</p> <p>Are staff driving the standards forward in all class/years and lessons?</p> <p>Are staff equipped with the skills to deliver high quality writing?</p>	<p>Peer review</p> <p>Book scrutinise</p> <p>Learning Walks</p> <p>Pupil voice</p> <p>Data/progress tracking</p> <p>Pupil progress meetings</p> <p>Staff voice</p>	<p>Autumn: Progress clearly evident in all books, pieces of work. Consistent writing sequence across KS2. Pupil eager to share their learning, know their targets and can evidence it in their books as they have seen the progress they have made.</p> <p>Progress in writing will evidence rapid improvements to narrow the gap.</p> <p>Spring: Sequence and strategies embedded, targeted pupils having intervention. Sessions are targeted based on needs of the pupils.</p> <p>Progress in writing will evidence rapid improvements to narrow the gap.</p> <p>Staff confident in the delivery of the curriculum.</p>	<p>TS</p> <p>NS</p> <p>SH</p> <p>JW (Summer)</p> <p>£5750</p>
Priority 2 – To support parents at home with writing.					
Evidence for Priority Area (Ofsted/Data/Reviews) Throughout the pandemic the school continued through remote learning, catch up plan focus on writing. However the gap between reading and writing has widened during this period and school need to narrow this gap. Parent's voice evidences that the demand of writing and their lack of knowledge based on the changes in curriculum when they were art school.					
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/costings

Parents are becoming confident with the expectations of writing based on their children's age. This will be achieved through the offer of training that targets specific areas.	Parents meeting in September, set expectations, share the learning for the year ahead. Training session put on for parents looking at writing elements, focus on the grammar elements that are the challenges.	How have the parents meeting supported the parents to help with writing at home? How do you know this? What evidence do you have?	% of parents who have attended meetings. % of parents attending any CPD for support in writing. Parent voice	Autumn: Progress clearly evident in all books, pieces of work. Consistent writing sequence across KS2. Parents are aware of expectations, using Twitter, Seesaw, Progress in writing will evidence rapid improvements to narrow the gap. Spring: Progress in writing will evidence rapid improvements to narrow the gap. More engagement of parents on writing tasks at home.	TS SH NS
Family Fun sessions/seesaw resources have modelled the expectations of writing to support writing at home.	Termly family fun sessions, some covid restrictions may be necessary. All tasks to have a link to writing and model and examples of expectations shared. Work focused on needs of pupils. Parent meetings in Autumn, share expectations in writing, focus of resources to support.	How have the family fun sessions supported the parents to help with writing at home? How do you know this? What evidence do you have? What writing has been brought in from home to support this?	% of parents who attend family fun sessions. Evaluation of family fun sessions, tasks, resources to support at home. Parent voice	On-going – advertise our family fun sessions, monitor the uptake of these. SLT to ensure that writing element is evidence and correct resources are supportive for parents to use at home.	All staff £500 resources
Use of Twitter shares the success of writing at school to demonstrate the expectations to parents when children are writing at home.	Autumn – Twitter to be launched to support and share the learning at home? Teachers to set tasks for pupils to complete writing at home and share on Twitter. Work at home evidences the same standard at home and at school.	Are parents using the Twitter account and is writing evidenced? Are the standards still the same from school and home? Are parents more confident in using Twitter to share the writing at home.	% of parents using Twitter Standard of Twitter feeds evidencing writing.	On-going – advertise each year group Twitter, monitor numbers following, evaluate feeds for writing at home and at school.	All staff

Priority Behaviours and Attitude – To continue to improve attendance in all ECM schools so that they are able to achieve and maintain their target of 97% attendance.

Evidence for Priority Area (Ofsted/Data/Reviews)

Rust level attendance analysis completed in May 2021 and showed that since returning to school in March 2021, 7 out of the 8 ECM schools have shown improvement in their overall attendance compared to 2018/19.

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Costings
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Schools will have achieved the set attendance target of 97% .	<p>Schools will continue to monitor their own attendance through regular analysis of data.</p> <p>Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.</p>	<p>Has there been an improvement from previous comparative attendance data?</p> <p>What actions are being taken by schools to ensure the attendance target is met?</p> <p>Where schools are falling below target, is there support in place to improve this?</p>	Termly attendance data analysis completed at trust level.	<p>By end of Autumn term 2021; Schools will have improved attendance percentage in relation to Autumn 2020 data.</p> <p>By end of 2021/22 academic year; Schools will have met their attendance targets.</p>	<p>RP SR TS NS</p> <p>SLA for EWO £1898</p>
Systems and procedures for monitoring and evaluating attendance will be consistent in all schools.	<p>Trust policy in place to outline procedures.</p> <p>Half termly attendance network meetings to be held in which discussions will be held to ensure consistency of approach to key areas of attendance.</p> <p>Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.</p> <p>Additional SIMS support/training for new to role attendance leads.</p> <p>Mentoring for new to role attendance leads</p>	<p>Do all schools follow the ECM attendance policy?</p> <p>What systems and procedures are in place for monitoring attendance?</p>	<p>Termly attendance data analysis completed at trust level.</p> <p>Agenda items in half termly network meetings and related minutes.</p>	By end of Autumn term 2021; Systems and procedures for monitoring and evaluating attendance will be consistent in all schools.	<p>RP SR TS NS SV</p>
EWO in place and work taking place is having a positive impact on attendance to reduce persistent absentee and school target is further in line to be achieved.	<p>Schools to continue to buy into EWO support.</p> <p>Effectiveness of EWO support to be considered when reporting termly data.</p>	<p>What level of EWO support do schools buy into?</p> <p>What impact is this support having?</p> <p>How can we evidence the impact of this support?</p>	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021 and ongoing; Schools will have improved attendance for families targeted by EWO support.	<p>RP Costings above</p>
External support for vulnerable children/families occurs regularly and for those children/families involved, their attendance improves.	<p>Half termly network meetings to include attendance leads and PSA's to ensure joint working.</p> <p>Shared delivery of parenting programmes across schools to ensure all ECM schools are able to offer this support.</p> <p>Signposting to outside agencies will take place where required.</p>	<p>What support do we offer to our vulnerable families?</p> <p>What impact is this support having?</p> <p>How can we evidence the impact of this support?</p>	Agenda items in half termly network meetings and related minutes.	<p>By end of Autumn term 1 2021; School will have agreed an approach to the delivery of parenting courses across the trust.</p> <p>By end of Autumn term 2021 and ongoing; Schools will be delivering parenting programmes across the trust.</p>	<p>RP SR TS NS SV</p>
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation	Monitoring	Milestones –	

		<i>(Evaluative question to support governor monitoring)</i>	<i>(How will we check it is working?)</i>	<i>(What will progress look like towards our end of year outcomes?)</i>	
Fixed Penalty Notices are implemented in line with policy.	Trust policy in place to outline procedures. Agenda item at network meetings to ensure consistency of approach.	When are fixed penalty notices issued? How many fixed penalty notices have been issued?	Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021 and ongoing; There will be a consistent approach across all ECM schools to the issuing of fixed penalty notices.	RP SR TS NS
The opportunity to share good practice will be provided. Support will be available for new to role attendance leads, or those who are struggling with any aspect of managing attendance.	Half termly attendance network meetings to take place. Mentoring set up for new to role attendance leads or those who require support.	What support has been provided for attendance leads? What is the impact of this support? Are attendance leads competent in their role.	Agenda items in half termly network meetings and related minutes. Feedback from attendance leads & headteachers.	By end of Autumn term 2021 and ongoing; Half termly network meetings will be in place. Support will be in place for attendance leads who require it. Attendance leads will be competent and confident in their role.	
There will be a clear understanding of attendance in all schools from trust level. Schools will be identified for further support where this is needed.	Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.	What is the picture of attendance across the trust? What are the key priorities for improvement moving forward? Which schools are we concerned about?	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021 and ongoing; Attendance data will be reported to the trust on a set format half termly. This will be used to inform agenda items for network meetings.	RP SV
All attendance leads will be competent in the use of SIMs and be able to utilise this to support their day to day work in improving attendance.	Additional SIMS support/training for new to role attendance leads.	How is SIMS used to support the management of attendance? What is the impact of using SIMs? How confident do attendance leads feel in the use of SIMs?	Discussion at half termly network meetings. Feedback from attendance leads & headteachers.	By end of Autumn term 2021 and ongoing; Attendance leads will be competent and confident in the use of SIMs.	RP £1300 costings to SIMS?
There will be a consistent approach across ECM schools in both the content of letters, and when they are sent out to parents/carers.	Set formats/wording of attendance letters and when they will be issued, to be agreed. Letters to be used across all ECM schools.	When are letters issued to parents/carers in relation to attendance? Is the content of these letters consistent?	Agreed letter formats and outline of when they will be sent (Policy). Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021 and ongoing; There will be agreed letters to be sent out at set times and these will be used consistently by ECM schools. Parents/carers will have a clear understanding of expectations in relation to attendance.	RP TS NS

Priority 2 – To reduce the rate of persistent absenteeism across all ECM schools					
Evidence for Priority Area (Ofsted/Data/Reviews) <i>The Trust attendance review in May 2021, identified that the rate of persistent absenteeism for 2018/19 was above national average in 7 out of the 8 ECM schools. Although there has been an improvement, with only 2 of the 8 schools above local and national averages for 2020/21, we recognise that a focus is still needed to maintain progress once national restrictions are lifted and holidays more likely.</i>					
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/costings
All 8 ECM schools will fall below national and local averages in terms of the rates of persistent absentees.	Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.	What is the current level of persistent absentees in each school? Has there been an improvement in comparison to previous years/terms? What practice is in place to support the reduction of PA's across schools?	Trust level data analysis of termly attendance data.	By end of Autumn term 2021; ECM schools will have improved their rate of persistent absentees when looking at termly comparable data. By end of 2021/22 academic year; Schools will have below local and national average number of persistent absentees.	TS SV NS RP
Systems and procedures for monitoring persistent absentees will be consistent in all schools.	Trust policy in place to outline procedures. Half termly attendance network meetings to be held in which discussions will be held to ensure consistency of approach to key areas of attendance. Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed. Additional SIMS support/training for new to role attendance leads. Mentoring for new to role attendance leads	Do all schools follow the ECM attendance policy? What systems and procedures are in place for monitoring persistent absentees? What support is available to families in a bid to reduce persistent absenteeism?	Termly attendance data analysis completed at trust level. Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021; <ul style="list-style-type: none"> Systems and procedures for monitoring and evaluating persistent absentees will be consistent in all schools. 	TS SV NS RP

EWO in place and work taking place is having a positive impact on the number of persistent absentees.	Schools to continue to buy into EWO support. Effectiveness of EWO support to be considered when reporting termly data.	What level of EWO support do schools buy into? What impact is this support having? How can we evidence the impact of this support?	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021 and ongoing; Schools will have reduced the number of persistent absentees through the impact of EWO support with key families.	TS NS RP EWO costings above
There will be a clear understanding of the number of persistent absentees in all schools from trust level. Schools will be identified for further support where this is needed.	Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.	What is the picture of persistent absenteeism across the trust? What are the key priorities for improvement moving forward? Which schools are we concerned about?	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021 and ongoing; Attendance data will be reported to the trust on a set format half termly. This will be used to inform agenda items for network meetings.	TS SV NS RP
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	
There will be joint-up working across professionals within a school and across the trust, in order to provide the most effective support for families where children are persistent absentees.	Half termly network meetings to include attendance leads and PSA's to ensure joint working. Shared delivery of parenting programmes across schools to ensure all ECM schools are able to offer this support. Signposting to outside agencies will take place where required.	What support do we offer to our vulnerable families? What impact is this support having? How can we evidence the impact of this support?	Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021 and ongoing; There will be a reduction in the number of persistent absentees. Support will be available for key families, at school level, trust level and through signposting to other agencies.	TS SV NS RP

Priority 3 – To ensure consistency in the approach to the recording and monitoring of lates across all ECM schools.

Evidence for Priority Area (Ofsted/Data/Reviews)

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/costings
There will be an agreed approach to the recording and monitoring of lates and this will be used consistently across the trust.	Trust attendance policy to be revisited to ensure the approach to managing lates is clear. Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.	How are lates recorded? How are lates monitored? What actions are taken if a child is often late?	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021; Trust policy will reflect approach to monitoring and recording lates.	TS SV NS RP

			Agenda items in half termly network meetings and related minutes.	ECM schools will be following this consistently.	
There will be an understanding of the number of late marks in each school and the impact this may be having on children's attainment and progress.	Schools will report termly data to the trust and an analysis will be completed to identify where further support is needed.	What is the picture of lateness across the trust? What is being done in schools to monitor individual children?	Termly attendance data analysis completed at trust level. Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021 and ongoing; Lates will be reported to the trust as part of termly data. By the end of summer term 2022; Schools will be in a position to evaluate the effect of poor punctuality on children's overall attainment.	RP SR
EWO in place and work taking place is having a positive impact on reducing lateness.	Schools to continue to buy into EWO support. Effectiveness of EWO support to be considered when reporting termly data.	What level of EWO support do schools buy into? What impact is this support having?	Termly attendance data analysis completed at trust level.	By end of Autumn term 2021 and ongoing; Schools will have reduced the number of lates through the impact of EWO support with key families.	TS SV NS RP
End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Who/costings
External support for vulnerable children/families occurs regularly and for those children/families involved, their punctuality improves.	Half termly network meetings to include attendance leads and PSA's to ensure joint working. Shared delivery of parenting programmes across schools to ensure all ECM schools are able to offer this support. Signposting to outside agencies will take place where required.	What support do we offer to our vulnerable families? What impact is this support having? How can we evidence the impact of this support?	Termly attendance data analysis completed at trust level. Agenda items in half termly network meetings and related minutes.	By end of Spring term 2022; There will joint-up working across professionals within a school and across the trust, in order to provide the most effective support for families where children are often late for school. As a result, the rate of lateness will improve.	TS SV NS RP
There will be a consistent approach across ECM schools in both the content of letters, and when they are sent out to parents/carers.	Set formats/wording of attendance letters and when they will be issued, to be agreed. Letters to be used across all ECM schools.	When are letters issued to parents/carers in relation to punctuality? Is the content of these letters consistent?	Agreed letter formats and outline of when they will be sent (Policy). Agenda items in half termly network meetings and related minutes.	By end of Autumn term 2021 and ongoing; There will be agreed letters to be sent out at set times and these will be used consistently by ECM schools.	

				Parents/carers will have a clear understanding of expectations in relation to punctuality.	
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Priority Personal Development – To ensure that effective support results in positive emotional mental health and well-being of staff, pupils, parents and carers enabling pupils to engage in learning and catch up quickly.

Evidence for Priority Area (Ofsted/Data/Reviews)

It is well documented that during the lock down period that resulted from the COVID -19 Pandemic that all children experienced some form of trauma. Trauma was not only experienced by children but also the adults that they live with and beyond. As a result of the pandemic communities have experienced an increase in unemployment, poverty, domestic violence, obesity and alcohol abuse to name but some.

The evidence of good emotional health and wellbeing to support effective learning is well documented. Effective provision to enhance the quality of emotional health and wellbeing in schools should not be focused on the children alone, but should be extended to parents and carers also. It is reasonable to assume that anything that has a negative impact on a child's caregiver will almost certainly impact negatively on the child's ability to experience positively, all that school can offer.

The purpose of the Wellbeing Strategy is to outline what support can be offered to children and their families, how it will be delivered, and how families can access that support.

It is intended that the proposed approach will facilitate a universal and 'Early Help' style intervention for children and families experiencing difficulty without formal referral to statutory agencies where this can be avoided. Observations of learning (Peer Review, SEND Reviews, feedback from SLE's, school observations and drop – ins) evidence that pupils are actively engaged in the learning.

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Costings
Emotional Wellbeing is prioritised across school. An integrated, whole school approach to mental health and well-being is tailored to the needs of its pupils. One that goes beyond the teaching in the classroom to pervade all aspects of school life. The culture, ethos and environment of the school have a profound influence on both pupil and staff mental wellbeing.	Wellbeing and Mental Health are a regular agenda item on all staff and SLT meetings completed by SLT Wellbeing reviewed half termly to ensure progress against targets for staff. PHSCE co-ordinator. Assemblies to support the important of being healthy and safe. SLT	Is the support provided to staff having a positive impact on their well-being? Does the school have a clear strategy to support the stakeholders? Are staff and pupils taking appropriate actions to support their own health and well-being? How is the school supporting this?	Environment learning walks Triangulation of evidence Assessment tracking data Phase meetings Pupil progress meeting Survey analysis Incredible Me Data Pupil Voice/staff voice.	Autumn: Development day from the pilot scheme has taken place with the strategy plan in place. Incredible me assessments for pupils completed and groups/individual are accessing the support. TA further training to support groups. Spring: Further development days of support have continued to support the school strategy. Pupils reassessed to demonstrate progress and those in need Summer: Incredible me is embedded in all classes, children are identified through	AW CG TS NS £850 Cover, training

				assessment and support in place and outcomes improved due to the support.	
Well-being interventions are prioritised across the school through the use of Incredible Me and Art Therapy which enables pupils to have the support in order to access learning.	<p>Timetable implemented flexibly to ensure adequate time is devoted to wellbeing. All teachers.</p> <p>Teachers to be responsible for the interventions of each child within their class. Teachers</p> <p>Tas/PSAs to provide wellbeing interventions. All staff SENDCO</p> <p>Assemblies further support the well-being of pupils. SLT</p>	<p>Do the adults in school understand the ethos and pedagogy of supporting well-being?</p> <p>How do you know they are confident in delivering the support necessary?</p> <p>What support are other agencies available to add support?</p>	<p>Incredible me data analysis.</p> <p>Pupil interviews</p> <p>Staff interviews</p> <p>Monitoring of staff illness.</p>	<p>Autumn: Ensure mental health training for practitioners address the needs for vulnerable groups of children and young people including SEND, LGBTQ+, LAC, home educated and young carers.</p> <p>Autumn: Wellbeing leader appointed</p> <p>On-going: Wellbeing assessment tracker identified for use</p> <p>Autumn: Staff and pupil wellbeing survey to be sent and analysis of findings used to inform actions</p> <p>On going: Wellbeing agenda item on staff/SLT meetings and head teacher meetings</p> <p>Termly: assessment analysis from the Incredible Me Programme.</p>	<p>TS</p> <p>NS</p> <p>JH</p> <p>LM</p> <p>SR</p> <p>Art therapy, Incredible me:</p> <p>£17472</p> <p>JH costings,</p>
<p>Children and families with emotional/mental health vulnerability are monitored and appropriate support given</p> <p>Clear communication and support for parents enables effective home support</p> <p>Support is in place for vulnerable children and families if self-isolation occurs through the remote learning offer, regular contact both via telephone and home visits.</p>	<p>Improving relationships between staff, parents and pupils</p> <p>Having co-ordinated support from a range of external organisations</p> <p>Building a strong community ethos which promotes tolerance and respect</p> <p>Regular communication with parents and involving them in matters regarding pupil progress, behaviour and pastoral issues</p> <p>Recognising the backgrounds and needs of individual pupils</p> <p>Increased number of targeted EHAs with improved outcomes</p>	<p>Can all stakeholders articulate the support available to them in times of need?</p> <p>Is the correct level of support available?</p>	<p>Communication through parents.</p> <p>CPOMS log</p> <p>Parent voice and feedback</p> <p>Provision maps for pupils.</p>	<p>Autumn:</p> <p>Parents informed/updated with regards to the school's wellbeing policies and procedures</p> <p>Teachers using strategies to address emotional wellbeing in class</p> <p>Daily wellbeing activity in every class in Autumn Term</p> <p>Spring:</p> <p>Appropriate and accurate application of assessments and identification of those that need additional support</p> <p>Additional support provided</p> <p>Summer:</p>	<p>AW</p> <p>CG</p> <p>TS</p> <p>NS</p> <p>JH</p> <p>LM</p> <p>SR</p> <p>£250</p>

				<p>Parents are fully aware and confident in the support they receive and their children.</p> <p>Parents support ensure they are healthy and well-being has improved</p>	
<p>Staff wellbeing 'checked' regularly and support provided through all means available.</p>	<p>Positive staff relationships staff for their skills, not their working pattern. (All staff)</p> <p>Complaints or concerns seriously dealt with appropriately using the school's policies. (SLT)</p> <p>Workload monitored and staff spoke to regularly about their work/life balance. (Trust SLT)</p> <p>New staff are properly and thoroughly inducted and feel able to ask for help. (TS)</p> <p>Personal issues and pressures at taken into account during any appraisal or capability procedures. (SLT)</p> <p>Information about and access to external support services available. (SLT)</p> <p>Personal and professional development training supported (SLT)</p> <p>Staff supported through school attendance policies if they are absent for long periods (BM, SLT)</p> <p>Return to work interviews to support staff back into work (SLT)</p> <p>Exit interviews with resigning staff help to identify any wellbeing issues that lead to their resignation (Head)</p> <p>Staff support other members of staff and adhere to agreed working hours (SLT)</p> <p>Staff wellbeing monitored through regular surveys and structured conversations (Well being leader)</p> <p>Accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring (SLT)</p> <p>Demands on staff reviewed regularly , such as the time spent on paperwork, and seek alternative solutions wherever possible (SLT)</p> <p>Job descriptions are kept up-to-date, with clearly identified responsibilities and staff consulted before any changes (PD)</p> <p>Staff views considered. Staff involved in decision-making processes, including allowing considering any workload implications of new initiatives (SLT)</p>	<p>How do you know that staff are happy in work?</p> <p>Do they feel comfortable in seeking support? How do you know?</p> <p>Is feedback positive?</p> <p>What actions have been implemented that demonstrate collaboration to support staff well-being?</p> <p>What are the most needs of the staff? What support have been implemented?</p>	<p>Staff interviews</p> <p>Monitoring of staff illness.</p> <p>Staff voice and analysis of support and impact.</p>	<p>Autumn</p> <p>Staff and pupil wellbeing survey to be sent and analysis of findings used to inform actions</p> <p>Wellbeing agenda item on staff/SLT meetings and head teacher meetings</p> <p>Wellbeing displays to raise awareness of mental health</p> <p>Staff training of own mental health and staff as a team.</p> <p>Spring</p> <p>Additional support provided</p> <p>Staff monitoring each other's and own well-being.</p> <p>Summer:</p> <p>Improved outcomes on staff and pupils well-being survey.</p>	<p>SLT</p> <p>PT</p> <p>£2500</p>

	<p>New initiatives are communicated effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school (SLT)</p> <p>Make sure that the efforts and successes of staff are recognised and celebrated (SLT)</p> <p>Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload (SLT)</p> <p>Organise extra support during times of stress, such as Ofsted inspections (SLT)</p>				
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Priority Leadership and Management: To further develop middle leader's leadership of assessment and record keeping in the foundation subjects to ensure all systems are robust and rigorous, maximising pupil progress across a broad and balanced curriculum to ensure improved outcomes through the implementation and impact of the school's curriculum.

Evidence for Priority Area (Ofsted/Data/Reviews)

Children baseline in FS baseline below ARE and well below national. Upon entry at FS1, communication, literacy and language is a key area of need for pupils in our community due to the significant levels of deprivation (see data on baseline). Through the broad and balanced curriculum, language is the driver for the knowledge of knowing more and remembering more.

End of Year Outcomes (What will it look like?)	Actions (What will be done and by who?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)	Costings
A tailored, broad balanced curriculum under pinned by a developmental oracy framework, meets the needs and interests of our pupils and wider community, to be fully embedded.	<p>Coordinator time throughout the year to ensure middle leaders can effectively evaluate the current position of their subject against their action plan.</p> <p>Trust network meeting for all co-ordinators support the implementation and impact of the subjects and confident in the evaluation of the offer.</p> <p>Co-ordinators monitor and evaluate the subject addressing strengths and implement changes of development. (Teachers, Curriculum Leader)</p>	<p>Are Next steps assessments in line with the changes and are the assessments effective?</p> <p>Can progress be seen in all subjects?</p> <p>How do you know that the curriculum meets the need of the pupils and the curriculum?</p>	<p>Medium term planning scrutiny.</p> <p>Lesson observations, learning walks, environment scrutiny.</p> <p>Subject on a page analysis.</p>	<p>Autumn: Timetables will demonstrate the broad and balanced curriculum being taught weekly. Evidence in books will begin to support the attainment of pupils in core subjects. Subject leaders will have formed a detailed action plan (linked to SIP) to drive standards forward in their subject.</p> <p>Spring: Data analysis demonstrates impact of broad balance curriculum.</p> <p>Pupils able to articulate learning, how it fits into the curriculum and what they remember.</p>	<p>All subject leaders</p> <p>£4590cover costs for leadership time.</p>
Curriculum evidences clearly links to core	Termly	What evidence do you have the links are meaningful and necessary?	Medium term planning scrutiny.	Autumn: All curriculum progression documents	All subject leaders

subject expectations and challenge.	Middle Leaders and SLT monitor and evaluate the curriculum gathering evidence from displays, language/vocabulary, working walls in class. (All teachers, SLT)	Are tasks learning driven rather than outcome driven? Are staff skilled and have the knowledge of the curriculum to utilise the links for improved outcomes?	Lesson observations, learning walks, environment scrutiny. Subject on a page analysis.	evaluated, amended to meet the pupil's needs. Staff confident and have knowledge of subject curriculum and the tasks necessary to meet outcomes. On-going: Quality Wave 1 teaching across the subjects. Support provided for new teachers and areas of need for planning and delivery of their subject. Subject leaders are the driving force for quality, offering support through their expertise and knowledge.	cover costs for leadership time set above
Learning opportunities through the wider curriculum enhances progress and attainment in core subjects.	Long term plans highlight the links to the core subjects. Learning tasks meet the needs of the pupils and drive the subject curriculum so pupils know more and remember more, making relevant links to previous learning. (All teachers, SLT)	How do you know middle leaders can drive forward standards through their curriculum subject? What evidence can they provide to support their position? progress and attainment in core subjects?	Termly Checklist analysis and evaluation of the quality of work in books. Presentation is neat, marking and feedback policy adhered to, differentiation and progression of skills is clear.	Termly - Looking at quality of steps to success, how do we consistently display differentiation? Quarter part marking is effective, pupil response to feedback, DITT Time, quality is consistent across all work and subjects clear progression.	All subject leaders
Middle leaders can articulate strengths and areas for development in their subjects. They provide support and source training when required.	Termly All co-ordinators have evidence to support: -progress made year on year -how their curriculum area is taught effectively (differentiation, pitch) -non negotiables in books -how skills were differentiated through KS1 and KS2 Co-ordinators through leader time, time manage the monitoring for their subject. (Subject leaders, SLT)	How do they ensure assessments are accurate? What is the progress/attainment of vulnerable groups in all subjects? How do you know wider learning opportunities are enhancing?	Termly Checklist analysis and evaluation of the quality of work in books. Presentation is neat, marking and feedback policy adhered to, differentiation and progression of skills is clear	Autumn: Timetables will demonstrate the broad and balanced curriculum being taught weekly. Evidence in books will begin to support the attainment of pupils in core subjects. Subject leaders will have formed a detailed action plan (linked to SIP) to drive standards forward in their subject. Spring: Quality Wave 1 teaching across the subjects. Support provided for new teachers and areas of need for planning and delivery of their subject. Summer: Pupil questionnaires evidence the positive impact of the tailored curriculum.	All subject leaders

				Leaders have a clear strategic overview of their subject and evaluated the impact and progress through the year.	
Middle leaders have a clear strategic overview for moving their subject forward. They access any relevant training and attend trust subject leadership meetings which offer further ideas and support.	Termly Middle Leaders and SLT monitor and evaluate the curriculum gathering evidence from displays, language/vocabulary, working walls in class. (All teachers)	How do you know middle leaders can drive forward standards through their curriculum subject? What evidence can they provide to support their position? How confident are all leaders in the curriculum offer and are they confident to articulate this for outside external inspections?	Termly Checklist analysis and evaluation of the quality of work in books. Presentation is neat, marking and feedback policy adhered to, differentiation and progression of skills is clear	Autumn: All leaders to assess the curriculum offer, change, adapt and amend where necessary for the pupils' needs. Clear subject action plans and overview of strengths and weaknesses. Spring: Assessments are evidencing progress, pupils are ARE and evidencing in books support the quality learning across the subjects. Leaders are able to articulate their subject competently. Summer: Book scrutiny and assessment evidence outcomes for pupils, broad balanced curriculum coverage and leaders are able to analyse the impact and know where to lead the subject further.	All subject leaders
Accurate assessment of core subjects demonstrates a higher percentage of children meeting ARE. Those working below ARE are identified and intervention is put in place to support those children in making rapid progress.	Termly Checklist analysis and evaluation of the quality of work in books. Presentation is neat, marking and feedback policy adhered to, differentiation and progression of skills is clear. (All teachers)	How do they ensure assessments are accurate? What is the progress/attainment of vulnerable groups in all subjects? How do you know wider learning opportunities are enhancing?	Termly, Learning walks Phase meetings Staff meetings Monitoring	Autumn: All leaders to assess the curriculum offer, change, adapt and amend where necessary for the pupils' needs. Leaders support teachers to understand the expectations for their year group and how tasks will demonstrate the knowledge, understanding and concepts necessary. Spring: Assessments are evidencing progress, pupils are ARE and evidencing in books support the quality learning across the subjects. Leaders are able to articulate their subject competently.	All subject leaders NFER EAMAG subscription

				Summer: Book scrutiny and assessment evidence outcomes for pupils, broad balanced curriculum coverage and leaders are able to analyse the impact and know where to lead the subject further.	
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