

St Oswald’s Church in Wales Voluntary Aided School is near the village of Jeffreyston, near Tenby in Pembrokeshire. There are currently 131 pupils on roll of which 9 attend the nursery on a part-time basis. Nearly all pupils are of white ethnic background. No pupils speak Welsh as a first language. There are currently three full-time teachers and two part-time teachers taught in four mixed classes. Approximately seven per cent of pupils are eligible free school meals, which is considerably lower than the average for Wales. The school identifies about 12% of pupils as having additional learning needs, which is lower than the average for Wales. Very few pupils have a statement of special educational needs. The headteacher took up his post in September 2019 and the last inspection was in June 2015.

The Covid–19 pandemic caused schools across the country to close from March 2020, only partially reopening for four weeks before the end of the summer term. Some priorities from SIP for 2019-20 are continuing with additions to the plan based on the need for us to adapt in response to COVID-19. The priorities for learning set out in the Welsh Government guidance (July 2020) are:

* Health and well-being
* Purpose
* Literacy, numeracy and digital competence
* Progression and assessment
* Partnership with parents, carers and learners

Our SIP will reflect these priorities as well as the on-going targets

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority 1:** Aspiring for excellence in literacy | | | | **Link Governor:** |
| **Source of priority and evidence : Analysis of teacher assessment**  **Staff Lead: MS – Subject facilitator.**  Evidence base for Monitoring: Listening to Learners; Book Scrutiny; Wall checks; Planning and tracking documents; Lesson drop ins; referral to standards achieved and prior progress. | | | | | | | | |
| **Targets** | | | **Success Criteria** | | | | | |
| * Strengthen literacy results particularly at higher levels (FP and KS2) * Early identification of those in need of catch up programmes. Use of RRRS grant * Set aspirational targets for end of phase assessments. * Talk for writing Cluster group to improve the standard of writing across the school. * Embed cross-curricular literacy opportunities (oracy, reading and writing). * Develop confident and competent readers of fiction and non-fiction across the school. * Review and revise homework policy and to increase its impact on pupils. * Target most pupils to make above expected progress during the course of the year. * Differentiation identified in planning towards skill development and support provided within classrooms. | | | I  M  P  A  C  T | | * Baseline teacher assessments at the beginning of the school year – reading, writing and oracy across all ages. Teachers know where the pupils are and set ambitious targets. * Plan for cold tasks and hot tasks – to see progress made and aide standardisation of work. * Termly analysis of pupils’ reading / spelling data demonstrates measurable progress. * Analysing data to track pupil progress half-termly. Pupil progress meetings to ensure that no child is overlooked. * Set up reading ambassadors where older pupils read to/with younger pupils. (COVID dependent) * Strategic targeting of specific groups of learners for intervention strategies. * Continue to deliver phonic awareness through– Letters and sounds. * Regular reciprocal reading sessions from year 2 to 6 – Explicit teaching of reading skills. * Selecting challenging model texts / embed T4W approach. * Involving pupils in planning for writing for meaningful audience and purpose across the curriculum (T4W approach). * Writing for real life contexts – planning, drafting, sharing, evaluating, revising, editing and publishing. * Inform parents through information sharing- class letters/ homework books/ meetings. Parents involved in their children’s progress at all levels. * Maintain and extend adult readers / parents and members of the community. * Setting of individual literacy targets for all pupils- review termly and update, accordingly. Progress * Match E of Y targets against standardisation assessments for consistency. * Monitor termly planning to ensure consistency in planning for skill development and differentiation for MAT and ALN. * Regular work scrutiny to guarantee progression and challenge of MAT against WNT data. * Regular homework to be sent home including writing, reading and oracy tasks. Use of Hwb as a platform to save and share work. | | | |
| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Strengthen literacy results particularly at higher levels (FP and KS2). Set aspiring targets for end of phase assessments.  Year 6 to take part in Shakespeare for Schools.  Catch Up Literacy programme to be delivered to those in need of support. Training for delivery during early November 20. | All teachers  Monitored by MS  ALNCO to set up Lexia  Teaching Assistants in KS2 | Sept 2020  Nov 20 | | Summer 2021  On-going | Incerts for tracking pupil progress. | £850 (PDG and RSIG)  Lexia £1280  £1100 – RRRS grant | Baseline assessments uploaded to Incerts. Aspirational targets set for all learners.  Standardisation tasks to replace learning journals.  Half-termly progress reports to inform SLT on pupil progress. Interventions and support on-going and reflective of pupil progress meetings.  Planning monitored to ensure differentiation for groups of learners is purposeful.  T4W process implemented to improve writing standards.  Purchase Lexia licence for 50 pupils.  Catch up Lit monitoring reports to be produced demonstrating impact of intervention – half-termly. |  |
| Talk for writing Cluster group to improve the standard of writing across the school. | MS | Autumn 2019 | | Summer 2021 | Whole school INSET training. T4W resources for all classes.  MS to lead in CR’s absence | The cost for whole school training, purchasing of resources is considerable. The WG grant, which we applied for as a cluster will cover the costs. Any extra finance needed will be covered by the Professional Learning Grant or RSIG. | 1x training days for KS2 / FP lead (Autumn 2020  1 x whole staff INSET days ( Jan 2020)  Resources purchased – Autumn 2020  Monitoring reports to be ongoing from implementation date. |  |
| Embed cross-curricular literacy opportunities (oracy, reading and writing)  Outdoor learning opportunities a priority due to the physical, mental and emotional benefits from learning outside as well as the need to stem potential COVID-19 transmission | All teaching staff  SLT  CP | Autumn 2020 | | Termly | [www.pembrokeshireoutdoorschools.co.uk](http://www.pembrokeshireoutdoorschools.co.uk)  [www.walescouncilforoutdoorlearning.org](http://www.walescouncilforoutdoorlearning.org) | None | Monitor planning documents in Autumn 1. Cross reference planning monitoring with pupil progress reports |  |
| Develop confident and competent readers of fiction and non-fiction across the school. | All teachers  MS | Sept 20 | | Summer 2020 | Books to supplement the reading scheme | £500 | Audit the school library.  Reading assessments to be carried out in September for baseline. Regular half-termly progress reports on pupils. Reciprocal reading resources to be purchased.  Re -test pupils in spring term to monitor progress |  |
| Set aspirational targets for all pupils during initial target setting and regularly monitor pupil progress towards those targets. | All teachers | Sept 20 | | Throughout the year | None | None | Half termly pupil progress meetings to discuss pupil progress and plan strategies to counter under achievement.  Use of Incerts to be on-going (assessment to inform planning).  Staff meetings to be dedicated to assessment, half-termly. |  |
| Differentiation identified in planning towards skill development and support provided within classrooms.  Catch Up Literacy delivered to up to 15 pupils weekly. | SLT | Sept 20 | | Ongoing |  | Staff meetings. | Monitoring of planning to be half termly. Success criteria ladders to be introduced to mirror the learning ladders in mathematics and science. Differentiated success criteria for different groups of learners in the class. |  |
| Review and revise homework policy and to increase its impact on pupils. | MS | Sept 2020 | | Dec 2020 | None | None | Listening to learners exercise and parent questionnaire.  Review of policy. |  |
| Free writing activities |  |  | |  |  |  |  |  |
| **How can the wider community of the school enrich the priority?** | Parents, governors and members of the community to support reading in school. Views of families to be considered when evaluating the impact of homework. | | | | | | |  |
| **Evaluation** | | | | | | | | |
|  | | | | | | | | |
| **Further Actions** | | | | | | | | |
|  | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority 2:** To improve standards in mathematics | | **Link Governor:** | | |
| **Source of priority and evidence : Analysis of teacher assessment / half-termly pupil progress reports / WNT data**  **Staff Lead: TH – Subject facilitator.**  Evidence base for Monitoring: Listening to Learners; Book Scrutiny; Wall checks; Planning and tracking documents; Lesson drop ins; referral to standards achieved and prior progress. | | | | | | | | | | |
| **Targets** | | | **Success Criteria** | | | | | | | |
| * Strengthen mathematics results at higher levels (FP and KS2) * Early identification of those in need of catch up programmes. Use of RRRS grant * Set aspirational targets for end of phase assessments. * Problem solving/reasoning activities to be common in mathematics lessons throughout the school * Embed cross-curricular numeracy opportunities * Review and revise homework policy and to increase its impact on pupils. * Target most pupils to make above expected progress during the course of the year. * Differentiation identified in planning towards skill development and support provided within classrooms. | | | I  M  P  A  C  T | | | | * Baseline teacher assessments at the beginning of the school year –across all ages. Teachers know where the pupils are and set ambitious targets. * Termly analysis of pupils’ attainment data demonstrates measurable progress. * Analysing data to track pupil progress half-termly. Pupil progress meetings to ensure that no child is overlooked. * Set up maths peers where older pupils read to/with younger pupils in classes. (COVID dependent) * Strategic targeting of specific groups of learners for intervention strategies. * Continue to deliver Springboard maths when appropriate * Inform parents through information sharing- class letters/ homework books/ meetings. Parents involved in their children’s progress at all levels. * Setting of individual numeracy targets for all pupils- review termly and update, accordingly. Progress * Match E of Y targets against standardisation assessments for consistency. * Monitor termly planning to ensure consistency in planning for skill development and differentiation for MAT and ALN. * Regular work scrutiny to guarantee progression and challenge of MAT against WNT data. | | | |
| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | | **End** | | **Resources** | | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Strengthen mathematics results at higher levels (FP and KS2). Set aspiring targets for end of phase assessments.  Cluster standardisation meetings to resume when possible.  RM easimaths purchased as on-line program  Catch Up Numeracy program to be delivered to those in need of support. Training for delivery during early November 20  White Rose Maths resources and Classroom Secrets purchased to support planning and resourcing activities | All teachers  Monitored by TH  Teaching Assistants in KS2 | Sept 2020  Nov 20 | | Summer 2021  On-going | | Incerts for tracking pupil progress.  Classroom Secrets | | £850 for Incerts (PDG and RSIG)  £150 for CS  £528 for RM  £1100 – RRRS grant | Baseline assessments uploaded to Incerts. Aspirational targets set for all learners.  Standardisation tasks throughout year  Half-termly progress reports to inform SLT on pupil progress. Interventions and support on-going and reflective of pupil progress meetings.  Planning monitored to ensure differentiation for groups of learners is purposeful.  Catch up Num monitoring reports to be produced demonstrating impact of intervention – half-termly. |  |
| Problem solving/reasoning activities to be common in mathematics lessons throughout the school  Incorporate reasoning questions into daily activities | TH | Autumn 2019 | | Summer 2021 | |  | | Supply cover for sharing of good practice (Covid dependent) | Termly book looks / planning monitoring / L2L |  |
| Embed cross-curricular numeracy opportunities  Outdoor learning opportunities a priority due to the physical, mental and emotional benefits from learning outside as well as the need to stem potential COVID-19 transmission | All teaching staff  SLT  CP | Autumn 2020 | | Termly | | [www.pembrokeshireoutdoorschools.co.uk](http://www.pembrokeshireoutdoorschools.co.uk)  [www.walescouncilforoutdoorlearning.org](http://www.walescouncilforoutdoorlearning.org) | | None | Monitor planning documents in Autumn 1. Cross reference planning monitoring with pupil progress reports |  |
| Review and revise homework policy and to increase its impact on pupils. | All teachers  TW | Sept 20 | | Spring 2021 | |  | |  | Pupils to access J2e suite, MS Teams and other programs as they did during the lockdown period. Homework to be shared with pupils using these programs when suitable |  |
| Set aspirational targets for all pupils during initial target setting and regularly monitor pupil progress towards those targets. | All teachers | Sept 20 | | Throughout the year | | None | | None | Half termly pupil progress meetings to discuss pupil progress and plan strategies to counter under achievement.  Use of Incerts to be on-going (assessment to inform planning).  Staff meetings to be dedicated to assessment, half-termly. |  |
| Differentiation identified in planning towards skill development and support provided within classrooms.  Catch Up Numeracy delivered to up to 15 pupils weekly. | SLT | Sept 20 | | Ongoing | |  | | Staff meetings. | Monitoring of planning to be half termly. Success criteria ladders to be introduced to mirror the learning ladders in mathematics and science. Differentiated success criteria for different groups of learners in the class. |  |
| Self-assessment and metacognition to become daily practice in class e.g. www and wwd. |  |  | |  | |  | |  | Purposeful statements recorded by pupils. Metacognition is, put simply, thinking about one's thinking. Pupils encouraged to think about their own learning. |  |
| **How can the wider community of the school enrich the priority?** | Parents, governors and members of the community to support reading in school. Views of families to be considered when evaluating the impact of homework. | | | | | | | | |  |
| **Evaluation** | | | | | | | | | | |
|  | | | | | | | | | | |
| **Further Actions** | | | | | | | | | | |
|  | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority area 3: Bilingual competency** | | | **Link Governor:** |
| **Source of priority and evidence : Monitoring reports, application for Gold siarter Iaith award** | | | |
| **Targets** | **Success Criteria** | | |
| * KS2 target achieved * Continuation of Welsh week. * Increased use of cwestiwn yr wythnos used by staff and pupils. * Weekly Welsh Act of Worship led by pupils. Increased use of IW recorded throughout the school- songs written into concerts etc. * Up skilling parents. Videos uploaded to FB page * Aiming for Gold Charter Award. * Develop use of Welsh used by pupils on the playground – Dewi Draig/wal graffiti/ Welsh Shed | I  M  P  A  C  T | * increasing % L5 as identified within the Target Setting Doc 100% L4 2020-21. * Lunchtime intervention group for Welsh aiming to lift pupils targeted low L4 to HL4. * Increased use of incidental Welsh by all pupils. Use of cwestiwn yr wythnos. * Evidence of bilingual status throughout the school. * Achieving a complete session where Welsh only is spoken within classes. Some subjects to be taught through Welsh, when appropriate. * Monitor use of incidental Welsh ‘beyond’ the classroom- playground/ dinner hall * Moderation/ Assessment training- sharing good practice opportunity. * Ambassador led sessions * Sharing of good practice with other schools as part of school to school support. * Parents invited to take part in a Welsh lesson with pupils. * Criw Cymraeg involved in creating a whole school vision statement for Welsh. * Involvement of ERW challenge adviser in work scrutiny and drop ins. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Maintain levels of staff confidence- in house support: | CJ / CP | Autumn 1, 2020 | Review Summer 2 2021 | Incidental Welsh cards / posters | Nil | Monitor throughout the year and report to link governor |  |
| Increase independent pupil activities e.g. dedicated oral sessions 10 mins daily | Class teachers | Autumn 20 | Summer 21 | Cardiau Clon or similar | Printing / laminating costs | Listening to learners termly monitoring |  |
| Welsh Ambassadors to continue to lead weekly Acts of Worship; planning for Welsh week; representing the school at Shwmae events; delivering lessons to parents. Creation of videos for FB page | Criw Cymraeg  CJ / CP | Autumn 20 | Summer 21 | Ipads  Planning using shared drive | Nil | Weekly assemblies shared  Regular videos shared through social media platforms |  |
| Audit of Welsh resources and purchasing of resources  to support dedicated reading sessions (both individual and guided reading) | CJ / CP | Autumn 20 | Autumn 20 | Books | £500 | GR / reading sessions to be reported back to GB. Link to reading levels in pupil progress reports. |  |
| Assessment and targeting levels of performance- increased % L4- L5 KS2. | All teachers | Autumn 20 | Summer 21 | Moderation evidence needed | 2 x £180 supply cover | Moderation report |  |
| Outdoor areas to have dedicated bilingual areas and resources | CrP / CJ | Autumn 20 | Summer 21 | Welsh shed / paint / relevant resources for plan | Play grant / Welsh grant £300 + £200 school funds | CJ to report to GB |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority area 4: To review the leadership structure in relation to the curriculum and post lockdown recovery** | | | **Link Governor:** |
| **Source of priority and evidence : The change in staff combined with the need to plan strategically for the implementation of the new curriculum. The need to track pupil progress during the year and from year to year requires us to adapt our systems.** | | | |
| **Targets** | **Success Criteria** | | |
| * Re-launch Edukey in every classroom. * Review annual monitoring structure. * monitoring structure to incorporate continuous self evaluation. Greater impetus on listening to learners and pupil progress. * Review curriculum responsibilities . New subject leaders according to New Curriculum AoLE. * Review current tracking system in line with the new curriculum. * To establish effective ‘check-in’ systems for early identification of wellbeing issues with individuals / class groups * To provide a nominated member of staff to monitor those check-ins and provide advice to staff regarding patterns / cause for concern * To monitor and evaluate impact of ELSA work * Estyn style pupil questionnaire given in all classes, and detailed explanations sought on 1:1 basis where any pupil response gives cause for concern. These explanations are fed into action plan to improve pupil wellbeing across the school, and are shared with School Council in order to feed back anonymously to all classes * Continue to use effective systems such as Circle Time, Values. * Introduce a ‘rainbow’ box and a ‘worry’ box for pupils to share worries / positive actions with the HT. | I  M  P  A  C  T | * Staff to be given time to upload information using Edukey. * Staff to use Edukey to create IEP’s for SA+ Pupils. * Staff to complete one page profiles for SA and SA+ pupils. * AoLE facilitators to monitor each of the 6 areas of learning using a new termly structure. * Monitor DCF, LNF and Numeracy within AoLE. * Staff to be given time to upload baselines results at the beginning of the term. * Headteacher to review current tracking system and visit other schools to find out how they track individuals. * Staff to be given designated time to track individuals each half term. * ALNCo continues to monitor the consistency of agreed check-in protocols and record keeping in all classes * ALNCo works with class teachers to identify a priority waiting list of pupils who might benefit from ELSA support * ALNCo uses start and end measures with ELSAs to measure impact on pupil wellbeing of ELSA support given * School creates action plan that successfully addresses wellbeing issues raised as a result of general pupil questionnaire * Circle Time, Values, the red and golden boxes and a restorative practice approach are all understood and valued by children as part of making their time at school happier and addressing their wellbeing. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Actions/ Strategically planned tasks to deliver target success criteria** | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Re-launch Edukey in every classroom. ALNCo to coordinate and monitor. All teachers to have access. Explore the parental access possibilities.  ALNCo to have dedicated management time on a weekly basis. | ALNCO | Autumn 1, 2020 | Review Summer 2 2020 | ALNCO time | £409 for software | Monitor Edukey usage  Monitor one page profiles and IDPs.  Network with cluster schools regarding best use of Edukey. |  |
| Review annual monitoring structure.  Set up new monitoring structure to focus more on pupil progress. | SLT | Autumn 1 2020 | Ongoing review | . | None | Monitoring timetable produced. SLT to regularly analyse the quality of monitoring reports and suitability of the reports i.e. are we gathering the evidence we need to, to allow us to plan strategically for school improvement. |  |
| Ensure that E-safety is included annually within all planning. E-safety audit to be completed, policy evaluated and updated. School council to present in termly assemblies (class assemblies)  E-safety to be prioritised during first half-term, due to potential for blended learning. | All teaching staff  TH to lead  CC lead to coordinate assemblies | Autumn 20 | Summer 2021 | Planning and feedback time for TH | TH release time  £90 | Planning scrutiny half termly  Class Displays  Work Scrutiny and listening to learners to focus on E-portfolios.  Termly assemblies. |  |
| Staff to plan use of DC/ICT during outdoor learning sessions.  Outdoor router connected during August 20. All classes to timetable weekly outdoor learning sessions. | Class teachers  TH to monitor | Autumn 2020, and monitoring throughout year by TH | Summer 21 | IPADs  Outdoor router  Wet weather equipment | No additional cost | Autumn term Monitoring report (TH).  Staff to seek support from other schools, depending on TH’s report e.g. Lamphey or Tavernspite re: outdoor learning and ICT |  |
| Review curriculum responsibilities and revise subject leaders according to New Curriculum AoLE.  Mrs. Rees’ responsibilities to be shared | SLT | Autumn 1 2020 | Autumn 1 2020 |  |  | As a staff, discuss the positives and negatives of single AoLE lead against dual lead.  During performance management highlight clear expectations for subject leads.  Job descriptions to amended accordingly. |  |
| Review current tracking system and research other programmes available.  Put a new robust tracking system in place for the academic year. | SLT | Sept 2019 | Sept 2019 |  | £1000 | Visiting other schools.  Evaluation of programmes and needs of school.  Twilight session - Target setting (baseline).  Half termly meetings to analyse data and levels of progress made |  |
| Pupil progress reports produced half-termly showing pupils highlighted for support, progress made, concerns, actions. |  |  |  |  |  |  |  |
| Involve all stakeholders in curriculum planning | SLT | Mar 20 | Mar 21 |  |  | All stakeholders to be invited to support medium topic planning. Before lockdown meetings were due to be held. Virtual surveying of stakeholder groups to be explored by school. |  |
| **How can the wider community of the school enrich the priority?** |  | | | | | |  |
| **Evaluation** | | | | | | | |
|  | | | | | | | |
| **Further Actions** | | | | | | | |
|  | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority area 4:** To improve pupils’ understanding of RE Skills  How do we prove that? RE assembly, lead an RE assembly, values shared , | | | **Link Governor: Rev.** |
| **Source of priority and evidence : Section 50 report** | | | |
| **Targets** | **Success Criteria** | | |
| * Continue to embed assessment methods for RE across the school. * Establish core skills baseline and monitor levels and progress. * Consistent programme for RE monitoring. * Explore ways to develop individual pupils’ spiritual journey within the school setting, community and curriculum. * Refresh class based area for worship and reflection. * Embed pupil friendly mission statement and school vision. * All staff to attend at least one CPD course per annum organised by the Diocese. * Staff to join the Hwb Network for the diocese to collaborate with other CIW schools, access information and resources. | I  M  P  A  C  T | * RE coordinator to analyse termly data and progress. * Termly monitoring of Collective Worship and RE. * Analyse baselines at the beginning of the year and progress made. * Cross school subject moderation for RE. * RE ambassadors to take on an active role in developing reflection areas throughout the school. * Pupils to develop their spirituality through deeper questions about life. * Articulate our vision and mission statement, ensuring that all pupils are aware. * Staff accessing CPD in RE.   Staff accessing resources and information through Hwb. | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Actions/ Strategically planned tasks to deliver target success criteria** | | **Responsibility** | **Start** | **End** | **Resources** | **Cost** | **Monitoring**  **(Milestones)** | **RAG** |
| Continue to embed assessment methods for RE across the school and ensure a consistent program for RE monitoring. | | All teaching staff  RG / SLT | Summer 2020 | On-going | Incerts | Incerts cost (RSIG / PDG) | RE assessments per half term by listening to learners – monitor outcomes achieved. |  |
| Establish core skills baseline and monitor levels and progress. | | Teaching staff – baseline  RG / MS – analyse data | Autumn 1 2020 | Autumn 2 2020 | Incerts |  | Listening to learners exercise / assessment to inform teacher assessment for baseline to Incerts. Progress of learners monitored during the course of the year. |  |
| Explore ways to develop individual pupils’ spiritual journey within the school setting, community and curriculum aiding the building of resilience and a sense of a belonging. Improve prayer gardens and the general visibility of spirituality in outdoor areas. | | RG / RE Ambassadors | Autumn 1 2020 | Summer 2, 2021 |  | £200 | RE Ambassador minutes. Ambassadors to take a lead role in auditing spiritual opportunities  Learning Walk needed and meetings with diocese representatives. |  |
| Refresh class-based area for worship and reflection. | | Class teachers  RE Ambassadors  RG | Autumn 1  2020 | Autumn 2 2021 | Stationary | £200 | Learning walks with Ambassadors, foundation governors and CR to evaluate the suitability of the classroom areas. |  |
| Embed pupil friendly mission statement and school vision. | | RG and RE Ambassadors | Autumn 1 2020 | Spring 2 2021 | None | None | RE Ambassadors and school council / eco team to work collaboratively on new mission statement and vision. |  |
| All staff to attend at least one CPD course per annum organised by the Diocese. (Dependent on availability) | | All staff | Autumn 1 2020 | Summer 2 2021 | None | £300 | The Diocese is in the process of organising whole school (staff/pupil) workshops for the summer term. MS to attend networking seminar in October /November. |  |
| Staff to join the Hwb Network for the diocese to collaborate with other CIW schools, access information and resources. | | All staff | Autumn 1, 2019 | On-going | None | None | Monitor % of staff that have joined Hwb network. Provide support for anyone who has difficulty.  Designated staff meeting to share resources and information.  Collaboration with CiW schools. |  |
|  |
| **How can the wider community of the school enrich the priority?** | | Visit the school, attend assemblies and Church services. Conduct assemblies. Governors / parents welcomed to share school worship. | | | | | |  |
| **Evaluation** | | | | | | | | |
|  | | | | | | | | |
| **Further Actions** | | | | | | | | |
|  | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Early Years PDG** |  |  |  |  |  |
| Intervention Programmes linked to the acquisition of Numeracy and Literacy skills.  Early Intervention groups | Support staff to deliver intervention/target support programmes for EY pupils in speech and language, literacy, numeracy, emotional and physical literacy skills.   To further develop the standards and progress of all pupils eligible for FSM  To reduce the gap in attainment for eFSM pupils in Mathematics, English and Science.  To ensure that progress of pupils eligible for FSM make appropriate progress in relation to their individual targets and starting points. | Pupils make progress in reading and ‘catch up’ with peer groups as they progress through the school.  Pupil engagement levels in writing developed in order to reduce gap in outcomes and levels.  Increased practitioner confidence in supporting pupils from deprived areas, FSM pupils and underachieving pupils.  Attendance 95%  Parental Engagement |  | £2,300 |  |
| **PDG OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| **Nurture**  Emotional Skills Intervention  Intervention groups.  **Targeted Intervention – pupil tracking – high target setting**  Raising standards for groups of learners in literacy and numeracy as identified by target setting. Improve the ability of pupils in KS2 to broaden and apply their numeracy skills to work across the curriculum.  To further develop the tracking of vulnerable learners through the purchase of Incerts.  Peripatetic music lessons for two pupils who are progressing well - enrichment | See directory of activities. Teachers to plan support following analysis of need  Attitudes to school survey  ELSA 3 hours per week  Y6 Reading support  Lexia / Catch Up Literacy / Catch Up Maths  Targeted intervention strategy  Lexia licence  RM easimaths licence | Provide strategies for children requiring emotional support.  TA improvement by at least 2 sub-levels  Improved tracking systems giving measurable performance outcomes  2 sub level movement  Improved parental engagement  Progress analysis and formative assessment |  | £1500  £2750 | £1200 for Lexia (1 year)  £350 for RM  £850 for Incerts  £160 |

|  |  |
| --- | --- |
| Total Pupil Development Grant inc Early Years PDG | £**6,900** |
| Early years allocation | £2,300 |

RSIG 2020 -2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School improvement OBJECTIVES**  **Priorities to be addressed.** | **Actions to be taken** | **Desired Outcomes** | **Actual Outcomes** | **Staffing costs** | **Other costs** |
| **Edukey - Targeted Intervention – pupil tracking – high target setting** | See directory of activities. Teachers to plan support following analysis of need  Attitudes to school survey | Provide strategies for children presenting high tariff including LAC |  |  | £410 |
| Shakespeare in school | To support oracy achievement in year 6.  MAT learners to benefit | Oracy attainment to demonstrate at least 2 sub-levels |  |  | £1,000 |
| Talk For Writing | Cluster project – release time for staff to observe good practice | Talk 4 Writing processes to be embedded practice |  | £1000 |  |
| Non-contact teaching time for teachers to work collaboratively on planning, monitoring and assessing AOLEs implementation |  | Monitor and track progress. Measure % of gains of FSM |  | £1250 |  |
| Early years reading books |  |  |  |  | £360 |