

SCHOOL IMPROVEMENT PLAN

PRIORITIES FOR 2020/2021

Identify and embed strategies to support the positive emotional and mental wellbeing of all members of the school community
Develop pupils' understanding and use of rich language within their writing across the whole school
Address gaps in learning for all pupils, redefine the curriculum to address these gaps, and provide targeted support in key areas for identified pupils (using Autumn Term baseline assessment data)
Continue to build on a progressive, broad and challenging curriculum whilst responding to pupils' changing SEMH needs.

PERFORMANCE INDICATORS:

Attendance and achievement targets for attendance and achievement are met. A system of support is in place where qualitative data demonstrates a positive impact on the wellbeing of pupils, staff and parents.
A higher percentage of pupils to make accelerated progress in Writing from their Spring Term 2020 level, but with a particular focus on Year 1 to exceed 60% of pupils achieving the expected standard
Year 5 to exceed 60% of pupils achieving the expected standard
Year 6 to exceed 75% of pupils achieving the expected standard
Outcomes for current EYFS pupils to address the impact of Covid preschool non-attendance, particularly in PSED and Writing, and Year 1 to match or exceed Devon and National outcomes for the percentage of pupils achieving a Good Level of Development (exceed 73%).
All pupils make at least expected progress (6 steps) with a higher percentage making accelerated progress (8 steps) from baseline assessments
Outcomes for SEND and disadvantaged pupils >75% to make expected progress in Reading, Writing and Maths.
Subject leaders feel that they have an effective curriculum offer, which is well taught, resourced, accurately assessed and monitored. All external curriculum audit (May 2020) have been met.

DF EDUCATION

	KEY ACTIONS (including dates and deadlines where applicable)	WHO	Cost	IMPACT CHECK
<p>age of rated om 0 cular d 6.</p> <p>(lan)</p>	<ul style="list-style-type: none"> ● Baseline assessments completed and target children/cohorts identified. ● Pupil progress meetings held - strategies and provision mapping completed ● Action plan completed with key objectives shared within staff meeting <ul style="list-style-type: none"> ☐ Use the EEF Guidance Reports for improving Literacy in Key Stages 1 and 2. Establish priorities and monitoring schedules. ● Top Up Funding - pupils identified and plan in place for implementation ● Whole school focus on rich vocabulary through oracy and exposure to high quality texts ● Use of rich vocabulary word banks, displays etc to support use in writing ● Moderation across classes (termly) ● Target groups Year 1, Year 5 and Year 6 moderation (½ termly) within staff meeting (Target Tracker, Book Looks) ● Support from SLN - all staff to attend remote meetings - Termly ● Parental engagement in phonics / reading <ul style="list-style-type: none"> ☐ GW deliver remote parent workshops - Autumn term ☐ AR deliver reading remote workshop (vocab focus) - Autumn 2020 ● Baseline assessment using past phonics screening check and Read Write Inc phoneme assessment (consistently across C2 /C3) ● Targeted teaching of phonemes to identified pupils 	<p>All staff</p> <p>LC/HH</p> <p>LC</p> <p>AR</p> <p>LBr/G W</p>	<p>£7440 DFE Top Up</p> <p>£300 SLN mod</p> <p>£320 SLN membe rship</p>	<p>LB assigned to lead this. Begin after h scheduled to prioritise pupils and set</p>

<p>mes in ent ention t pass</p> <p>ics</p> <p>t ss (6</p> <p>(8</p> <p>r ged</p>	<ul style="list-style-type: none"> ● Current Y1 to continue EYFS phonics programme (Read Write Inc) for Autumn Term initially ● Targeted CPD for subject leaders and TAs <ul style="list-style-type: none"> <input type="checkbox"/> SLN <input type="checkbox"/> Subject leader meetings - core and non-core <input type="checkbox"/> Apprenticeship Exeter Uni - JT <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> LB to attend EYFS conference <input type="checkbox"/> Staff meeting time allocated each term for review of curriculum delivery ● Weekly opportunities for DF and AR to meet - moderate outcomes from standardised testing (AR and AM). Joint planning, targeted discussions. ● Pupil progress meetings - termly ● Pupil conferencing - termly support for classteachers ● Monitoring schedule shared with staff ● Pupils identified and attending G and T provision ● Maths Challenge Days planned ● Regular feedback opportunities for pupils with governor link ● Top Up Funding schedule in place to support Reading, Writing and Maths. Parents informed of strategies to support at home. Assessment of impact discussed and shared with staff. New training needs identified. ● Parent workshops organised. ● Speech Link assessments by HLTA - October 2020 ● SEND Action Plan in place and shared. ● SENCo to share EEF guidance report findings in staff CPD time and build plan for support 	<p>All</p> <p>LC</p> <p>DF</p> <p>LC and All</p> <p>LBre HH</p>	<p>Apprenticeship Levy</p> <p>Leadership Time 1 lesson per week £2000</p> <p>£120 SL</p>	
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<p>s for o e</p> <p>arly in 1 Year match</p>	<ul style="list-style-type: none"> ● SENCO half termly meetings with LC to discuss resource requirements, challenges and staff welfare ● New SEND register completed and all data collated from baseline assessment information ● SENCO to plan ways in which support for parents can be enhanced remotely to ensure collaboration with home and school is positive and enhances pupil outcomes ● Use of Graduated Response Tool across all classes. Training planned - Autumn Term ● Provision maps completed and monitored termly ● Pupil progress meeting outcomes shared with SENCO ● Targeted support and available staffing in place ● GW to shadow HH this year and support the needs of SEND pupils (Transition SENCO year). Half a day release per week to complete this and final stages of SENCO Award and to transition into new role next year ● LC - half termly monitoring of SEND attendance. To put a plan in place on an individual basis to support struggling families. ● SENCO to assess remote learning provision for SEND pupils - termly and to support class teachers in providing good quality learning for vulnerable pupils ● Nurture room resourced and being used for targeted interventions <ul style="list-style-type: none"> ● use of transition documents, pre school phone conversations and baseline assessments to ascertain individual pupils's starting points and next steps ● Speech Link assessments (Autumn 1st half term) ● Parent phonics and vocabulary remote workshop Autumn 2020 ● Use of EYFS platform / blog on website to share information with parents 	<p>LC HH</p> <p>GW</p> <p>All</p> <p>LBr</p> <p>GW/LB</p>	<p>£300</p> <p>SENCO time £2000</p> <p>£1500</p>	<p>External training cost</p> <p>Website update</p>
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<p>r the el of l</p>	<ul style="list-style-type: none"> ● In class staff training of TA (JT) to support <ul style="list-style-type: none"> <input type="checkbox"/> knowledge of EYFS curriculum, observations and assessment <input type="checkbox"/> phonics teaching (Read Write Inc programme) <input type="checkbox"/> supporting CLL within continuous provision ● Baseline assessment of Year 1 in Autumn; continued delivery of EYFS outcomes in areas identified to ensure no gaps in learning ● Y1 continued daily use of the Read Write Inc programme (Ditty Books and Get Writing!) to provide consistent structure to progress writing skills ● Use of interactive whiteboard and outdoor learning opportunities to engage and excite within writing 			
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OUR AND ATTITUDES

	KEY ACTIONS (including dates and deadlines where applicable)	WH O	Cost	CHECK
<p>oils, END</p>	<ul style="list-style-type: none"> ● Termly monitoring- report to governors ● Reminders to parent re expectations and regular support provided ● Specific plans in place for families who need additional support ● Link with new EWO and discuss target families where necessary 	LC		
<p>lated ent</p>	<ul style="list-style-type: none"> ● Audit of staff, governors, parent and pupil views ● Staff to monitor parent engagement with home reading, and liaise closely with parents to address concerns 	LC/G W		

<p>ng l ed e t and ative</p>	<ul style="list-style-type: none"> ● New parents set up on google classroom (Sept 2020) ● Staff to set homework from the Autumn Term ● Parent survey carried out - accessibility and IT capabilities if home learning is required ● Staff training planned - marking and assessment. Subject leaders to provide useful ideas and curriculum guidance on how blended learning should be used this year ● Termly audit of provision completed - Pupil engagement, progress data which is shared with governors ● Banks of resources set up on google drive - SLN 	<p>LB LC LC All</p>		
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AL DEVELOPMENT

	KEY ACTIONS (including dates and deadlines where applicable)	WHO	Cost	IMPACT CHE
<p>d among s the lf and</p>	<ul style="list-style-type: none"> ● Open Minds Wellbeing programme, 10 sessions delivered to staff across school year through twilights (Helen Wilson) ● Mental Health Awareness Week - Staff to sign up for webinars and feedback ● Pupil mindfulness sessions through Primary Sports in Education (PSE) and Paula Baker Dates; 10th November, further dates tbc ● Use of 1 Decision resources to deliver PSHE and SRE in line with statutory guidance consistently across whole school ● Development and use of Nurture Area in Sunny Room ● Staff planning to show mindfulness support for pupils and additional more targeted support delivered by TAs ● Feedback from all staff throughout the term - staff meetings ● Staff meeting agendas - staff wellbeing as an item each week ● LC to engage governors to support at key pressure points - lunchtimes and off site activities - ongoing 	<p>LC/HW LC HH GW All LC</p>	<p>£1000 SBS No cost No cost £270 SBS</p>	<p>HW booked and staff attending s 1 Decision package annual cost. B</p>

ough d	<ul style="list-style-type: none"> ● Review of timetable termly to ensure coverage, with a focus on additional outdoor learning, PSHE, Music and the Arts ● Plan clubs and fun challenge days into the normal cycle ● Termly opportunity for children across classes to communicate through online platforms, sharing of work etc ● LC and SENCO to meet termly to ensure resources are in place ● CAP sessions planned (Sept) ● Playleader training completed termly by NK and pupils assigned roles within their classes, supported by class teachers ● Head Boy and Head Girl appointed alongside School Council Members. To meet remotely with each other and governors (whilst Covid restrictions in place) ● Parent Blog set up by the end of the Autumn Term ● Virtual Parent meetings set up ● Refresh the schools website so all areas are more accessible and provide support for parents 	<p>LC</p> <p>Classteachers LC NK</p> <p>LB LB/LC LC</p> <p>GW</p>	<p>£325 Funded by PFA</p>	
ety ls	<ul style="list-style-type: none"> ● Ian Patchett (SDSP) to deliver two Impact Days, Autumn term initially (13th October, 5th November) to deliver CPD, competition and DPA support. Spring / Summer plans to be confirmed ● Continued prioritising of PE programme of events through SDSP ● Outdoor Learning - Forest Schools provision for all classes ● Schedule tennis sessions at DLTC for early Summer 2021 ● Dance sessions for classes with Kate Murray (two ½ termly blocks throughout year) ● Reminder sent to parents of link to portal ● Set up regular online safety sections on newsletters and send parent guides to parents. Update website ● Monitoring set up by PSHE leader and LC to assess parent accessibility to National Online Safety platform ● Staff training schedule set up by LC 	<p>GW/LC</p> <p>KM</p> <p>LC</p> <p>GW</p> <p>LG</p> <p>AR</p>	<p>£2200 SDSP Sports Premium</p> <p>£2340 Katy Murray Sports Premium</p>	

<p>pils</p> <p>cy,</p> <p>dual</p>	<ul style="list-style-type: none"> ● Governor involvement evidenced ● Digital Leaders organised and meetings set up with IT Technician post Covid restrictions ● Parent/Staff and Pupil feedback surveys completed and action plan in place (Autumn Term) ● Set up activities for whole school - Parliament Week (Nov 2020) ● Make links with MP (remotely) ● Continue staff training and development in school and across schools in the Trust remotely ● Website, newsletters, school blog ● Possible visit to London (Summer 2021) 	<p>GW/LC</p> <p>AR</p>	<p>£400 SBS</p>	
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SHIP AND MANAGEMENT

	KEY ACTIONS (including dates and deadlines where applicable)	WHO	Cost	IMPACT CHE
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<p>ers n ffer, ed. from m e</p>	<ul style="list-style-type: none"> ● NR to share all key documentation via google drive (Oct 2020) ● Key actions timetabled by LC to be completed by the end of the Spring Term. Key safeguarding training for staff - annual plan in place by the end of October. ● termly meetings with Safeguarding governor to ensure actions are met and to review current provision ● Staff review of training needs - ongoing 	LC		
	<ul style="list-style-type: none"> ● Complete recommendations from the external curriculum audit (May 2020). Further define curriculum intent and implementation ● Target training - LC to attend external updates. In-house CPD for staff 	LC Subject Leaders		
	<ul style="list-style-type: none"> ● Subject Leaders plan staff CPD and with HT support, review and further refine rolling programme and medium term plans ● Share curriculum information on school website - termly ● Staff meeting exploring research - how to use this to inform subject action plans (Oct 20) ● Build on resource base of knowledge organisers for topics - with a focus on key vocabulary and sticky knowledge. Review the impact of these termly with Staff and Pupils. Curriculum planning on shared drive - LC to monitor ● Enrichment is a strength of the school. Subject leaders to plan how to continue to do this within Covid restrictions - Forest School days out, virtual visitors, day trips (start of each topic) ● Staff meeting agenda plan to include subject specific training from subject leaders (Termly) ● Appraisal meetings define CPD requirements and subject specialist training identified (Oct 2020) ● Pedagogy content focus for staff meetings and training - to include the use of research and wider reading ● Governor days set up - post Covid restrictions ● Subject Leader time allocated - AR, GW and DF receive Leadership time 2020/2021 	LC LC		

<ul style="list-style-type: none">● Build in further training with Target Tracker throughout the year. Use termly reporting to parents● Gather pupil feedback - termly● Assessment of Dance - LC and GW to support Kate Murray in planning and assessment (Sept 2020)● PE CPD for staff - termly cycle of CPD delivery to be set up for class teachers (Sept 2020)	LC/GW	£4485 Premier Sport and Education Sports Premium	
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