



# Glen Hills Primary School



## Core Strategic Plan 2019-20

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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

<b>Glen Hills Leadership Team</b>				
<b>Rebecca Wesley Headteacher</b>	<b>Amy Smith Deputy Head</b>	<b>Ben Storey Assistant Head</b>	<b>Sharon Brown EYFS Leader</b>	<b>Talvinder Tundall School Business Manager</b>
<ul style="list-style-type: none"> <li>• <b>Day-to-day running of GH</b></li> <li>• Safeguarding / DSP lead.</li> <li>• Standards and progress</li> <li>• Staffing</li> <li>• Performance Management – Deputy Head, Assistant Head and teachers.</li> <li>• Governance</li> <li>• Finance</li> <li>• Assessment / data analysis</li> <li>• Staff meetings</li> <li>• Other stakeholders</li> <li>• Core plan</li> <li>• Premises</li> <li>• Behaviour management</li> <li>• SEF</li> <li>• Route To Resilience lead.</li> <li>• Line management of:-               <ul style="list-style-type: none"> <li>○ LSA s</li> <li>○ Office</li> <li>○ Premises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher.</li> <li>• Phase 2 leader</li> <li>• Science leader</li> <li>• School Direct Leader</li> <li>• Earwig leader</li> <li>• Work experience leader</li> <li>• Behaviour management</li> <li>• Mentor /line manager for Newly Qualified teachers</li> <li>• Performance Management - Teachers</li> <li>• Safeguarding / DSP in absence of Headteacher.</li> <li>• EVC</li> <li>• Line manager for Midday Manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher and Deputy Headteacher</li> <li>• Phase 1 Leader</li> <li>• Behaviour management</li> <li>• Performance Management - Teachers</li> <li>• Safeguarding / DSP in absence of Headteacher.</li> <li>• English (overall) leader</li> <li>• EVC</li> <li>• SCR</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher, Deputy Headteacher and Assistant Headteacher.</li> <li>• EYFS lead</li> <li>• Pre – school liaison</li> <li>• Parent liaison and courses for Foundation Stage</li> <li>• Assessment for Learning ( EYFS)</li> <li>• Performance Management - Teachers and Nursery Nurses.</li> </ul>	<ul style="list-style-type: none"> <li>• Premises</li> <li>• Finance</li> <li>• Procurement</li> <li>• Health and safety</li> <li>• Charities/ business initiatives</li> <li>• Bids/grants</li> <li>• HR</li> </ul>

<b>Other leadership areas</b>		
<b>Looked After Children leadership</b> – Fatima Variava	<b>Child Mental Health</b> – Rebecca Fisher	<b>French</b> – Margaret Leach
<b>Computing/International Schools</b> – George Robertson	<b>PE</b> – Dale Bolsover	<b>School radio</b> – Fatima Variava
<b>SENCo</b> - Rachel Cole	<b>Geography</b> – Sarah Walters	<b>Music</b> – Caroline Roper
<b>Pupil Premium organisation</b> – George Robertson	<b>History</b> – Sue Wrigton and Reema Patel	<b>Art</b> – Rachel Bretherton
<b>Gifted and Talented</b> – Louise Onions and Amy Senior	<b>PSHE</b> – Helen Wilcox	<b>RE</b> – Sheron Bahia
<b>Maths Coordinator</b> – Janette deVoil	<b>Design Technology</b> – Jenni James	<b>Local Community</b> – Louise Laysley
<b>English shadow coordinator</b> -Kerry Walker	<b>Library</b> – Izzi Owczarek	<b>Environment</b> – Mel Linford.
<b>Lizzy Blackwell</b> – School council	<b>EYFS shadow</b> – Rachel Nutbrown	<b>School Radio</b> – Fatima Variava.

## Long Term Development Plan

<b>Focus Area</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>1. Leadership and management (including governance)</b>	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
<b>2. Teaching and Learning</b>	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
<b>3. Standards in Core subjects</b>	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 -1in KS2 and writing above zero c. Combined Reading, Writing and Maths is at least 72%	End of KS1 and KS2 (at least) <ul style="list-style-type: none"> <li>• 5% above National averages in each of Reading, Writing and Maths</li> <li>• Progress scores all above -0.5 in KS2 and writing above zero</li> <li>• At least 4% above national averages at greater depth</li> <li>• Combined Reading, Writing and Maths is at least 74%</li> </ul>	End of KS1 and KS2 (at least) <ul style="list-style-type: none"> <li>• 8% above National averages in each of Reading, Writing and Maths</li> <li>• Progress scores all above zero in KS2</li> <li>• At least 6% above national averages at Greater Depth</li> <li>• Combined Reading, Writing and Maths is at least 75%</li> </ul>
<b>4. Standards in other subjects</b>	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
<b>5. Standards in EYFS</b>	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 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 75% 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 77% GLD
<b>6. Progress of different groups of learners</b>	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
<b>7. Behaviour</b>	a. Zero permanent exclusions (of children who have been at the school for more than 2 years)	Zero permanent exclusions (of children who have been at the school for more than 2 years)	Zero permanent exclusions (of children who have been at the school for more than 2 years)

	<ul style="list-style-type: none"> <li>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>)</li> <li>c. Behaviour for learning judged to be at least good in 95% of lessons</li> </ul>	No more than 8 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 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
<b>8. Attendance</b>	<ul style="list-style-type: none"> <li>a. Average attendance of all pupils at least 96.4%</li> <li>b. Average attendance of PPG pupils at least 94.5%</li> </ul>	Average attendance of all pupils at least 96.6% 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%
<b>9. Inclusion</b>	<ul style="list-style-type: none"> <li>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</li> <li>b. At least 60% of PPG pupils achieve combined in KS2</li> </ul>	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
<b>10. Safeguarding</b>	<ul style="list-style-type: none"> <li>a. Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u></li> </ul>	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>
<b>11. Health</b>	<ul style="list-style-type: none"> <li>a. At least 65% of children in KS2 take part in an inter-school sports activity</li> <li>b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly</li> <li>c. At least 2 hours per week of PE lessons for all children</li> <li>d. Sports leaders running play activities on a daily basis</li> <li>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)</li> <li>f. g. (well-being) Fewer instances of poor behaviour both inside and outside (use Head's behaviour tracker)</li> </ul>	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
<b>12. Parents and the Wider Community</b>	<ul style="list-style-type: none"> <li>a. At least 80% of parents have downloaded the GH app</li> <li>b. All parents have signed and returned consent forms (including data consent)</li> <li>c. At least 3 regular (weekly) parent volunteers</li> <li>d. PSA (Parents and Staff Association) organise at least 6 events during the year</li> <li>e. The school takes part in at least 4 events/visits to religious places of worship</li> <li>f. Zero formal complaints from parents</li> </ul>	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
<b>13. British Values</b>	<ul style="list-style-type: none"> <li>a. At least one whole school display linked to British Values</li> <li>b. Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered)</li> </ul>	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)
<b>14. Staff CPD</b>	<ul style="list-style-type: none"> <li>a. Each member of staff has a programme of CPD for the year through performance management</li> <li>b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year</li> </ul>	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 2018/19

What did we want to improve?	What did <b>success</b> 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 – third year running. More children are reading regularly and parents and children are aware of reading expectations. Standardised tests reports on children's' attainment in the different areas of reading. Progress to be compared after completion of end of year standardised 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.</p>	<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;"><b>Our results 2018/2019:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>KS1 Reading</td> <td>77% expected or above</td> </tr> <tr> <td>KS1 Writing</td> <td>73% expected or above</td> </tr> <tr> <td>KS1 Maths</td> <td>79% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>67% expected or above</td> </tr> <tr> <td>KS2 Reading</td> <td>74% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>82% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>95% 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>66% expected or above</td> </tr> </tbody> </table>	KS1 Reading	77% expected or above	KS1 Writing	73% expected or above	KS1 Maths	79% expected or above	Combined Reading, Writing and Maths	67% expected or above	KS2 Reading	74% expected or above	KS2 Writing	82% expected or above	KS2 Maths	95% expected or above	KS2 GAPs	82% expected or above	Combined Reading, Writing and Maths	66% expected or above	<p style="text-align: center;"><b>Our targets 2019/2020:</b></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>76% 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>80% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>88% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>86% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>84% 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	76% expected or above	KS1 Maths	81% expected or above	Combined Reading, Writing and Maths	70% expected or above	KS2 Reading	80% expected or above	KS2 Writing	88% expected or above	KS2 Maths	86% expected or above	KS2 GAPs	84% 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;"><b>PP results 2018/2019</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>KS2 Reading</b></td> <td><b>65% expected or above</b></td> </tr> <tr> <td><b>KS2 Writing</b></td> <td><b>59% expected or above</b></td> </tr> <tr> <td><b>KS2 Maths</b></td> <td><b>82% expected or above</b></td> </tr> <tr> <td><b>KS2 GAPs</b></td> <td><b>76% expected or above</b></td> </tr> <tr> <td><b>Combined Reading, Writing and Maths</b></td> <td><b>47% expected or above</b></td> </tr> </table>	<b>KS2 Reading</b>	<b>65% expected or above</b>	<b>KS2 Writing</b>	<b>59% expected or above</b>	<b>KS2 Maths</b>	<b>82% expected or above</b>	<b>KS2 GAPs</b>	<b>76% expected or above</b>	<b>Combined Reading, Writing and Maths</b>	<b>47% expected or above</b>	<p style="text-align: center;"><b>PP targets 2019/2020</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>KS2 Reading</b></td> <td><b>70% expected or above</b></td> </tr> <tr> <td><b>KS2 Writing</b></td> <td><b>74% expected or above</b></td> </tr> <tr> <td><b>KS2 Maths</b></td> <td><b>74% expected or above</b></td> </tr> <tr> <td><b>KS2 GAPs</b></td> <td><b>78% expected or above</b></td> </tr> <tr> <td><b>Combined Reading, Writing and Maths</b></td> <td><b>60% expected or above</b></td> </tr> </table> <p>See <b>Priority 2</b></p>	<b>KS2 Reading</b>	<b>70% expected or above</b>	<b>KS2 Writing</b>	<b>74% expected or above</b>	<b>KS2 Maths</b>	<b>74% expected or above</b>	<b>KS2 GAPs</b>	<b>78% expected or above</b>	<b>Combined Reading, Writing and Maths</b>	<b>60% expected or above</b>
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<p>Focus on ensuring Phonics Screening continues above NA</p>	<p>Working with Trust schools to see if adapted phonics practice can raise pass rate.</p>	<p>Targets for same outcomes in 2019/20</p>																				
<p>Focus upon Symphony On Track online assessment full implementation (all areas)</p>	<p>SOT is being used by all teachers now to assess all Foundation stage subjects. .</p>	<p>Continue use of SoT using WTS, EXS and GDS statements</p>																				



## Headline Results

Key		Below NA	Approx at NA	Above NA	
GLD	School				
		73%	-1%	72%	
				Difference (+/-)	
				+1	
Phonics screening y1	School				
		86%	-1%	82%	
				Difference (+/-)	
				+4	
KS1					
KS1 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	77%	+2%	75%	+2
	Greater depth	32%	+2%	25%	+7
KS1 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	73%	-3%	70%	+3
	Greater depth	5%	-8%	14%	-9
KS1 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	79%	-1%	76%	+3
	Greater depth	22%	-5%	22%	0
KS1 SATs Combined		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	EXP and ab	67%	0%	65%	+2
	Greater depth	4%	-6%	11%	-7

KS2

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score
Reading	EXP and ab	74%	-8%	73%	+1	105
	Greater depth	26%	-1%	27%	-1	

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score
Writing	EXP and ab	82%	-8	78%	+4	103
	Greater depth	18%	-5	20%	-2	

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score
Maths	EXP and ab	95%	+19	79%	+16	106
	Greater depth	23%	+6	27%	-4	

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score
GAPS	EXP and ab	82%	0	78%	+4	107
	Greater depth	37%	+9	36%	+1	

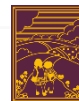
KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
Combined	EXP and ab	66%	-2	65%	+1
	Greater depth	10%	+2	11%	+1

Progress scores (end of KS1-KS2)		School	Difference from previous year (+/-)
Reading		-1.9	0
Writing		-1.6	-0.6
Maths		-0.8	-+0.7
GAPS		N/A	N/A

## Key Priorities for 2018/19



### Implementation Plan / Logic Model



<b>Plan title</b>	Improving Reading outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	January 2020	<b>Evaluation Date:</b>	June 2020
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this is a working document

<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<ul style="list-style-type: none"> <li>To improve subject knowledge of teaching reading domains</li> <li>To improve consistency of approach across school in teaching reading</li> <li>To improve consistency of guided reading sessions across all year groups</li> <li>To improve the pace that children are moved through book bands</li> <li>To improve accuracy of assessment of reading</li> <li>To increase the number and variety of books and genres children are exposed to in class</li> </ul>	<ul style="list-style-type: none"> <li>To improve attitudes towards reading and encourage reading for pleasure</li> <li>To increase the frequency of reading at home in all classes</li> <li>To increase the choice of non fiction books in some classrooms</li> <li>To improve comprehension skills and address the perception that decoding is more important than comprehension</li> <li>To improve inference, author's choice, vocabulary, sequencing</li> </ul>	KS2 outcomes 2019 <ul style="list-style-type: none"> <li>Progress in Reading -2.8</li> <li>74% EXS+ (1% above National)</li> <li>Boys 75%. Girls 72.4%. EXS+</li> <li>24.7% GDS</li> <li>16.4% EXS+ PPG</li> </ul>

<b>Plan title</b>	Improving Reading outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	January 2020	<b>Evaluation Date:</b>	June 2020																												
<b>Intervention Description</b> What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	<b>Research links</b> What successful research exists?	<b>Implementation Activities</b> How will it be done? Training, resources, monitoring, coaching, incentives	<b>Implementation Outcomes</b> How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	<b>Pupil Outcomes</b> How will the children benefit? What will be the measurable outcomes for children?																													
<ol style="list-style-type: none"> <li>Explicit teaching of content domains and cognitive demands through timetabled guided reading sessions (at least four a week)</li> <li>Teachers assess on at least a termly basis</li> <li>Termly Teacher data drops on O'Track against Symphony On Track</li> <li>Increased exposure to and experience of reading non fiction texts</li> <li>Teachers to have an increased awareness of reading domains and deliver effective questioning through guided reading sessions</li> <li>Restructure of whole school reading scheme to encourage reading at home</li> <li>Independent scheme employed in Year 6 to ensure all children are engaged in meaningful reading at home</li> </ol>	<p>EEF Improving Literacy in KS2</p> <p>EEF Reading Comprehension Strategies</p>	<p>Guided reading sessions to be evident on all year groups' timetables as a discreet session</p> <p>Training – RW and BS to train all TAs on delivery of guided reading sessions</p> <p>Training – Reading descriptors on SOT and reading domains</p> <p>Training through English Subject leader network group</p> <p>Half termly monitoring of reading at home with incentives</p> <p>Performance management and work scrutiny</p>	<p>All teachers will be able to evidence progression through the book bands</p> <p>All teachers and TAs will deliver meaningful and regular guided reading sessions</p> <p>All classes teaching explicit comprehension sessions weekly</p> <p>Improved progress across Key Stage 2 reading</p> <p>All children reading at home for purpose</p>	<p>Termly children EXS+ 2019</p> <table border="1"> <thead> <tr> <th></th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>76</td> <td>73</td> <td>76</td> </tr> <tr> <td>Y2</td> <td>72</td> <td>75</td> <td>78</td> </tr> <tr> <td>Y3</td> <td>76</td> <td>78</td> <td>82</td> </tr> <tr> <td>Y4</td> <td>84</td> <td>85</td> <td>86</td> </tr> <tr> <td>Y5</td> <td>90</td> <td>86</td> <td>90</td> </tr> <tr> <td>Y6</td> <td>86</td> <td>89</td> <td>74</td> </tr> </tbody> </table> <p>Targets for 2019-20</p> <p>Progress in Reading – Improve KS2 SATs</p> <p>Reading in KS1 and KS2 both above national</p> <p>All children reading at home</p>			Aut	Spr	Sum	Y1	76	73	76	Y2	72	75	78	Y3	76	78	82	Y4	84	85	86	Y5	90	86	90	Y6	86	89	74
	Aut	Spr	Sum																														
Y1	76	73	76																														
Y2	72	75	78																														
Y3	76	78	82																														
Y4	84	85	86																														
Y5	90	86	90																														
Y6	86	89	74																														

<b>Activity</b>	<b>Books</b>							
<b>Cost</b>	£500							

## Implementation Plan / Logic Model

<b>Plan title</b>	Pupil Premium	<b>Leader(s)</b>	G.Robertson
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<b>Start Date:</b>	Aug 19	<b>Mid-Review:</b>	July 20	<b>Evaluation Date:</b>	July 21
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<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<ul style="list-style-type: none"> <li>Teachers to individualise support of pupil premium children learning</li> <li>Teachers to assess pupil premium children's barriers for learning</li> <li>Teachers to address barriers within the classroom through intervention, Teacher and TA support</li> <li>Teachers to offer greater feedback to pupil premium children</li> <li>Teachers to further engage parents of pupil premium children</li> </ul>	<ul style="list-style-type: none"> <li>Individualise pupil premium children's learning</li> <li>Reducing barriers to learning</li> <li>Reduce the attainment gap in reading, writing, maths between pupil premium and non-pupil premium students</li> </ul>	<ul style="list-style-type: none"> <li>To narrow the gap by 5% in combined reading, writing and maths for PP compared to non PP students.</li> <li>PP KS2 Outcomes 2019 Writing 65% (non PP = 82%) Reading 71% (non PP = 74%) Maths 82% (non PP = 95%)</li> </ul>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Pupil Premium	<b>Leader(s)</b>	G.Robertson
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<b>Start Date:</b>	Aug 19	<b>Mid-Review:</b>	July 20	<b>Evaluation Date:</b>	July 21
<p>1. Intervention by class teachers and small group support by PP teachers following evaluation of data Dec 2019/March 2020. To target specific areas of weakness in reading, writing and maths.</p> <p>2. Teachers to monitor pupil premium pupils wellbeing and social and emotional health and propose</p> <p>3. Teachers to hold biannual teacher pupil feedback meetings/interviews</p> <p>4. Social and emotional learning</p> <p>5. Extra reading comprehension support.</p> <p>6. Team building and self regulation work.</p>	<p>EEF - feedback</p> <p>EEF – metacognition and self regulation</p> <p>EEF – Parental engagement</p> <p>EEF – reading comprehension strategies</p> <p>EEF – social and emotional learning</p>	<p>Teachers will be responsible for the monitoring and implementation of support within the classroom for PP children.</p> <p>Training: Teachers will be given guidance on how to target their PP children in the classroom. They will also be given the opportunity to plan weekly provision.</p> <p>Training: Structured conversations.</p> <p>1:1 counselling. Therapeutic group counselling</p> <p>1:1 reading comprehension support with HLTA for selected PP children</p>	<p>Staff will be trained on how to use structured conversations with parents to ensure meetings are focussed and engagement is improved.</p> <p>Children identified as having social and emotional issues will work on their needs with a trained counsellor.</p> <p>Barriers removed.</p> <p>Improved attendance for PP children.</p> <p>Improved confidence of PP children – Barrier removed.</p>	<p>Attendance of 96% for PP children. (currently 94.91%)</p> <p>Improved numbers of PP children achieving GDS in Maths and Reading in Y6 from 12% to 17%</p> <p>Gap Narrowed between PP and non-PP children in Reading, Writing and Maths combined by 5%</p>	

<b>Activity</b>	<b>PP English and maths groups</b>	<b>Counselling and therapeutic groups</b>	<b>1:1 Reading support</b>	<b>Pupil interviews</b>	<b>Monitoring</b>			
<b>Cost</b>	£92354	£8700	£3687	n/a	n/a			



<b>Plan title</b>	Improving Writing outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	January 2020	<b>Evaluation Date:</b>	June 2020
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this is a working document

<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<ul style="list-style-type: none"> <li>To improve the subject knowledge of teaching grammar and sentence structure.</li> <li>To embed learning from grammar lessons in writing.</li> <li>To improve consistency of approach across the school in teaching grammar and writing.</li> <li>To improve accuracy of teacher assessment in writing through moderation.</li> <li>To moderate internally and with other schools in SLT.</li> </ul>	<ul style="list-style-type: none"> <li>To improve understanding of sentence structure.</li> <li>To embed grammatical and sentence structure knowledge within writing consistently.</li> <li>To improve variety and content of writing.</li> <li>Narrow gender gap in writing.</li> <li>To improve simple demarcation of sentences.</li> <li>To improve consistency of handwriting and letter formation.</li> </ul>	KS1 Outcomes 2018 - 19 <ul style="list-style-type: none"> <li>73% EXS+ (3% above National).</li> <li>Boys 76% EXS+</li> <li>Girls 73% EXS+</li> <li>PPG 33% EXS+</li> </ul> KS2 Outcomes 2018 - 19 <ul style="list-style-type: none"> <li>84% EXS+</li> <li>Boys 80% EXS+</li> <li>Girls 90% EXS+</li> <li>PPG 67% EXS+</li> </ul>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Improving Writing outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	January 2020	<b>Evaluation Date:</b>	June 2020																											
<ol style="list-style-type: none"> <li>1. MVA writers to enter writing competition in all year groups R – Yr 6.</li> <li>2. Explicit teaching of grammar through Rainbow Grammar scheme.</li> <li>3. Staff insets to launch Rainbow Grammar scheme and improve staff subject knowledge.</li> <li>4. Teachers given direction on how to cascade Rainbow Grammar scheme and subject knowledge to classroom assistants.</li> <li>5. Teachers assess writing on a termly basis.</li> <li>6. Termly teacher data drops on O'Track against Symphony On Track.</li> <li>7. Writing assessment moderated at intervals through the year.</li> <li>8. To further develop writing skills for FS pupils.</li> </ol>	<p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>Teaching Writing: What the evidence says UKLA</p>	<p>Training – delivery of Rainbow Grammar training through staff insets (Oct 19 –Nov 19). Resources – Rainbow Grammar teaching resources being made available for all classes.</p> <p>MVA writing Monitoring through scrutiny and lesson observations.</p> <p>Incentives – writing competitions across the school.</p> <p>FS - Autumn Term – Focus on gross motor skills for handwriting. Spring Term – Focus on Fine Motor Skills and 'Talk for Writing'. Summer Term – Focus on 'Talk for Writing' and extended pieces of independent writing.</p> <p>Additional phonics support groups put into place daily.</p>	<p>All teachers will have secure subject knowledge of sentence structure.</p> <p>Teacher assessments will be regularly moderated to ensure accuracy.</p> <p>All classes will teach Rainbow Grammar (Years 1 – 6). Writing Scrutiny of books. Rise in attainment. FS - An increase in pupils achieving expected and exceeding ELG for writing. Pupils feeling more confident to use their own ideas for writing. More pupils working securely in Phase 3 and above for phonics.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Years</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr><td>1</td><td>73</td><td>70</td><td>73</td></tr> <tr><td>2</td><td>68</td><td>70</td><td>75</td></tr> <tr><td>3</td><td>74</td><td>74</td><td>79</td></tr> <tr><td>4</td><td>73</td><td>73</td><td>77</td></tr> <tr><td>5</td><td>89</td><td>86</td><td>85</td></tr> <tr><td>6</td><td>79</td><td>82</td><td>84</td></tr> </tbody> </table> <p>Writing Data – 2018-19</p> <p>Targets for 2019-20 Progress in Writing – KS2 SATs – at least 0 Writing in KS1 and KS2 both above National</p>	Years	Autumn	Spring	Summer	1	73	70	73	2	68	70	75	3	74	74	79	4	73	73	77	5	89	86	85	6	79	82	84
Years	Autumn	Spring	Summer																													
1	73	70	73																													
2	68	70	75																													
3	74	74	79																													
4	73	73	77																													
5	89	86	85																													
6	79	82	84																													

<b>Activity</b>	<b>Rainbow Grammar</b>							
<b>Cost</b>	£1300							



## **Governance Review, Development and Monitoring Plans**

<b>What do we want to improve?</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will <b>success</b> look like/ what is the <b>impact</b>?</b>	<b>SLT Development Plan Reference</b>
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

<b>Term</b>	<b>Focus</b>	<b>Committee /specific governor / FGB</b>
<b>Autumn</b>	Review and agree the Core Plan and Subject Development Plans	FGB
	Collate updated Skills Assessment of FGB	FGB
	Review the 2020/21 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"> <li>• Performance Management</li> <li>• Pay Policy</li> <li>• Safeguarding</li> </ul>	FGB
	Governor subject visits - English <b>or</b> Maths (TBC at Autumn FGB meeting)	FGB
<b>Spring</b>	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 <b>or</b> Maths (TBC at Autumn FGB meeting)	FGB
	Single Equality Act approval	FGB
	Policy review as necessary	FGB
<b>Summer</b>	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Approval of 2020/2021 budget	Management and Finance Committee and FGB
	Review ongoing data and progression (including new assessment system)	Standards and Curriculum Committee and FGB
	Approval of 2020/2021 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)**

<b><u>Whole school priority link</u></b>	<b><u>What</u> needs to be achieved?</b>	<b><u>How</u></b> (training, by whom?)	<b><u>What</u></b> will success look like and what will be its <b><u>impact</u></b> ?	<b><u>Cost (if applicable)</u></b>	<b><u>Who</u></b> will monitor its impact and to <b><u>whom</u></b> will this be reported to?	<b><u>SLT Dev Plan reference</u></b>
<b><u>Priority 1</u></b>	Progress measures by end of KS2 to improve in reading.	Staff meetings for inset training on domain questioning, Guided reading and skill teaching.	PM targets set and challenging for reading progress / achievement	N/A	BS/RW/LO	4a 4c

		OTrack joint analysis Standardised tests	Progress by end of KS2 to further improve			
<b><u>Priority 2</u></b>	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 to diminish the difference.	N/A	GR / BS/JdV/RW	4a 4c
<b><u>Priority 3</u></b>	Progress measures by end of KS2 to improve in writing.	Writing inset – Rainbow Grammar by Jason Wade. OTrack joint analysis Writing Competitions	PM targets set and challenging for writing progress / achievement Progress by end of KS2 to further improve	£1300	BS / RW/KW	4a 4c
<b>Other headline CPD</b>	Safeguarding – KCSIE 19 and any other updates					
	Autism in Girls training					
	Structured Conversations for Pupil Premium					
	Route 2 Resilience					
	Curriculum (Ofsted intent, implementation and impact)					
	Workload remodelling					

## Pupil Premium

**Subject/Area: Pupil Premium**

**Key Personnel:-George Robertson**

<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2018/19	<ul style="list-style-type: none"> <li>89% of Y6 PP children being assessed at EXS in Reading.</li> <li>83% of Y6 PP children being assessed at EXS in Maths.</li> <li>Individual barriers to progress identified for all PP children.</li> <li>Interventions targeted at addressing these barriers.</li> <li>New system introduced to individualise PP programme, target interventions and assess impact across the school.</li> <li>Whole staff training delivered on Barriers to Progress for children.</li> <li>Whole staff training on 'Improving the progress of PP children in the classroom'.</li> <li>Focus on PP progress and provision in the classroom in all lesson observations by SMT.</li> <li>Focus on PP pupils in Autumn Term work scrutiny.</li> </ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"> <li>In writing PP groups in every year group have narrowed the gap.</li> <li>In maths PP have narrowed the gap in 4 out of 6 year groups.</li> </ul>

**Judgement:**

Outstanding

Good

Requires Improvement

**On the basis of this information, what are your key priorities for development? (up to 3)**

1.To narrow the gap by 5% in combined reading, writing and maths for PP compared to non PP students in all year groups.

2. To continue to personalise the pupil premium intervention provision.

3. To continue to effectively monitor the pupil premium provision.

<b>Improvement plan for the year</b>						
<b>What do we want to improve? ( area for development</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will <b>success</b> look like/ anticipated <b>impact</b>?</b>	<b>Cost (if appli cable )</b>	<b>Who will monitor its impact and to <b>whom</b> will this be reported to?</b>	<b>SLT Business Plan reference</b>
To narrow the gap by 5% in combined reading, writing and maths for PP compared to non PP students.	Targeted small group tuition in reading and maths for pupils identified as making lower progress from PIRA and PUMA scores.	Sept 2019 – July 2020	Gap narrowed by 5% in combined reading, writing and maths for PP compared to non PP students.	Tutors – see PP funding	SMT – via lesson observations  GR – pupil interviews and work scrutiny (see 3 below)	4c

	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			break down		
	Structured conversations training  Trialling using structured conversations for parents' evening with selected pupils  Using structured conversations for all PP parents' evening meetings	August 2019  October 2019  February 2019	Staff will be trained on how to use structured conversations with parents to ensure meetings are focussed and engagement is improved. Attendance of PP students is above 96%.	Provided by LA.	GR	4c/2b
	Pupil interviews	1 <sup>st</sup> week of Autumn 2 1 <sup>st</sup> week of Spring 2	Class teachers will hold interviews with students. Students will identify their strengths and areas for focus including route to resilience targets.	18 x ½ days cover	GR	4c
	Staff meeting for staff on how to address barriers in the classroom and will have agreed actions for pupils.	Autumn 2019	Teachers will be given guidance on how to target their PP children in the classroom. They will also be given the opportunity to plan weekly provision.	N/A	GR	4c
To continue to personalise the pupil premium intervention provision.	Identify specific barriers to progress for individual PP children. Teachers to complete questionnaire for their current pupils (2019/20) and hand on to new teacher/PP coordinator.	Summer term 2020	For each child: a clear list of barriers.	N/A	GR	4c
	Identify key underachieving pupils.	Autumn 2019	Evaluation of results – Dec 2018/ March 2019. Are the gaps narrowing more quickly?	½ day cover each term GR	GR/RW	4c
	Identify pupils for 1:1 reading with A.Norman Years 1-3	Autumn 2019	Children who are identified as requiring reading support will	2 x 3 sessio	GR/RW	4c

	M.Small Years 4-6		receive support and narrow gap in reading.	ns per week HLTA cover		
	Identify children for R.Fisher – therapeutic groups and 1:1 counselling	Autumn 2019 Spring 2020	Pupils in need of support are able to access service through self-referral or teacher referral. Barriers to learning are removed.	2 x mornings per week	GR/RF	4c
	Update provision sheets termly		Teachers will be given staff meeting time to identify and update provision and barriers to learning sheets. Barriers are identified, addressed and reduced.	N/A	GR/RW	4c
	Social skills/team building groups.	Autumn 2019 Spring 2020	Pupils from Y1-6 will be targeted in team building and social skills groups – they will show greater confidence and independence – barriers to learning are reduced.	HLTA cover 30mins 2x weekly	GR	4c
	Identify pupils for Big moves(Y1), energize (Y3) and Inclusive games (Y2)	Autumn 2019	Children will be picked by class teachers to take part in a developmental movement intervention programme to improve their physical development and develop listening, concentration, learning success and appropriate behaviour.	N/A	GR/DB	4c
To 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 2020  October 2019  Throughout academic year	Evaluate findings. Take immediate action to improve any areas identified. Share finding with staff at staff meeting.	1 day cover GR (1/2 day for each)  SMT	GR/RW  Individual staff/SMT	4c
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>Work scrutiny; pupil interviews. Planning of timetable for PP teachers. Barriers questionnaire.</li> </ul>					