



## Strategic Plan 2021/2022

### Raising Attainment Plan (RAP)

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Priority 1 - Phonics	Priority 2 - KS2 Reading	Priority 3 - Curriculum	Priority 4 – Writing	Priority 5 – Maths	
<p><b>Excellent teaching of early reading through systematic phonics (SSP)</b></p> <p>Establish leadership of phonics. Leaders undertake informal and planned reviews of the teaching of phonics. Review delivery of our approach and devise an action plan for embedding our teaching of phonics. Strengthening Phonics sessions to ensure phonics is consistently well taught; that staff have the confidence to revisit as and when needed. Review groupings following gap analysis with a particular emphasis on fluency. There will be early identification of children in EY and Y1 who are at risk of falling behind. Effective interventions will be put in place to meet the needs of these pupils- quality first teaching so Teacher to led these interventions.</p>	<p><b>To ensure that reading is focussed so that children are meeting age expectations in their reading and develop an love of reading.</b></p> <p>All staff are trained to hear children read effectively. All children are able to achieve age expectations in their reading. Blooms Taxonomy questions are used effectively to support readers in sessions where texts are used to explore relevant themes; developing comprehension and inference skills. Children share and enjoy texts for enjoyment not just for phonics skills.</p> <p>Whole class reading- covid halted progress made with the implementation of this strategy; children and teachers need to have the opportunity to embed this in order to develop strategies and routines.</p>	<p><b>To ensure that wider curriculum, including PSHE/SRE and MFL is planned and implemented to enable clear progression from preschool to Y6 in skills and knowledge and uses key concepts as the anchor of learning.</b></p> <p>The children will be articulate and able to make links with prior and new learning; understand how their learning fits into the wider world and be able to articulate their feelings and thoughts. Written/recorded work will show clear progression and development of acquisition and application of skills and knowledge. Embed the use of the rolling programme using the clear progressions all sitting under the umbrella of key concepts. .</p>	<p><b>To raise standards in writing so all children are meeting age expectations in their written work.</b></p> <p>The children will be confident writers across the curriculum. All staff will be confident in using a variety of methods to teach writing. There will be exemplification of age expectation for writing for all year groups which will be used to set expectations and ensure assessments made are robust and accurate.</p>	<p><b>To make more effective use of our assessments to ensure a greater percentage of pupils make at least expected progress and ARE-focussing on mental maths.</b></p> <p>All children will have made 3 points or more of progress by the end of the academic year and numbers of children achieving ARE will be at least in line with national. There will be improved provision for children who are not making expected progress. Teachers to develop their use of the White Rose materials while still drawing on knowledge and expertise gained using AET; develop the children's skills of applying knowledge to abstract problems.</p>	
Development Plan					
<p><b>DP 1 To ensure that the new EYFS framework is successfully implemented.</b></p>	<p><b>DP 2 To develop opportunities and effectiveness of oracy throughout the curriculum.</b></p>	<p><b>DP 3 To prioritise wellbeing of all on return to school following the pandemic</b> EHT/AHT</p>	<p><b>DP 4 To ensure the curriculum is progressive and is planned under the umbrella of key concepts.</b> EHT/AHT</p>	<p><b>DP 5 Extended writing opportunities happen across the schools and writing is at the heart of the curriculum</b></p>	<p><b>DP 6 Linking to well-being and PSHE, ensure effective teaching of PE/Sport &amp; Extra Curricular</b> EHT/AHT</p>

<ul style="list-style-type: none"> <li>• Ensure a greater focus on the link between gross and fine motor skills. Literacy will include a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing.</li> <li>• Tapestry is used to assess and review children's learning and needs.</li> <li>• Learning walks and learning journal reviews to review impact of new class structure with pre-school</li> <li>• SIP visits to include EY</li> <li>• EY staff to attend training; observe good practise; work with EY expertise in Trust</li> <li>• EY data analysis meetings each half term to plan next steps</li> <li>• Pupil progress meetings with EY staff</li> <li>• EY consultant visits</li> <li>• Complete EY learning space to ensure effective continuous provision</li> <li>• Ongoing agenda item in LGB meetings</li> <li>• To embed pre-school into EY practise, policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• SF attended training during the Autumn/Spring of 2019-2020.</li> <li>• Strategies to be cascaded to staff in Spring 2022.</li> <li>• Oracy starters will be being implemented throughout the curriculum.</li> <li>• An Oracy policy to be developed by end of Spring 2022 and the resulting Oracy strands will be used throughout the curriculum.</li> <li>• School Council supports the Oracy Policy and aims.</li> <li>• The Oracy work supports the school's focus on metacognition and the development of creating independent and thoughtful learners.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have a support network in place to allay any worries and support attendance at work</li> <li>• Pupils are reassured and well informed for their return to school</li> <li>• There are a range of wellbeing opportunities to access should they require</li> <li>• With improved wellbeing for all, accelerated learning on return to school will be supported and children and staff will flourish</li> <li>• Trustees/Governors are informed regarding the wellbeing of the school community</li> <li>• The school website provides a range of information linked to wellbeing and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings to develop a concept based curriculum.</li> <li>• Each curriculum lead to have time to tweak their progressions to show the links to the key concepts.</li> <li>• Develop oracy to explain and discuss key concepts within our curriculum.</li> <li>• Network meetings within the Trust to focus on key concepts-history in the first instance.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy leader works with staff to continue to monitor current provision and through data analysis, learning walks, book scrutiny, pupil conferencing, and professional dialogue.</li> <li>• Analysis of data effectively identifies and tracks pupil progress and attainment to inform areas for development</li> <li>• Pupil conferencing and book looks informs assessment and impacts on teaching &amp; progress of all</li> <li>• Children making little or no progress across the school will be identified and focussed intervention put in place</li> <li>• Staff meetings regularly review progress to</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure value for money and impact from additional sports premium funding</li> <li>• Embed new PSHE linked curriculum</li> <li>• Staff training/CPD</li> <li>• Pupils to engage in a variety of sporting activities both in and out of school, including taking part in competitions</li> <li>• regain silver Sports Award</li> <li>• healthy schools</li> </ul>
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				<p>identify further key development areas</p> <ul style="list-style-type: none"><li>• Literacy leader attends Trust English network group to inform subject leadership</li><li>• Literacy leader's action plan identifies areas of improvement</li><li>• Map out the teaching of SPAG across the school to ensure progression and coverage</li><li>• Teachers plan thematically and writing is at the centre of their topic planning</li><li>• 'Doodle Dots' take place regularly across the school</li><li>• Continue to develop a whole school approach to teaching writing and giving feedback to pupils</li></ul>	
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Maintenance Plan					
MP 1 Behaviour and attitudes EHT/AHT/SENCo	MP 2 Safeguarding/ Attendance EHT/AHT/SENCo	MP 3 Parental/community engagement Staff/Governors	MP 4 Pupil Premium EHT/AHT	MP 5 SEND SENCo	MP 6 Governance To continue to develop the role of Governors to ensure their clarity of vision, ethos and strategic direction is embedded
<ul style="list-style-type: none"> <li>Revisit and review Behaviour policy with staff and revisit learning behaviours/language for learning</li> <li>Expectations of behaviour, including learning behaviour is reviewed with pupils through assemblies, class work, etc (including bullying)</li> <li>Interventions/specialist support is in place for individuals</li> <li>Parents and carers understanding of what Bullying means – leaflet to include e-safety</li> <li>Wellbeing is embedded into school culture for pupils and staff</li> <li>Monitoring and identification of at risk students complemented by reviews within broader curriculum</li> </ul>	<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>To maintain safeguarding procedures to the recognised high standard</li> <li>Actions from Safeguarding Return are addressed</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Continue to provide intervention /support for pupils who have been identified with attendance/lateness issues or have had in the past, including working with EWO/the MAT and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>To build on current improvements to develop parental/community engagement. Continue to improve through clarity and communication.</li> <li>Build a presence on social media- all teachers to have admin rights on new Facebook/Instagram page to celebrate successes and great day to day activities.</li> </ul>	<p><b>Pupil Premium</b></p> <ul style="list-style-type: none"> <li>Teachers continue to closely monitor the impact of quality first teaching, core provision and specific interventions for disadvantaged pupils to ensure they are successful in accelerating progress and minimising gaps between their progress and attainment measures and national averages</li> <li>All steps are measured against the EEF toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>All SEND groups make good progress in the core areas and this is monitored by the SENCo.</li> <li>Training - ?</li> <li>Strategies used are measured and assessed using the EEF toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Define the roles and responsibilities of the governing body</li> <li>Develop a focused monitoring and evaluation schedule with clear guidance</li> <li>Provide training in relevant areas</li> <li>Produce a termly folder for governors with key information SEF, SDPs, school reviews, Key data points, strengths and areas for development (Google Drive)</li> <li>Recruit a new Parent Governor.</li> <li>Work with other governing bodies to share</li> </ul>

<ul style="list-style-type: none"><li>• Pathways to a range of agencies negotiated and direct relationships and in-school support made available</li></ul>					strengths and knowledge.
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