



## School Improvement Plan 2021-2022

### Targets

- A. Improve the quality of teaching in phonics, writing and mathematics so that internal data reflects improving standards in line with expected progress, including performing well at national levels in Year 1 screening, KS1 and KS2 SATS.
- B. Further develop effective use of assessments in core and non-core subjects enabling data to drive effective practice across the school with leaders in each subject charting and responding to trends.
- C. Use targeted interventions alongside tutoring to effectively narrow the gap for the most disadvantaged pupils in school, providing a wide and balanced curriculum whilst accelerating progress.

Context of objectives: the pandemic has had a serious impact on pupils and staff. The lost learning is not just limited to pupils but extends to less experienced staff who have had to manage a shifting landscape over the past 18 months negatively impacting their professional development. As part of the whole school recovery from this we are instituting a tranche of Professional Mentors who will support less experienced staff and play a role in aiding the staff's recovery from the time lost in school. In most cases these mentors will be drawn from the leadership teams and will usually, but not always be the team leader for the individual.

The targets reflect issues identified across the whole school, they also reflect changes put in place to writing, maths and spelling last year. They reference our ongoing commitment to using assessment as a targeted means to accelerate progress and our awareness of the importance of phonics.

There are four year groups where serious concerns regarding progress and attainment have been flagged. These include Year 6, Year 5, Year 4 and Year 2. Within these groups high levels of SEND, Disadvantaged and poor attendance combine to halt the good work happening before the pandemic and within these groups separate but related challenges face the members of staff teaching them. The school improvement plan has been written for the entire school but with the key issues emerging from these core groups foremost in mind.

Key issue: A	Improve the quality of teaching in phonics, writing and mathematics so that internal data reflects improving standards in line with expected progress, including performing at national levels in Year 1 screening, KS1 and KS2 SATS. (Owned by TB)						<b>Documents to support evaluation and shared with Governors</b>	
Success criteria:	By December	Year 2 and Year 1 phonics analysis shows good progress from starting points with timely and effective interventions in place Lesson observations and other monitoring show that the teaching of writing is consistent with the school approach and that work is of a quality and quantity that is age appropriate. Times table data reflects consistent improvements, particularly in key year groups Year 3 and 4. Progress data for Year 2 and Year 6 is in line with end of year expectations. Reports prepared by key staff on the following areas with action plan for any necessary CPD, or other improvements: fractions, measurement, times tables, spelling and phonics.					Headteacher Report Data Report Performance Management Stats Learning Lenses Data	
	By April	Year 1 and 2 phonics analysis shows that interventions selected in December have positively impacted the number of pupils on track to pass the screening check. Writing assessment and in school monitoring and moderation show that work is age appropriate and that the majority of pupils in Year 2 and Year 6 are in line to meet end of Key Stage standards. Year 3 and Year 4 pupils show continued progress towards complete times tables mastery. Provisional predicted data for Year 6 shows that FFT estimates are likely to be met.						
	By July	SATs data is in line with or better than expected attainment. 53% RWM 9%GDS Progress for disadvantaged pupils in these areas is ACCELERATED BEYOND non-disadvantaged (* excluding SEND pupils) +1-3 points Phonics screening checks in line with national. 80% Times tables check information shows improvements from 2021. 45%+						
No.	Action	Lead Person	Dates	Monitored by	Method of Monitoring	Resource Finance		
<b>Autumn term</b>								
1	Analyse Data at CP1	CB	Oct 2021	AR	Report Submitted, scrutinised and Discussed.	£200 SUPPLY CB		
2	Lesson Observations, LW, DI	AR	SEP-DEC 21	AR	Learning Lenses	£200 Supply TB		
3	Marking and Moderation	JG/LF	Oct and Dec	TB/CB	Reports and Data	N/A		
4	Phonics Assessment	LH	Nov 21	LF	Written Report and Professional Discussion	N/A		
5	PM meetings	TB	OCT 21	AR	PM Statements	£200 Supply TB		
6	Book Look	JG/LF	OCT 21	TB	Written Report and Feedback	£400 Supply		
7	Provision Map Analysis	LB	Oct 21	TB	Prov. Map	N/A		
8	Data Drop 1	CB	Dec 21	AR	Whole School Data Report	£200		
9	SIP Review	SLT	Dec 21	AR	Sip Update	N/A		
<p><b>Shared (SLT and Governors) evaluation of success criteria to December:</b></p> <p><b>Impact of actions in meeting success criteria</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>								

<b>Key issue: B</b>	Further develop effective use of assessments in core and non-core subjects enabling data to drive effective practice across the school with leaders in each subjects charting and responding to trends. (Owned by TB/CB)						<b>Documents to support evaluation and shared with Governors</b>
<b>Success criteria:</b>	<b>By December</b>	Maths review of new cycle of teaching including impact on assessments to this point and actions moving forwards. Writing review of new cycle of teaching including impact on assessments to this point and actions moving forwards. All subject leaders to analyse data in their subject and report on this to their relevant PM before reporting to all staff. Monitoring by ML and SLT takes into account use of assessment, outcomes to this point and the results of observations and book looks. Action Plans reviewed for all subjects.					<b>Headteacher Report Data Report Performance Management Stats Learning Lenses Data</b>
	<b>By April</b>	<ul style="list-style-type: none"> <li>Data shows that maths, literacy and phonics are in line with national.</li> <li>Data reflects improvements in teaching and learning observed through monitoring.</li> <li>Core subject leaders have taken note of key areas for focus and linked these to their ongoing action plans.</li> </ul>					
	<b>By July</b>	The cycle of teaching and learning is reviewed and enhancements planned for Sept. Disadvantaged pupils have narrowed the gap. SEND pupils have made good progress from starting points. Subject leaders have detailed statistical and anecdotal evidence from which to plan for their subject in 2022-2023					
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3	Marking and Moderation	JG/LF	Oct and Dec	TB/CB	Reports and Data	N/A	
4	Book Look	JG/LF	OCT 21	TB	Written Report and Feedback	£400 Supply	
5	Action Plan and DOL Analysis	TB	Oct 21	TB	Report and Feedback	£200 Supply	
6	Data Drop 1	CB	Dec 21	AR	Whole School Data Report	£200	
7	SIP Review	SLT	Dec 21	AR	Sip Update	N/A	
<p><b>Shared (SLT and Governors) evaluation of success criteria to December:</b></p> <p><b>Impact of actions in meeting success criteria</b></p>							

<b>Key issue:</b> C	C. Use targeted interventions alongside tutoring to effectively narrow the gap for the most disadvantaged pupils in school, providing a wide and balanced curriculum whilst accelerating progress in core subjects beyond their peers.  (Owned by CB)						<b>Documents to support evaluation and shared with Governors</b>
<b>Success criteria:</b>	By December	<ul style="list-style-type: none"> <li>Data analysis and outcomes of interventions highlight pupils to benefit from tutoring in Autumn 2 and Spring.</li> <li>Disadvantaged data accurately reflects both attainment and progress with the trend being an upward curve.</li> <li>SEND and PP observations show that these pupils are accessing a version of the curriculum that remains broad and balanced.</li> </ul>					<b>Headteacher Report</b> <b>Data Report</b> <b>Performance Management Stats</b> <b>Learning Lenses Data</b>
	By April 20	<ul style="list-style-type: none"> <li>Disadvantaged data shows an improvement in rates of progress across all areas of learning including non-core.</li> <li>Tuition is effective and the gap is narrowed for those receiving this support.</li> <li>Disadvantaged pupils are making accelerated progress versus their non-disadvantaged peers.</li> <li></li> </ul>					
	By July 20	<ul style="list-style-type: none"> <li>Outcomes for disadvantaged pupils and others most affected by lockdowns and Covid are positive in comparison with non-disadvantaged peers. (excluding SEND)</li> <li>80% of non-SEND disadvantaged pupils make better than expected progress in KS2 and 60% IN KS1.</li> <li>Year 6 progress better than 50 on FFT.</li> <li>Year 2 outcomes in line with expected from F2 exit results. 40% RWM.</li> <li>Year 1 phonics disadvantaged comparable in outcomes to non-disadvantaged.</li> </ul>					
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3	Marking and Moderation	JG/LF	Oct and Dec	TB/CB	Reports and Data	N/A	
4	Provision Map Analysis	LB	Oct 21	TB	Prov. Map	N/A	
5	Pupil Premium Specific Review	CB/AR	Dec 21	AR	PP Strategy Review Doc.	£200	
6	Data Drop 1	CB	Dec 21	AR	Whole School Data Report	£200	
7	SIP Review	SLT	Dec 21	AR	Sip Update	N/A	
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