

## PRIORITY 1 - Quality of Education

<b>SIP:</b> Lead Personnel: Sarah Knight	<b>Overall Target:</b> To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.(closely linked to PP strategy and Priority 5)	<b>SUCCESS CRITERIA:</b> An effective and engaging curriculum is implemented and delivered across the school which enables the application of maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects Staff are confident in providing learning and teaching styles which engage and support ALL learners				
INTENT (including staff training needs)	IMPLEMENTATION (summary of actions)	Key Personnel	Timescale	Cost	Monitoring/ Reporting/ Progress	IMPACT Success Criteria/Intended Outcomes
<b>To ensure quality first teaching for all</b>	CPD to support teachers in planning for the application of basic skills and enriching pupils vocabulary in each subject	SK/SS		165 pp per course Great teaching L&M cluster	Staff will feed back in staff meetings	Staff will feel confident with new initiatives. SL will lead by example when teaching on their subject and will be confident in sharing with and have others observe lessons.
	SL/HT to monitor marking and feedback to ensure common errors are picked up and high expectations of writing and presentation are matched in all subjects	SK/SS		NA		All exercise books will have DUMTUMS in and will show care and consideration of pupil work
	All CTs to ensure when planning, that activities are crafted and are sequenced to enable regularly review/cumulative learning - staff to have an 'advancing understanding' mind-set	SK/SS		NA	Planning will be on SP and will be looked at periodically.	Staff will ensure all groups of children are planned for according to needs. There will be a culture of reviewing and checking knowledge in every subject/lesson
<b>To develop pupils' reasoning skills in maths at KS2</b>	White Rose scheme of work established across school, embedding mastery approach to maths. Mixed age planning is proficient ensuring progression of skills	SS/all CTs			Observations, book looks pupil conversations.	Teachers will feel confident in maths planning - using the WRM, and Lancashire planning documents. Planning documents will show targeted groups. There will be a focus on basic skills in PV and MD – ensuring children are secure in their knowledge
	Planning to ensure a balance of fluency, reasoning and problem-solving	SS			Planning documents on sharepoint	Using WRM and classroom secrets for those less confident teachers – these schemes provide tasks, teaching and questioning to ensure children are secure in the fluency, reasoning and problem solving.
	Establish Times Tables Rockstars across school	SS		Mathletics £300	SS to check every week celebrate this children who have moved up at 'rock status.	This will be done every day in school – not always as part of the maths lesson. Children will be encouraged to use TTR at home and at school. Mathletics scheme will be embedded and teachers will used for homework.
<b>To accelerate progress in reading, writing and maths at KS2</b>	Baseline assessment of R,W,M at the beginning of each year in KS2, a subsequent analysis of all information related to the cohort: End of KS1 data,	JJ/SS/SK		Mathletics £300	Analysis of data at end of term meeting Observations.	There will be outstanding academic, personal and physical development through high quality education and curriculum for all pupils.
	Termly pupil progress meetings that identify any pupils not making expected three terms progress. Groups of pupils - SEND, GAT, DISADVANTAGED, boys/girls Intervention programmes such as precision teaching, springboard, No nonsense spelling, will be named and monitored by class teachers.	All staff/SS		Precision teaching course x2 learning support £85 each £170	Analysis of data at staff appraisals and pupil progress meetings	A clear approach for overcoming barriers to learning and closing the gaps using prescribed intervention programmes. SEND, GAT, DISADVANTAGED, boys/girls will all be identified on planning documents. Learning support will be confident in delivering high quality intervention sessions.

## PRIORITY 2 - Behaviour and Attitudes

<b>SIP:</b> Lead Personnel: Sarah Sanderson	<b>Overall Target:</b> To ensure consistently high expectations for ALL learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning.			<b>SUCCESS CRITERIA:</b> Pupils conduct throughout the school, at all times of the day, are good. Pupils are supported to develop the necessary life skills to cope with 'failure' Whole school attendance continues to hit 97% and poor attendance by individuals improves Pupils take responsibility for their attitude/behaviour		
<b>INTENT</b> (Including staff training needs)	<b>IMPLEMENTATION</b> (Summary of actions)	<b>Key Personnel</b>	<b>Timescale</b> Start/End/ Review	<b>Cost</b> Monitoring/ Reporting Progress	<b>IMPACT</b> Success Criteria/Intended Outcomes	
<b>To provide children with the skills to 'help themselves'</b>	Link closely to the school value of RESPONSIBILITY - taking responsibility for your behaviour and learning	SS		NA	The Christian value of responsibility will permeate throughout school. Each class will have rights and responsibilities poster displayed	
	Continue with the ethos that "attitude is as important as ability" and celebrate positive attitude through reward system	SS		NA	Each class will have own reward system, but the predominant one will house points. Table points for working together as teams and having a positive 'can do' attitude.	
	Children to be exposed to 'test' situations from the end of Y1 so it becomes the 'norm'	SS		NA	Children will enjoy quizzes at the end of each term. They will be presented in a fun manner. Children exposed to the format of SATs using the test base resources.	
	Y2 & Y6 SATs preparation programme	SS		NA	Children will do past papers for the 4 weeks leading up to statutory testing. They will become familiar with the format and will feel confident going into test situations	

## PRIORITY 3 - Leadership and Management

<b>SIP:</b> Lead Personnel: Sarah Sanderson	<b>Overall Target:</b> To develop subject leadership skills in order to improve the teaching of identified curriculum areas and ensure the most appropriate use of assessment			<b>SUCCESS CRITERIA:</b> CPD improves staff's subject and pedagogical content knowledge so that: <ul style="list-style-type: none"> <li>●Writing attainment improves at the end of FS, Y2, Y4, Y6</li> <li>●Writing progress increases (FS - KS1; KS1-KS2)</li> <li>●Reasoning is an embedded teaching process</li> <li>●Leaders can talk with confidence and knowledge about their areas of responsibility</li> </ul>		
<b>INTENT</b> (including staff training needs)	<b>IMPLEMENTATION</b> (summary of actions)	<b>Key Person</b>	<b>Timescale</b>	<b>Cost</b>	<b>Monitoring/Reporting Progress</b>	<b>IMPACT</b> Success Criteria/Intended Outcomes
<b>To develop the role of ALL leaders in monitoring curriculum provision and outcomes</b>	Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given, with a formalised timetable for governor learning walks linked to SIP priorities	JJ/SS/SK				SLs will have prepared for book looks/observations choosing a focus for each one-based in the SIP. Feedback will be given in a timely manner, and opportunity for development shared. CTs will be confident in next steps, and how best to improve. Guidance and support given throughout from SL, HT, SA.
	Termly pupil progress meetings continue to take place and are fully focused on identifying children not making progress; teachers held to account for low progress	All staff/SS				From PP meetings WC 10.01.22, those pupils will have been identified as needing intervention support etc. targeted supported resources will be implemented read for after half term.
	Subject Leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff - Any monitoring is recorded on the relevant proforma and a subject leader log is kept	SS/SK				SLs will update subject leader tool kits each week. With an initial focus on resources and organisation, SL will be confident in their subjects. All notes, feedback etc will be in SL tool kits
	Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility	CTs Parent governors			Cost of borrowing system	One target in PM will have a focus on SL

	Summer subject review meetings with link Governor focus on subject leadership – a review of actions taken and their impact, action- planning for next year	SS CTs	Summer 23	NA	Observations, book scrutinies	Governor visits will termly depending on their link subject. This will done formally and informally according to the priority. Meetings will have taken place in summer term and minutes in SL toolkits
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## PRIORITY 4 - EARLY YEARS PROVISION

<b>SIP:</b> Lead Personnel: Eleri Berry	<b>Overall Target:</b> To ensure ALL children make accelerated progress towards a good level of development at the end of the early years			<b>SUCCESS CRITERIA:</b> <ul style="list-style-type: none"> <li>●Proportion of children with good level of development (currently 60%) moves closer to national</li> <li>●Writing attainment improves</li> <li>●Disadvantaged children make progress that is at least equal to their non-equivalent peers, with the majority making better progress.</li> <li>●Identified individuals make accelerated progress</li> </ul>	
<b>INTENT</b> (Including staff training needs)	<b>IMPLEMENTATION</b> (Summary of actions)	<b>Key Personnel</b>	<b>Timescale</b> Start/End/ Review	<b>Cost Monitoring</b>	<b>IMPACT</b> Success Criteria/Intended Outcomes
<b>To ensure quality first teaching for ALL</b>  <b>To ensure 100% of children achieve GLD</b>	Embed phonics teaching across phase 1,2,3,4, and ensure reading scheme consolidates letters and sounds and comprehension.	EB		NA	High quality phonics sessions will take place every day, using the synthetic approach. There will be opportunity for children to read, spell and writing in every session. Children will be streamed according to ability.
	Ensure that ALL staff are knowledgeable in the teaching of early writing and early reasoning skills	EB		£1200	Staff will have completed the 'Talk Reception A year-long early literacy CPD programme designed to improve outcomes for children in Reception' training on how and when children write best.
	Hold parent workshops in Phonics; reading; maths	SK/EB/SS		NA	Parents will have had the opportunity to be involved in phonics sessions, and early maths activities. After school workshops in the hall.
	Targeted intervention from the outset	EB		NA	All staff will provide provision maps for children in class, this will included SLCN groups. This will include adult support and resources used.
	Maintain close working relationships with pre-schools throughout the year to ensure school readiness and a smooth transition	EB		NA	We will continuer to explore the idea of nursery for 2 year olds we will look at the market research questionnaire asking current parents and further afield. Given the names given by prospective parents, the EYFS lead will make contact in the spring term and work closely with other practitioners