



Glen Hills Primary School



Core Strategic Plan 2018-19

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Leadership and Management	1a	Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Implement	Embed	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Develop	Implement	Implement	Embed	Embed
	1c	Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Develop	Implement	Embed	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Implement	Implement	Embed	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Develop	Develop	Implement	Implement	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Develop	Implement	Embed	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Implement	Implement	Implement	Implement	Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Implement	Embed	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Implement	Implement	Implement	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Develop	Develop	Implement	Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Implement	Implement	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Develop	Develop	Implement	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Develop	Implement	Implement	Embed	Embed
5.Outward Looking (Teaching Schools)	5a	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Implement	Implement	Implement	Embed	Embed
	5b	Develop and Implement an appropriate professional development curriculum for staff	Develop	Implement	Embed	Embed	Embed
	5c	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Develop	Implement	Embed	Embed	Embed
	5d	Implement School to School Support where needed	Develop	Implement	Embed	Embed	Embed

Staff Responsibilities

Glen Hills Leadership Team					
Tim Sutcliffe- Executive Head	Rebecca Wesley – Head of School	Janette de Voil Assistant Head	Amy Smith Assistant Head	Sharon Brown – EYFS Leader	Talvinder Tundall School Business Manager
<ul style="list-style-type: none"> Standards and progress Staffing Performance Management – HoS, Assistant Heads and teachers Governance Finance Assessment / data analysis Safeguarding / DSP Staff meetings More and very Able Other stakeholders Development plan Premises Behaviour management SEF 	<ul style="list-style-type: none"> Day-to-day running of GH Standards and progress Staffing English (overall) leader Performance Management - Teachers Phase 1 Leader Governance Safeguarding / DSP Primary liaison Line management of:- <ul style="list-style-type: none"> LSA s Office Premises Middy supervisors Behaviour management SEF 	<ul style="list-style-type: none"> Maths leader Behaviour management Mentor /line manager for Newly Qualified teachers Phase 2 Leader Performance Management - Teachers Safeguarding / DSP in absence of Exec head / HoS 	<ul style="list-style-type: none"> Science leader School Direct Leader Earwig assessment leader Work experience management Mentor /line manager for Newly Qualified teachers Performance Management - Teachers Safeguarding / DSP in absence of Exec head / HoS EVC 	<ul style="list-style-type: none"> EYFS Pre – school liaison Parent liaison and courses for Foundation Stage Assessment for Learning (EYFS) Performance Management - Teachers 	<ul style="list-style-type: none"> Premises Finance Procurement Health and safety Charities/ business initiatives Bids/grants HR

Other leadership areas		
Looked After Children leadership – Fatima Variava	Child Mental Health – Rebecca Fisher	French – Margaret Leach
Computing/International Schools – George Robertson	PE – Dale Bolsover / Ben Storey	School radio – Fatima Variava
SENCo - Rachel Cole	Geography – Sarah Walters	Music – Caroline Roper
Pupil Premium organisation – George Robertson / Louise Onions	History – Sue Wrigton	Art – Rachel Bretherton
English writing shadow – Louise Onions	PSHE – Helen Wilcox	RE – Sheron Bahia
English reading shadow – Ben Storey	Design Technology – Jenni James	Local Community – Louise Layshley
GAPS/drama English shadow -Kerry Walker	Library – Izzi Owczarek	School Garden/Environment – Laura Bent

Long Term Development Plan

Focus Area	2018-19	2019-20	2020-21
1. Leadership and management (including governance)	a. The school website meets all statutory requirements b. All data protection duties are followed c. The governing body ensure that all statutory duties are met for the year d. Review of skills audit of governing body structure and programme of work for the year	The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year	The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year
2. Teaching and Learning	a. At least 95% of lessons judged to be good or better (not including NQTs) b. At least 35% of lessons judged to be outstanding c. Book scrutiny shows that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result	At least 95% of lessons judged to be good At least 35% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result	At least 95% of lessons judged to be good At least 40% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result
3. Standards in Core subjects	End of KS1 and KS2 (at least) a. At least 3% above national averages in Reading, Writing and Maths (including GDS) b. Progress scores all above -1.5 in KS2 and writing above zero c. Combined Reading, Writing and Maths is at least 70%	End of KS1 and KS2 (at least) <ul style="list-style-type: none"> • 5% above National averages in each of Reading, Writing and Maths • Progress scores all above -1.3 in KS2 and writing above zero • At least 4% above national averages at greater depth • Combined Reading, Writing and Maths is at least 73% 	End of KS1 and KS2 (at least) <ul style="list-style-type: none"> • 8% above National averages in each of Reading, Writing and Maths • Progress scores all above zero in KS2 • At least 6% above national averages at Greater Depth • Combined Reading, Writing and Maths is at least 75%
4. Standards in other subjects	a. At least 75% of pupils working at the expected standard in all subjects	At least 78% of pupils working at the expected standard in all subjects	At least 80% of pupils working at the expected standard in all subjects
5. Standards in EYFS	a. Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... b. At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start c. At least 73% GLD	Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 5% more pupils than the previous year are EXS in each year group in each subject At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 78% GLD	Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 80% GLD
6. Progress of different groups of learners	a. All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 3% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 60% of Summer born children in Reception achieve a GLD d. Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths	All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 5% more pupils than the previous year are EXS in each year group in each subject At least 62% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths	All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 7% more pupils than the previous year are EXS in each year group in each subject At least 65% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths
7. Behaviour	a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) b. No more than 10 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>)	Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) No more than 8 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>)	Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>)

	c. Behaviour for learning judged to be at least good in 95% of lessons	Behaviour for learning judged to be at least good in 95% of lessons	No more than 5 days in total of fixed term exclusions <i>(not including children who joined the school in the last year)</i> Behaviour for learning judged to be at least good in 100% of lessons
8. Attendance	a. Average attendance of all pupils at least 96.7% b. Average attendance of PPG pupils at least 94.5%	Average attendance of all pupils at least 96.9% Average attendance of PPG pupils at least 95%	Average attendance of all pupils at least 97.1% Average attendance of PPG pupils at least 95.5%
9. Inclusion	a. The gap between pupil premium pupils and non-pupil premium (national) is no greater than 10% in Reading, Writing and Maths at KS1 and KS2 b. At least 60% of PPG pupils achieve combined in KS2	The gap between pupil premium pupils and non-pupil premium (national) is no greater than 9% At least 63% of PPG pupils achieve combined in KS2	Average attendance of PPG pupils at least 95% The gap between pupil premium pupils and non-pupil premium (national) is no greater than 8% At least 66% of PPG pupils achieve combined in KS2
10. Safeguarding	a. Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>
11. Health	a. At least 65% of children in KS2 take part in an inter-school sports activity b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly c. At least 2 hours per week of PE lessons for all children d. Sports leaders running play activities on a daily basis e. f. (well-being) Children are happy at school (99% state that they enjoy school – fewer than 1% of pupils say they have been bullied) g. (well-being) Fewer instances of poor behaviour both inside and outside (use Head's behaviour tracker)	At least 70% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE lessons for all children Sports leaders running play activities on a daily basis	At least 75% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE lessons for all children Sports leaders running play activities on a daily basis
12. Parents and the Wider Community	a. At least 80% of parents have downloaded the GH app b. All parents have signed and returned consent forms (including data consent) c. At least 3 regular (weekly) parent volunteers d. PSA (Parents and Staff Association) organise at least 6 events during the year e. The school takes part in at least 4 events/visits to religious places of worship f. Zero formal complaints from parents	At least 85% of parents have downloaded the GH app All parents have signed and returned consent forms (including data consent) At least 3 regular (weekly) parent volunteers PSA (Parents and Staff Association) organise at least 6 events during the year The school takes part in at least 4 events/visits to religious places of worship	At least 90% of parents have downloaded the GH app All parents have signed and returned consent forms (including data consent) At least 3 regular (weekly) parent volunteers PSA (Parents and Staff Association) organise at least 6 events during the year The school takes part in at least 4 events/visits to religious places of worship
13. British Values	a. At least one whole school display linked to British Values b. Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)	At least one whole school display linked to British Values Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)	At least one whole school display linked to British Values Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)
14. Staff CPD	a. Each member of staff has a programme of CPD for the year through performance management b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year

Review of Priorities for 2017/18

What did we want to improve?	What did success look like and what was its impact?	Next Steps?																																				
<p>Focus on embedding Reading improvements to increase progress (Lit) Continue focus with additional intervention for reading (Lit)</p>	<p>Reading Olympics is embedded – second year running. More children are reading regularly and parents and children are aware of reading expectations. GL reading assessment standardised tests reports on children's' attainment in the different areas of reading. Progress to be compared after completion of end of year GL assessments. Continued focus upon reading comprehension and teaching the skills - progress observed in scrutiny, observed lessons and SATs style testing Boost Reading Intervention continues to raise reading ages of pupils. Parent volunteer reading support in place -to increase the time children spend reading to help raise attainment. Reading Assistant working with 'non reading' children to raise their awareness of the importance of reading, in addition to raising reading standards. Identified groups working with assistant on reading intervention to improve comprehension skills. Year 6 reading group intervention across the whole year group to raise attainment. Reading results –</p> <ul style="list-style-type: none"> • Rise in GLD and reading by 4% • Rise in Y1 phonics by 5% • Rise in y2 phonics retest by 32% • KS1 reading approx. the same • Rise in KS2 reading by 11% 	<p>See targets below</p>																																				
<p>Ensure KS1 and KS2 SAT results maintain improvements in 2018 (Maths / Lit) KS2 emphasis on ensuring pupils are considerably prepared for test 'culture' whilst maintaining our <u>strong</u> beliefs in the enriched and wider curriculum (Maths / Lit)</p>	<p style="text-align: center;">Our results 2017/2018:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>KS1 Reading</td> <td>76% expected or above</td> </tr> <tr> <td>KS1 Writing</td> <td>76% expected or above</td> </tr> <tr> <td>KS1 Maths</td> <td>76% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>68% expected or above</td> </tr> <tr> <td>KS2 Reading</td> <td>83% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>90% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>77% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>82% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>69% expected or above</td> </tr> </tbody> </table>	KS1 Reading	76% expected or above	KS1 Writing	76% expected or above	KS1 Maths	76% expected or above	Combined Reading, Writing and Maths	68% expected or above	KS2 Reading	83% expected or above	KS2 Writing	90% expected or above	KS2 Maths	77% expected or above	KS2 GAPs	82% expected or above	Combined Reading, Writing and Maths	69% expected or above	<p style="text-align: center;">Our targets 2019/2019:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>KS1 Reading</td> <td>79% expected or above</td> </tr> <tr> <td>KS1 Writing</td> <td>79% expected or above</td> </tr> <tr> <td>KS1 Maths</td> <td>81% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>70% expected or above</td> </tr> <tr> <td>KS2 Reading</td> <td>83% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>88% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>80% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>85% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>73% expected or above</td> </tr> </tbody> </table>	KS1 Reading	79% expected or above	KS1 Writing	79% expected or above	KS1 Maths	81% expected or above	Combined Reading, Writing and Maths	70% expected or above	KS2 Reading	83% expected or above	KS2 Writing	88% expected or above	KS2 Maths	80% expected or above	KS2 GAPs	85% expected or above	Combined Reading, Writing and Maths	73% expected or above
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<p>Focus upon Disadvantaged pupil progression and achievement through more 'gap analysis' tuition for Pupil Premium/ CIC pupils (all areas, specifically Literacy and Maths)</p>	<p>*Pupil premium progress</p> <p style="text-align: center;">PP results 2017/2018</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>KS2 Reading</td> <td>50% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>72% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>58% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>65% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>50% expected or above</td> </tr> </table>	KS2 Reading	50% expected or above	KS2 Writing	72% expected or above	KS2 Maths	58% expected or above	KS2 GAPs	65% expected or above	Combined Reading, Writing and Maths	50% expected or above	<p style="text-align: center;">PP targets 2018/2019</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>KS2 Reading</td> <td>70% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>80% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>70% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>75% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>65% expected or above</td> </tr> </table> <p>See Priority 2</p>	KS2 Reading	70% expected or above	KS2 Writing	80% expected or above	KS2 Maths	70% expected or above	KS2 GAPs	75% expected or above	Combined Reading, Writing and Maths	65% expected or above
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<p>Focus on ensuring Phonics Screening rises above NA</p>	<p>Focused group in year two- to improve % of year 2 phonics pass rate. Working with Trust schools to see if adapted phonics practice can raise pass rate.</p> <ul style="list-style-type: none"> • Rise in Y1 phonics by 5% to 88% • Rise in y2 phonics retest by 32% to 100% 	<p>Targets for same outcomes in 2018/19</p>																				
<p>Continued focus on spelling/phonics with relevant INSET and resources (Lit)</p>	<p>Inset has been carried out over 2 sessions- firstly on the 18th April to look at what we are doing already and to add further ideas/resources for teachers to use for both class lessons and interventions.</p> <p>Second session used to discuss what we are doing that works well – and agree on a single format for recording spelling and how to show progress.</p> <p>A spelling questionnaire was sent to parents in order to gauge current parental views about spelling across the school and to gauge what further updates, adjustments or other ideas are needed to further embed spelling and raise the profile/ standards of spelling at GH.</p>	<p>See Priority 3</p>																				
<p>Focus upon Earwig online assessment full implementation (all areas)</p>	<p>Earwig is being used by all teachers now to assess all Foundation stage subjects. Three further training sessions held during 17/18 for TAs, HLTAs and Teachers who needed support either assessing children online or tagging evidence.</p>	<p>Continue use of Earwig but non-core assessment now on Otrack using WTS, EXS and GDS statements</p>																				
<p>Further develop computing and ICT cross-curricular links – all subjects (ICT/all areas) with use of iPads</p>	<p>Staff meeting (21,2,18) on G suite (formerly Google apps for education) which covered using the chromebooks in class; apps that are available for children to use; how to share work. Small changes to the Long term plans. Staff meetings on coding in the curriculum. This will cover Scratch and other programming languages..</p>	<p>Continue monitoring 2017/18 implementations</p>																				

Headline Results

Key		Below NA	Approx at NA	Above NA	
GLD	School	74%	Difference from previous year (+/-) +2%	National (when available) 72%	Difference (+/-) +2
Phonics screening y1	School	88%	Difference from previous year (+/-) +6%	National (when available) 83%	Difference (+/-) +5
KS1					
KS1 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	76%	-2%	76%	0
	Greater depth	30%	+6%	26%	+4
KS1 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	76%	+6%	70%	+6
	Greater depth	11%	-8%	16%	-5
KS1 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	76%	-1%	76%	0
	Greater depth	26%	+6%	22%	+4
KS1 SATs Combined		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	68%	+3%	65%	+3
	Greater depth	10%	+1%	12%	-2

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	82%	+11	75%	+8	106	+2.5
	Greater depth	27%	+12	28%	-1		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	90%	-2	78%	+12	104	+0.2
	Greater depth	23%	+7	20%	+2		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	77%	-9	76%	+1	103	-1
	Greater depth	17%	+1	24%	-7		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GAPS	EXP and ab	82%	-5	78%	+4	105	0
	Greater depth	28%	-2	34%	-6%		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	69%	+4	64%	+5%
	Greater depth	8%	+4	10%	-2%

Progress scores (end of KS1-KS2)		School	Difference from previous year (+/-)
	Reading	-1.0	+2.5
	Writing	+1.6	+1.8
	Maths	-1.5	-0.5
	GAPS	N/A	N/A

Key Priorities for 2018/19

Priority 1						
Focus upon Reading progress in KS2 (inc outcomes for KS1 Reading)						
Why was this chosen as a priority?						
Although improved in 2017/18, we still need to focus specifically on Reading progress in KS2 to ensure that progress, as well as high attainment, continues to rise						
Goals/links to school and SLT aims:- Overall School priority aims 4a, 4c						
Total budget : £1400				Key Personnel: Rebecca Wesley, Ben Storey		
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost ?	Who will monitor its impact and to whom will this be reported to?	SLT Dev Plan reference
To ensure reading progression between KS1 and KS2 continues to improve (see priority 3 for GDS)	Maintain initiatives introduced in 2017/18 and regular monitoring of Symphony On Track data	Throughout 2018/19	Progress measures by end of KS2 to continue to improve	N/A	RW, BS, KW and TS Reported to governors and SLT Trustees	4a, 4c
To target further KS2 SAT reading increase with a 3% rise for 2018/19	Maintain initiatives introduced in 2017/18 (reading intervention groups, Reciprocal Reading , Read Theory, Reading Olympics etc) and regular monitoring of Symphony On Track data Ensure provision and intervention is monitored throughout the year.	Throughout 2018/19	3% rise for 2018/9 Impact to rise reading achievement and progress in KS2 and SATs.	Books – reciprocal reading. Prizes – Reading Olympics. Intervention costs (if external staff).	RW, BS, and TS Reported to governors and SLT Trustees	4a, 4c
To target KS1 SAT reading with a 3% rise for 2018/19	Maintain initiatives introduced in 2017/18 (reading intervention groups and individual reading partner, reading buddies, and regular monitoring of Symphony On Track data	Throughout 2018/19, focus time Jan – June 2019.	3% rise for 2018/9 Impact to rise reading across KS1 to impact on raised reading achievement in KS2 and SATs.	Books – reciprocal reading. Prizes – Reading Olympics.	RW, BS, and TS Reported to governors and SLT Trustees	4a, 4c

	Ensure provision and intervention is monitored throughout the year			Intervention costs (if external staff).		
To ensure the high profile of Reading Olympics continues to ensure all children are regularly reading.	Tweaked reading Olympic ideas for 2018/9. Staff meeting Inset Classroom practice	Throughout 2018/19 and regular staff meetings to ascertain impact of changes.	Raised reading participation from parents and children – raised standards, awareness of text type and raise enjoyment of reading.	Resources (£300)	RW, BS and TS Reported to governors and SLT Trustees	1a
The introduction of new standardised tests for yrs 1-6 to analyse reading strengths and areas for development	To compare standardised scores across the school and symphony group and use them to set targets.	Termly tests and analysis.	Standardised results for comparison and target setting across the symphony schools.	Resources £500	RW, BS, KW, LO and TS. Reported to governors and SLT Trustees	2a

Priority 2

Focus on PPG and Disadvantaged Pupil achievement and progression

Why was this chosen as a priority?

This is an area which we feel we can make further key improvements with, especially with the altered provision plans

Goals/links to school and SLT aims:- Overall School priority aims 4c

Total budget : See pupil premium costings

Key Personnel: George Robertson, Louise Onions

What do we want to improve? (area for development	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
Increase in year 2 and year 6 pupils achieving the expected standard in reading, writing and maths at the end of their Key Stage.	Small group tuition in reading and maths for all PP children. Additional focus on individual specific barriers to progress (see 2 below) Intervention by class teachers following evaluation of data Dec 2018/March 2019. To target specific areas of weakness in reading, writing and maths	Sept 2018- July 2019	Greater % of PP pupils will achieve the expected standing in reading, writing and maths.	Tutors – see PP funding breakdown	SMT – via lesson observations LO – pupil interviews and work scrutiny (see 3 below)	4c
To further personalise the pupil premium intervention provision.	Identify specific barriers to progress for individual PP children. Teachers to complete questionnaire for their	Summer term 2018	For each child: a clear list of barriers.	N/A	LO/GR	4c

	current pupils (2017/18) and hand on to new teacher/PP coordinator.					
	Group children for PP intervention based on addressing barriers to progress.	Autumn 2018	Evaluation of results – Dec 2018/ March 2019. Are the gaps narrowing more quickly?		LO/GR	4c
Effectively monitor the pupil premium provision to identify further improvements.	Pupil interviews Work scrutiny PP Focus during all lesson observations (as part of rolling programme of evaluation for PP)	January 2019 October 2018 Throughout academic year	Evaluate findings. Take immediate action to improve any areas identified. Share finding with staff at staff meeting.	1 day cover LO (1/2 day for each) SMT	LO/TS Individual staff/SMT	4c

Priority 3

Focus upon improved % of GDS pupils in reading and maths (KS2)

Why was this chosen as a priority?

Data suggests that, although EXS standards are above/well above NA, GDS needs to have higher outcomes in KS2. The focus is to ensure every Level 3 pupil in at end of KS1 achieves a scaled score of 110+ in KS2 SATs

Goals/links to school and SLT aims:- Overall School priority aims 4a, 4c

Total budget : £1400

Key Personnel: Rebecca Wesley and Kerry Walker.

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported to?	SLT Dev Plan reference
To target greater GDS in KS2 reading - target for 29% in KS2 SATs 2018/2019	Intervention groups for GDS pupils in y6 Set targets from standardised scores to drive results G&T coordinator monitoring GDS groups on OTrack	Throughout the year, Summer 2019 evaluation	Improved standardised scores for GDS readers in KS2 Intervention more specified for GDS pupils in upper KS2	N/A	KW, TS , RW and class teachers Reported to Governors and SLT Trustees	4a, 4c
To target greater GDS in KS2 maths - target for 25% in KS2 SATs 2018/2019	Specific focus for maths scrutinies to ensure challenge for GDS is of highest standard Set targets from standardised scores to drive results	Throughout the year, Summer 2019 evaluation	Improved standardised scores for GDS mathematicians in KS2 Intervention more specified for GDS pupils in upper KS2	N/A	KW, TS , RW and class teachers Reported to Governors and SLT Trustees	4a 4c

	G&T coordinator monitoring GDS groups on OTrack					
Research and begin to implement maths challenges/ activities/ groups that will lead to improving mastery in maths at Greater Depth in KS2 (particular focus on Year 6)	KW and JdV working together to look at resources and classroom practice. (Scrutiny) Research ideas online, through other schools/colleagues/books/ journals. Introduction of further challenging maths activities. Some form of maths club to possibly be focus for upper KS2	Over the course of the academic year 2018- 2019. Mastery and maths challenges courses CPD Clubs Staff meeting Within classroom practice 2018/9	More of our G & T pupils achieving Greater Depth at the end of KS2. Enabling children to take autonomy over their learning – sharing ideas and further developing reasoning and explanation skills so that children can vocalise their problem solving more easily. Creative teaching and learning opportunities which motivate and give children enjoyment in their learning.	Resources Maths courses	KW JdV	4a 4c

Governance Review, Development and Monitoring Plans

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	SLT Development Plan Reference
To ensure termly statutory duties are carried out effectively by the GB.	Ensure governors remain clear with the termly tasks and deadlines.	Each term	The governing body ensure that all statutory duties are met for the year	4b
Review and streamlining of governing body structure and programme of work for the year	Ensure governor agendas have correct standing items	Each term	Effective and clear programme for development is outlined and carried out for the year	4b
Ensure new governors have successful induction and are fully capable to carry out statutory duties	Courses and shadowing of new governors	As necessary	All new governors feel fully comfortable to carry out statutory roles	4b

Term	Focus	Committee /specific governor / FGB
Autumn	Review and agree the Core Plan and Subject Development Plans	FGB
	Collate updated Skills Assessment of FGB	FGB
	Review the 2017/2018 EYFS, Y1 Phonics, KS1 and KS2 SATs data	Curriculum Committee and FGB
	Agree the Pupil premium and Sports Premium spending plans / review previous year's	FGB
	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Policy review as necessary- Key- <ul style="list-style-type: none"> • Performance Management • Pay Policy • Safeguarding 	FGB
	Governor subject visits - English or Maths (TBC at Autumn FGB meeting)	FGB
Spring	Review ongoing data and progression (including new assessment system)	Curriculum Committee and FGB
	Safeguarding SLT audit to be completed	Safeguarding Committee and FGB
	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Governor subject visits - English or Maths (TBC at Autumn FGB meeting)	FGB
	Single Equality Act approval	FGB
	Policy review as necessary	FGB
Summer	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Approval of 2019/2020 budget	Management and Finance Committee and FGB
	Review ongoing data and progression (including new assessment system)	Standards and Curriculum Committee and FGB
	Approval of 2019/2020 residentials	FGB
	Governor subject visits - one non-core subject (TBC at Autumn FGB meeting)	FGB
	Policy review as necessary	FGB

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its impact?	<u>Cost (if applicable)</u>	<u>Who</u> will monitor its impact and to whom will this be reported to?	<u>SLT Dev Plan reference</u>
<u>Priority 1</u>	Progress measures by end of KS2 to continue to improve	Staff meetings for updates Training for Andy Norman with BRP OTrack joint analysis Standardised test inset and analysis	PM targets set and challenging for reading progress / achievement Progress by end of KS2 to further improve	N/A	TS / RW / BS	4a 4c
<u>Priority 2</u>	PP pupils will achieve the expected standing in reading, writing and maths.	Staff meetings for updates OTrack joint analysis Standardised test inset and analysis Provision alterations explained to all stakeholders Pupil interview and subsequent feedback to staff	% of EXS PPG to be reached which will further narrow the gap	N/A	TS / RW / GR / LO	4a 4c
<u>Priority 3</u>	Improved standardised scores for spelling which in turn, will assist further rises for GAPS assessment and also writing assessments throughout the school	Writing and spelling inset provided by KW Y1 altered curriculum with emphasis on phonics provision (monitored and fed back at staff meetings)	Improved standardised scores for spelling seen throughout y1 - 6	N/A	TS / RW / KW	4a 4c
<u>Other headline CPD</u>	Safeguarding – KCSIE 18 and any other updates					
	EpiPen training					
	Epilepsy training					
	Speech and Language training (FS-y1)					
	Computing INSET					
	Writing across the curriculum inset					

Pupil Premium

PPG combined achievement KS1		School	Difference from previous year (+/-)
	EXP and ab	25%	-25%
	Greater depth	0%	-25%

PPG combined achievement KS2		School	Difference from previous year (+/-)
	EXP and ab	50%	-15%
	Greater depth	0%	0

PPG (all in points progress) – green – above non-PPG yellow – approx. same as non-PPG white – gap increase compared to non-PPG			
	Reading	Writing	Maths
Year 1	4.6	4.1	4
Year 2	5.7	5.3	5
Year 3	6.3	5.8	6.6
Year 4	6.9	6.3	5.8
Year 5	6.5	7.3	7
Year 6	6.7	6.7	6.5

Non-PPG (all in points progress)			
	Reading	Writing	Maths
Year 1	5.9	5.1	5.5
Year 2	5.6	6.2	6
Year 3	6.4	6.2	6.1
Year 4	6.7	6.8	6.6
Year 5	6.5	6.8	6.6
Year 6	6	6.7	6

Subject/Area: PupilPremium

Key Personnel:-GR, LO.

Quality of teaching and learning; outcomes for children

Activities and improvements during the year 2017/18

- 50% ks2 PP EXS and above combined (72% writing, 50% reading, 58 % maths)
- PP first agenda introduced across the school.

	<ul style="list-style-type: none"> Literacy PP sessions focused on reading from the beginning of the year. Evaluated the attendance of PP parents at parents evening. Attendance was 98%
Overall evaluation of impact on subject	<ul style="list-style-type: none"> Provision has increased with PP for 2018/2019 in certain areas. PP achieved well in y6 and gap diminished in many areas

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development?
To further personalise the pupil premium intervention provision with the aim of further diminishing the gap and improving attainment for PPG

Improvement plan for the year						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
To further personalise the pupil premium intervention provision with the aim of further diminishing the gap and improving attainment for PPG	Identify specific barriers to progress for individual PP children.	Summer term 2019	For each child: a clear list of barriers.	N/A	LO/GR	4c
	Nurture group approach in y3,4,5 for PP children for mornings (lit/maths)	Mon - Fri - y3 Mon - Thurs - y4/5 Sum term 2019	Gap narrowed in English and Maths.	£65,929	TS/LO/GR	4c
	Small group work for children not on target in Maths and English	Wednesday pm – SW/ RC	Gap narrowed in English and Maths.	£14,549	TS/LO/GR	4c
	Children identified as not having support with reading from home to be targeted by AN.	Mornings in years 1 to 4	Gap narrowed in reading attainment.	£3,763	LO/GR	4c
	Children identified as having emotional or social barrier to take part in LEGO club.	Tuesday lunchtime	Improved social skills of participants.	£1,800	LO/GR/RF	4c
	Year 4 PP children to have pre-teaching before lessons delivered by TA.	Before lessons.	Gap narrowed in English and Maths.	£5,184	TS/LO/GR	4c
	Adopting the 3 teacher method. Teacher spends time pre-teaching or working on targets while the TA takes the class.	After lunch 1/2 x weekly.	Gap narrowed in English and Maths.	£1,365	LO/GR	4c
	Big Moves – movement development coach led sessions to help improve: motor skills and concentration.	Autumn 1	Improved concentration. Participation and motor skills in identified children.	£2,000	DB/LO/GR	4c
Uniform provision for PP in 2018/2019 FS	Ensure new FS eligible pupils receive free GH uniform	Autumn term	'Welcome' to GH to show supportive and inclusive nature	£500	TS / Office	4c
Assistance with school visits payment	Ensure all eligible pupils are assisted with 66% of cost of all trips	Summer 2019	All eligible pupils attend trips and those who want to go on residential have the opportunity	£2,500	TS / Office	4c

Total - £97,590

Year Group initiatives / plans		
Year R	Focus on using all opportunities to continue to reinforce letter formation	Focus on using all opportunities to continue to reinforce number formation
Year 1	Focus upon redesigned year 1 so that transition between FS and y1 is as smooth as possible and the curriculum continues to match all needs	Humanities book used for history/geography/RE and is continuous
Year 2	Focus upon book presentation in all examples	Humanities book used for history/geography/RE and is continuous
Year 3	Focus upon continuing to ensure differentiation is as clear as possible in all books	Humanities book used for history/geography/RE and is continuous
Year 4	Focus upon continuing to ensure differentiation is as clear as possible in all books	Humanities book used for history/geography/RE and is continuous
Year 5	Humanities book used for history/geography/RE and is continuous	
Year 6	Focus to continue presentation standards	Humanities book used for history/geography/RE and is continuous