

School Development Plan 2016



Aims of the School Development Plan

The aim of this plan is to secure pupils' academic achievement and personal development.

The School Development Plan sets out the school's development planning for the next academic year 2015 - 2016.

School Self-evaluation and review of the budget may lead to amendment of the plan during the year.

The plan is closely linked to the school's Performance Management structure.

The Plan will be reviewed termly.

School Vision: We care, we share, we learn together

We believe that our school:

- Creates an atmosphere where children are valued and become caring members of the school and community.
- Teaches and encourages each child to value education giving them the opportunity to succeed in all areas, academic, creative, physical, social and spiritual.
- Has high expectations of good behaviour.
- Provides activities to be completed at home.
- Gives information to parents about their child's progress and conduct.
- Deals with any complaints in accordance with the School's procedures.
- Enables children to become increasingly independent.
- Strives to fulfil all of the current aims of the School, in ensuring that children are given the skills to be: Responsible, Ready, Resilient, Resourceful, Reflective and Respectful (our 6 Rs)
- Safeguards the children in its care.
- Encourages the children to look after their surroundings and each other.

Priorities

In order to realise the vision we have identified priorities based on the four areas of the Ofsted evaluation schedule:

- 1] **Outcomes for pupils:** ensure that the pupils are making good progress towards meeting or exceeding the expected attainment for their age and starting points
- 2] **Quality of teaching, learning and assessment:** The quality of teaching will ensure that no child is under challenged or overlooked
- 3] **Personal development, behaviour and welfare:** pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- 4] **Effectiveness of leadership and management:** leaders and governors have created a culture that enables pupils and staff to excel. To be OFSTED ready. To ensure the school is prepared for the next inspection and to work towards an outstanding judgement

<p>Priority one will be achieved by:</p> <ul style="list-style-type: none"> a) Identifying pupils who are not making expected or better progress and intervening effectively to accelerate their learning and resolve underachievement promptly b) Ensuring that pupils have opportunities to voice their opinions and views with regard to their progress, the curriculum and decisions that will affect them. c) Providing wider opportunities for children to embed their knowledge and skills. This will include increasing pupil participation in clubs and events. d) Increasing parental engagement for those children who are at risk of not fulfilling their full potential e) Ensuring consistency of progress across Year Groups and react to higher NC expectations and testing procedures 	<p>Success Criteria</p> <ul style="list-style-type: none"> ➤ Pupils will be able to articulate their knowledge and understanding clearly in an age-appropriate way. They will hold thoughtful conversations about them to each other and to adults. ➤ Pupils will demonstrate resilience when faced with challenging learning and assessment situations ➤ Pupils will be well prepared for the next stage of their education. ➤ Almost all children make at least expected progress in relation to their age and starting points. ➤ Those at risk of underachievement are accurately identified and the interventions used are effective in accelerating progress as shown through termly Pupil Progress meetings and tracking. ➤ Pupils' work shows high expectations of progress and attainment.
<p>Impact</p>	

Development objective:	Timescale	Responsibility	Evaluation Strategy	Cost/ resources
P10a) Identifying pupils who are not making expected or better progress and intervening effectively to accelerate their learning and resolve underachievement promptly	Half termly data collection week within the last fortnight of each half term.	Half termly data reviewed by HT and targets set and shared with class teachers	HT and C&A committee <i>What is the impact of interventions? Does the progress report show any children who may be vulnerable? What action is needed?</i>	HT time to analyse and to prepare necessary reports
	By second week of each half term	WOW walls in every classroom to highlight expectations in writing and maths	<i>On learning walks consistent WOW displays are seen</i>	Teacher time to prepare displays DHT/HT time Learning Walks
		<i>Teachers to have regular dialogue with TAs to ensure that all are aware of intervention strategies and next steps for all learners</i>	<i>During Monday assembly teachers provide "focus" children/ groups to TAs and share priorities for the week.</i>	TA/Teacher time together? Monday assembly and timing of this.
	Summer Term 2016	<i>All class teachers</i>	<i>Do all classrooms demonstrate the high value of reading? Is there a dedicated reading area in each classroom Is the library being used more effectively? Are displays showcasing what our children do well? What do our displays say about the learning in the classrooms?</i>	Cost of display paper Cost of redeveloping reading areas: cushions, bean bags Do we need more display areas around the school?
P10b) Ensuring that pupils have opportunities to voice their opinions and views with regard to their progress, the curriculum and decisions that will affect them.	Year 6 pilot review meetings from Autumn Roll out to Y5 during Spring Term LKS2 in Summer Term	HK and KH PSHE leader FK	Pupil perception Evaluation of review meetings	

	Pupil progress meetings need to happen with Teacher and HT at least termly if not half termly	HT	Paper trail of termly PP meetings and impact they are having on progress. Actions are being taken and impact is recorded	Use of Forest School release time?
P10c) Providing wider opportunities for children to embed their knowledge and skills. This will include increasing pupil participation in clubs and events.	Spring Term 2016	All teaching staff to run a club	Assessment tracking information Pupil perception Analysis of participants in wider curricular opportunities	Funding from Sport Premium to offset parental contributions to clubs Teacher time in preparing and running clubs Cost of resources for clubs
P10d) Increasing parental engagement for those children who are at risk of not fulfilling their full potential	From Spring Term 2016	HT to hold calculation forum for UKS2 parents HT to write to parents inviting Y6 children to Booster Breakfast sessions HT to write to parents outlining attendance/late issue and asking for their support in this	Assessment outcomes	HT time HK time to prepare and run Booster Breakfast sessions Cost of breakfast club for siblings of Y6 children Cost of providing breakfast for Booster Breakfast
P1 Oe) Ensuring consistency of progress across classes and react to higher NC expectations and testing procedures	Ongoing	Head teacher DHT, KM	Assessment outcomes Triangulated monitoring information	DHT weekly half day release KM release time half a day a term
		Head teacher DHT, KM	Training for all staff: Phonics sessions led by KM, Calculation strategies led by KS, Computing update by KS Any other areas of training for TAs that come from their PDRs	Cost of TA training

Priority 2:

Quality of teaching, learning and assessment: The quality of teaching will ensure that no child is under challenged or overlooked

Priority two will be achieved by:

- a) Ensuring that teachers react to the higher expectations of the new curriculum and assessment procedures and adapt their teaching accordingly.
- b) Ensuring all teachers are consistent and have similarly high expectations in the application of school policies (*new members of staff are supported and inducted into the 'Waldringfield Way'*)
- c) Ensuring that approaches to assessment are accurate and it is used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils
- d) Further developing a Growth Mindset culture and ethos within the school and ensuring that agreed approaches are consistently applied.
- e) Developing the teaching of mathematics across the school so that pupils develop the appropriate depth of understanding and readiness for their next stage.
- f) Ensuring that approaches to assessment are accurate and it is used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils
- g) To raise the profile of writing across the school (refer to Writing action plan)

Success Criteria

- Marking will be high quality and will provide constructive next steps for learning in all subjects
- Improve quality of teaching so that 100% is good or better with no in adequate teaching.
- 75% of teaching over time will be outstanding
- EYFS outcomes will compare favourably with national outcomes
- All year groups will achieve the termly targets for expected and better than expected
- High outcomes for maths and writing are evident in display
- Teachers show deep knowledge and understanding of the subjects they teach
- Teachers use questioning highly effectively and demonstrate understanding of the ways pupils think.
- Growth Mindset features will be evident within highly effective planning and within the learning behaviour of the children.
- Teachers embed reading, writing and communication and, where appropriate, mathematics across the curriculum
- Teachers provide sufficient time for pupils to embed their knowledge, understanding and skills securely.
- Phonics teaching is highly effective, enabling children to tackle unfamiliar words
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners and thrive in lessons.
- Pupils are eager to know how to improve their learning and they make the most of opportunities to use feedback to improve
- Pupil take pride in their work and their efforts are valued by teachers.

Impact

Development objective:	Timescale	Responsibility	Evaluation Strategy	Cost/ resources
P2Oa) Ensuring that teachers react to the higher expectations of the new curriculum and assessment procedures and adapt their teaching accordingly	From Spring 2016 and on going	Teachers	Monitoring – books, lessons, displays, data, planning	Curriculum budgets for maths, English and assessment Release time for subject leaders ½ day a half term
	From Summer 2016	Science lead	How do we monitor progress in Science? Develop a portfolio and show records of attainment in science	Cost of resources Release time for subject leaders ½ day a half term
P2Ob) Ensuring all teachers are consistent and have similarly high expectations in the application of school policies (<i>new members of staff are supported and inducted into the 'Waldringfield Way'</i>)	Ongoing	All staff	<i>Do the classrooms feel the same? Do adults talk to the children with equal respect? What do children experience throughout the day?</i>	
P2Oc) Ensuring that approaches to assessment are accurate and it is used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils	Spring 2016	All teachers	Chili challenges Marking and next steps Children responding effectively to marking <i>Do the children feel that this is supporting their learning? Are they equipped to peer/self assess? Are they clear what their next steps are? Do they know when they have improved? Can teachers demonstrate, using examples, where marking has had a positive impact on learning/ progress?</i>	Teacher time Pupil Perceptions (Governors)
P2Od) Further developing a Growth Mindset culture and ethos within the school and ensuring that agreed approaches are consistently applied.	On going from September to be trialled by HK in UKS2 and throughout the school by July 2016	HK	Performance management Assessment outcomes of children	Staff meeting time for INSET and cost of resources Growth Mindset training and resources in order to embed throughout the school
P2Oe) Developing the teaching of mathematics across the school so that pupils develop the appropriate depth of understanding and readiness for their next stage.	On going from September	Maths leader HT	Assessment outcomes of children Revised calculation policy Parent forum on Calculation strategies held in Spring Term	Maths budget Subject leader ½ day release each half term
P2Of) Ensuring that approaches to assessment are accurate and it is used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils	On going from September	All teachers HT	AfL strategies are visible during lessons and in books - impact is seen in outcomes Chili challenges are being used effectively for children to make progress over time and within lessons	PPA time INSET and staff meeting time to moderate and feedback
P2 Og) To raise the profile of writing across the school (refer to Writing action plan)	From January 2016	HT, KM	See below Writing Action plan	See below

Writing Action Plan Written by KM				
Issue	Ideas	Where are we?	Next steps?	Action points:
<p>Make more of outside opportunities for writing and commit to these</p> <p>Develop outside area as a writing environment</p>	<p>Writing clubs</p>	<p>Set up for KS1 and KS2</p> <p>Kate to investigate ideas and to use World Book Day to launch...</p>	<p>Some groups specialise in writing linked to simple animations – eg Obelan arts (?)</p> <p>Still need to make a list of outside writing opportunities...e.g poetry at Snape etc</p>	<p>Kate: explore outside opps for writing (e.g competitions – agree our calendar with staff)</p> <p>Kate: outside writing opportunities – visit schools who do this will, explore resources, cost up...</p>
<p>Writing is not celebrated by us enough as a school...</p>	<p>Writing display in every classroom</p> <p>Dedicated writing displays in communal areas</p> <p>An assembly celebrating writing</p> <p>Opportunities for children to share writing with parents?</p> <p>Season ticket for report writers</p>	<p>Achieved</p> <p>Partly achieved – handwriting display and display in hall</p> <p>In place</p>	<p>Complete football display and star writers display by end w/c 4th Jan</p> <p>School website – photographs of the work?</p> <p>Portfolio in Foyer</p>	<p>All teachers: help to set up displays</p> <p>Kate to get portfolio</p> <p>Kate to talk to staff about using season ticket as an incentive...</p>
<p>Books are not celebrated by us enough as a school</p>	<p>Library utilised more – each class has a weekly library session?</p> <p>The library books are available to borrow, even if we can't afford an expensive borrowing system – parent or governor to record?</p> <p>All displays make reference to books/authors?</p> <p>Shared reading time is made different somehow? E.g. story times/sharing writing we've done?</p>	<p>Library has been tidied, classifications are on display</p>	<p>Find parent/gov willing to come in to help with a simple lending system – even just a book with a page per child?</p> <p>Need to re-invigorate shared reading time...e.g reviewing books, favourite authors etc – often the time lacks focus</p> <p>Investigate whether Felixstowe library could support us with library</p> <p>Arrange a library visit to take place every year for Reception to introduce to the library and encourage them to sign up</p> <p>Book areas should have a linked display...</p>	<p>Kate to ask Nicola to include librarian request in newsletter</p> <p>Kate to speak to Fx library about a visit...on 3rd Feb, from 2pm, with parents coming at 3 to register, choose first book etc</p>

<p>Phonics teaching improves reading but has a negligible impact on writing, or certainly a lesser impact</p>	<p>Phonics teaching should focus much, much more on writing and much less on reading – it should be with the aim of arming the children with something they can use when they’re writing – we should be aiming for total independence, without recourse to...word mats etc etc. Aiming for independence when children write. And from the very earliest days... Research phonic activities which will specifically develop phonic ability when writing e.g. quick write as a warm up, and for children who really struggle to grasp phoneme grapheme correspondence? Something similar to the spelling groups we had last year?</p>	<p>3 out of five sessions in KS1 focus on writing, not reading</p>	<p>Reading sessions should help to ensure that children are ‘phonics test’ ready e.g at least one session should be about real and made up words</p>	<p>Kate: speak to Frankie about phonics test readiness/ training needs/sending words home Deliver training to anyone who needs it: Kate</p>
<p>There aren’t enough writing role models</p>	<p>Display celebrating our favourite writers? Inviting writers in Modelling writing ourselves? Assemblies where children tell stories or share the writing they’ve done</p>	<p>Discussed book display to go in the hall, displaying adults’ favourite children’s book, with the winner receiving a book token from Fx books or to spend at the book fair?</p>		<p>Kate...possible contacts... Woodbridge bookshop Mrs Harraway (a day at Sky?) Anyone else?</p>
<p>Handwriting...</p>	<p>If anything is going to slip off the timetable, this is a likely candidate...set time for handwriting practice would ensure that it happened and would also enable us to better meet the needs of children who find handwriting challenging...e.g. left handed writers, hyper-mobile writers? We have bought into Penpals partially but does it need a rise in profile with...teachers and parents, would the CD be a good investment?</p>	<p>Set time for hand writing in KS2 and in KS1 daily handwriting with the aim of reinforcing GPC. Have made a list of the children across the school who have issues with their handwriting Handwriting is celebrated fortnightly (alternating with star writers)</p>	<p>Fine motor boxes should be utilised at KS1 If Penpals isn’t effective for teaching those children listed, they will need a different scheme – e.g Handwriting without tears or similar... Older children may benefit from a pencil grip if grip is incorrect Get displays ready...check teachers know expectations... Handwriting competition linked to</p>	<p>Kate: collect up fine motor boxes and re-distribute them Pupil perceptions for those who struggle with handwriting</p>

Writing doesn't happen enough Children do not seem to respond to writing tasks in sufficient depth	There needs to be a short, sharp writing task daily Is this because they don't have long enough, lack the motivation or are not given the right tasks or simply do not have an idea of what is expected of them?			Lesson observations across school, followed by a scrutiny of work...as per date (speak to staff) Tuesday 2 nd February 2016
Children's writing does not necessarily show progress during the lesson...they start writing and they carry on and sometimes there isn't really a noticeable improvement...it stays at a constant level...how could improvement be built into a lesson	Is guided writing still taking place? How does that fit in with the chilli challenges?	~Cold write introduced by HK as a means of visibly demonstrating progress	Extend to other areas of the school?	Look at cold write as part of work scrutiny
Are intervention teachers having as much impact as they could have?/Do they need more support? Should their intervention always be writing focused rather than reading focused?	In Year 1 and 2...ELS, spelling focused work, individual interventions?			
Is writing time disrupted more than is acceptable, given our results?	Assemblies in afternoon, special events (such as Harvest) in the afternoon, swimming for 5/6 changed to swimming for 3/4?			
Do TAs feel sufficiently trained to support with phonics/take groups	If they were, we could stream, groups could be smaller and more focused? Are teachers clear enough about what phonics teaching should look like?	Plans for FK and KM to do phonics at the same time, with children from Squirrels coming into Hedgehogs where appropriate		Kate to plan a phonics training session for staff/ phonic assessment for children in KS2 to check they are secure with writing especially

Priority 3:

Personal development, behaviour and welfare: pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

Priority three will be achieved by:

- a) Ensuring that the progress of disadvantaged pupils and those with SEND matches or is improving towards that of other pupils with the same starting points (EYFS, KS1)
- b) Ensure that all pupils continue to have an excellent understanding of how to stay safe in all areas of their lives, including online and that staff have the necessary skills to tackle any concerns.
- c) Ensure that all children feel happy, safe and secure at lunchtimes and are given opportunities away from the playground to develop necessary social skills. To review and further develop effective strategies in supporting pupils with emotional and social difficulties
- d) Ensuring that there is a culture throughout the school to support the whole child, the support equips them to be thoughtful, caring and active citizens in the school and the wider community
- e) Ensuring that teachers equip children to make thoughtful and informed choices regarding their healthy eating, fitness and emotional and mental well being.
- f) Reducing absence levels so that they compare well to national data.
- g) Ensuring that the quality of the learning environment fully supports the children's learning experience

Success Criteria

- The progress of disadvantaged and SEND children matches or is improving towards that of other pupils.
- The number of reported incidents has been reduced
- Pupils are confident in staying safe from abuse and exploitation
- Staff training is up to date
- All individuals that work in the school are equipped with the necessary information to tackle any concerns
- Numbers of reported lunchtime incidents is reduced
- Growth Mindset features will be evident within highly effective planning and within the learning behaviour of the children.
- Children can explain accurately and confidently how to keep themselves healthy, they have an age appropriate understanding of healthy relationships
- Absence levels have been reduced
- Learning environments and shared areas remain focussed and tidy

Impact

Development objective:	Timescale	Responsibility	Evaluation Strategy	Cost / resources
P30a) Ensuring that the progress of disadvantaged pupils and those with SEND matches or is improving towards that of other pupils with the same starting points (EYFS, KS1)	Termly	HT [cascading to all teachers]	Data analysis of assessments and attendance Pupil Premium evaluation [HT]	Pupil premium High Tariff needs funding
P30b) Ensure that all pupils continue to have an excellent understanding of how to stay safe in all areas of their lives, including online and that staff have the necessary skills to tackle any concerns.	Spring Term 2016	HT	HT/safeguarding governor complete 'Self-review assessment safeguarding summary and action plan for schools and education settings' Pupil survey	
P30c) Ensure that all children feel happy, safe and secure at lunchtimes and are given opportunities away from the playground to develop necessary social skills. To review and further develop effective strategies in supporting pupils with emotional and social difficulties	Spring Term 2016	HT	Monitoring of behaviour logs/ pupil perceptions and quality of provision	Additional TA budget? Nurture group at lunchtime Cost of art therapy
P30d) Ensuring that there is a culture throughout the school to support the whole child; the support equips them to be thoughtful, caring and active citizens in the school and the wider community	Ongoing from September	HT [with cascading responsibilities]	Pupil perception Analysis of participants in wider curricular opportunities	Funding from Sport Premium to offset parental contributions to clubs Teacher time in preparing and running clubs Cost of resources for clubs
P30e) Ensuring that teachers equip children to make thoughtful and informed choices regarding their healthy eating, fitness and emotional and mental well being.	Ongoing from September	HT PE leader PSHE leader	Sports premium evaluation [HT] Audit of curriculum opportunities [PE, D&T and PSHE] Pupil perceptions	Sports funding Additional spend on resources?
P30f) Reducing absence levels so that they compare well to national data.	23 rd February C&A meeting	HT to carry out half termly impact analysis of absence codes to communicate exact reasons for absence to governors	<i>Has attendance improved this term? /Are the procedures having a wider impact (e.g. behaviour, progress...)? Which families are causing us concern and how is the EWO supporting the school? Are the pupils aware of the importance of being at school and on time?</i>	

P3Og) Ensuring that the quality of the learning environment fully supports the children's learning experience	Premises cmt meeting 11 th May	HT and Premises cmt to complete a plan of classroom refurbishment - to include lockers (or similar) for KS2 classes and appropriate resources and furniture for Squirrels class	<i>How will future funding be ring fenced so the improvements can be continued?</i>	See Premises Wish List below
	From Summer term	HT and Premises cmt to monitor to impact of the classroom display and reading areas [and to check that they are still an inviting/attractive to children]	<i>What has been the impact of spending money on colour printing, storage and new lockers?</i>	Cost of colour printing for display purposes
	Summer Term ongoing	Additional corridor displays to be created – science; I wonder why.....?	<i>Does the display demonstrate the school's learning ethos to children and visitors?</i>	Cost of new display boards
	On going	To continue to monitor that the classroom environments follow school policies	<i>Are there inconsistencies? What action has been taken?</i>	
	Spring Term: Gaining quotes from 3 companies for Active Play area and EYFS area Summer Term: Install Active Play Area and work commences on EYFS area	Review outdoor active areas and plan to invest money on improving these		School budget and WSA contribution Grant bid
		Improve outcomes from Forest Schools.	<i>Do we want to explore Beach Schools? We are one of the few schools in the locality that can walk to a beach: Do we want to exploit this as a USP?!</i>	Cost of further Forest School training for JB
P3Oh) Ensuring that we promote high standards of behaviour at all time	By June 2016	Undertake a full review of the schools' behaviour policy. Link to 5Rs/ Growth Mindset/ PSHE and culture of our school	<i>Are there too many rewards? Are rewards effective for all? Is Golden Time working? Consider a house point system? What do we do in the event of incidents?</i>	Cost of resourcing new behaviour strategies/ rewards
	During July 2016	Share behaviour policy with parents, opportunity for them to discuss it during a parent forum		Parent Forum

Priority 4:

Effectiveness of leadership and management: leaders and governors have created a culture that enables pupils and staff to excel.

To be OFSTED ready. To ensure the school is prepared for the next inspection and to work towards an outstanding judgement

Priority two will be achieved by:

- a) Implementing focused improvement plans with rigour
- b) Ensuring that all leaders use a range of self evaluation tools so that actions are carefully planned and effective
- c) Building leadership capacity within the school through further developing the role and responsibilities of DHT, UPS teachers and curriculum leaders
- d) Governors having a stronger involvement in school development and vision by developing governor links for disadvantaged pupils and separately assessment, and governors regularly meeting with the senior leadership group.
- e) Developing links with similar schools

Success Criteria

- Leaders are committed to setting high expectations and are unwavering in their commitment to this.
- Staff are reflective about how they teach and feel fully involved in their own professional development. They support other colleagues by sharing expertise.
- Effective deployment of staff and resources ensure excellent outcomes for all groups
- Governors lead their actions on a clear understanding of the school's performance, and of school development. They systematically challenge senior leaders on issues that relate to pupil outcomes.
- Performance management is used to encourage, challenge and support teachers' /leaders' improvement resulting in highly effective teaching and leadership across the school.
- All staff with leadership responsibility and/or subject expertise work collaboratively to secure a broad and balance curriculum that inspires pupils to learn.
- Key leaders and managers, including those responsible for governance, have high ambitions for the pupils and lead by example. They lead their actions on a clear understanding of the school's performance, and of staff and pupils' skills and attributes.
- Policies and procedures are consistently applied, particularly in relation to behaviour, e-safety and the curriculum
- Outcomes for pupils, in all groups, will compare favourably with national information. All make at least expected progress in relation to national. The proportion of children making better than expected progress meets or exceeds national figures.
- Governors have developed a full range of ways to check directly and independently on how well the school is tackling its areas for improvement

Impact

Development objective:	Timescale	Responsibility	Evaluation Strategy	Cost/ resources
P4Oa) Implementing focused improvement plans with rigour	Refer to termly planner	HT	HT <i>How effective are the actions of other staff members in driving improvement?</i> Monitoring will continue at a pace to ensure that priorities, actions and CPD are relevant – and so that any issues are dealt with swiftly	HT time and release time for curriculum leaders to be involved in triangulation exercises (1/2 day each half term)
P4Ob) Ensuring that all leaders use a range of self evaluation tools so that actions are carefully planned and effective	Data collection points See termly planner Budget plans and subject reports Spring Term 1 2016	HT and DHT to use displays, performances and concerts as part of the self evaluation process – e.g. art, science, PE and music. To ensure these subjects are made reference to alongside Reading, Writing and Maths. All subject leaders to write annual report pre budget setting – to include pupil perception and evaluation of impact of actions, as well as budget plans	<i>Does the teacher have a robust evidence base to evaluate success and next steps?</i> <i>How effective are the actions of curriculum leaders and HT in driving improvement?</i> <i>Are all children experiencing a broad and balanced curriculum?</i>	Following pupil progress meetings and data deadlines, to discuss impact of their actions and the priorities for their class with HT Triangulation carried out with HT on a rotational basis (see termly planner) Subject leaders needs
P4Oc) Building leadership capacity within the school through further developing the role and responsibilities of DHT, UPS teachers and curriculum leaders	Interim PDRs for teachers Summer Term 2016 Support staff PDRs Spring Term	Develop role of DHT UPS teacher to lead on writing throughout the school Other teachers to provide reports and ideas for spending in line with planning school budget Teachers to be invited to attend FGB meetings as observers For all curriculum leaders to report to staff on impact of measure/tasks of the last financial year and to show future development areas.	Governors and staff are clear on the roles of the DHT DHT feels happy, secure and clear regarding his role Are there any teachers at risk of failing their PM objectives? What support/ CPD needs to be planned for? <i>Does teacher attendance at the governors meetings provide further understanding into the role and work of the school governors?</i> <i>Are teachers and governors forming working relationships?</i>	

P4Od) Governors having a stronger involvement in school development and vision by developing governor links for disadvantaged pupils and separately assessment, and governors regularly meeting with the HT, DHT and Curriculum Leaders	From December	HT <i>To ensure the school is meeting the statutory requirements in relation to policies, the school website and financial reporting Pupil Premium governor?</i>	<i>What information has been shared at Governors meetings? How will this inform future Governor visits and Objectives Are Governors aware of the Headlines in Raise? Is the school showing strong data in all year groups? How is the spending of Pupil Premium and Sports funding taking place? What impact are they having on outcomes for pupils? How is the school reacting quickly and effectively to information found through monitoring?</i>	.
	18 th April	Governors to meet to discuss SDP and to be OFSTED ready		
	Summer Term 2016	SC-C to carry out a skills audit of Governors to ensure they are suitably placed in relevant areas/ curriculum teams.		
	From Summer Term 2016	Governors visits are more formal with action plans revisited and discussed at meetings and with teachers		

Computing Action Plan Written by KS					
Objectives	Action and by who	Timescales	Resources	Monitoring	On-going record of impact on progress
To upgrade the computing infrastructure of the school i.e. Broadband, Network, WiFi	SW, KS, ND and consultation with Governors.	By 18 th December 2015	Audit carried out Summer 2015	SW + Governors	
To upgrade some of the existing hardware: New laptops and trolley (approx. 15 new machines)	SW, KS, ND and consultation with Governors.	By 24 th March 2016	Budget and donations	SW + Governors	
To purchase programming resources to bridge the gap between KS1 and upper KS2.	KS	Spring 2016	Budget or fundraising from WSA?	SW + Governors (Computing curriculum group)	
To ensure all teachers +TAs are familiar with the 4 strands within the new IT curriculum <ul style="list-style-type: none"> • programming • digital literacy • online safety • using and applying 	KS	Staff meeting 2 nd February	CPD time through staff meetings.	SW + KS	
CPD for all staff on how iPads can be used in the classroom (+use of 'Display Note' to stream IWB content to iPads)	ProActive Training session KS	11 th November 2015	CPD time through staff meetings.	SW + KS	
Develop school website and Learning Platform to become an integrated part of the children's learning (both in school and at home). Establish active learning platform use in school, including use of blogging and forums.	KS	By 26 th November CPD training with KM, FK, HK KS to arrange individually	Learning Platform Release time for KS CPD training with KM, FK, HK	KS	

PE Sport Premium Plan Written by KS					
Target	Cost	Aim	Who will benefit?	Impact	Outcomes
Provide quality sports coaching		All children (from Reception to Year 6) have the opportunity to take part in high quality sports teaching.	All children from Reception to Year 6	All children receive over 2 hours of high quality sports every week – shown in weekly and termly plans.	
Provide extra-curricular sports opportunities (particularly in KS1)		Children in KS1 and 2 have more opportunities to take part in sporting clubs. KS2 football club run by expert coaches.	Children in KS1 (main focus) Children in KS2 already receive a lot of options for sporting clubs but will benefit from new football club.	Higher up-take of clubs by children in KS2. (particularly girls) Children in KS1 taking part in lunchtime sporting clubs (at least 50% of Squirrels) Survey children before and after to see how they feel about clubs (School Council).	
Support Staff in 'up-skilling' and confidence to teach P.E.		All staff gain confidence in delivering P.E lessons by learning from sports coaches.	All teaching staff across the school. Children will benefit from P.E outstanding P.E. teaching.	Observations of P.E. lessons show the use of techniques taught by the coach. Lesson observations of P.E are showing outstanding features	
Ensure P.E resources are fit for purpose and improved upon.		Carry out a review of the P.E. equipment in school. Update and purchase where necessary. + carry out an audit of playtime equipment to provide children with more independent sporting choices.	Whole school	P.E equipment is being used effectively in lessons. Children have access to sporting equipment in their playtimes and lunchtimes	

Premises Wish List (from February PD day 2016)

- Owls class: Clever Touch Board, new projector , new cupboard doors on classroom sink cupboards
- Badgers class: additional display board above sink, another white board, current one is too small to write on meaningfully, new cupboard doors on classroom sink cupboards
- Squirrels class: Wellie storage, Painting classroom (particularly green splodge above Clever Touch board)
- Hedgehogs class: EYFS outdoor area, more display boards, Clever Touch Board, new projector, EYFS shed needs replacing

- Where can we store ICT hardware/ ipads?

- Storage for outdoor clothes? Do we need another shed?

- Second line of pegs?

- KOSHEEN: Washing down walls, deep clean, washing tables/ chairs