

Market Deeping Community Primary School Development Plan - 2019-20 SDP Overall September 2019 to August 2020

Five Year Strategic Plan: including Governors' 1st. and 2nd Year Statements
Focus on Challenge, Consistency and Community

Intent – what is it we want for all our children? Implementation – how is teaching and assessment fulfilling the intent? Impact – are our results and wider outcomes as we intended?

		Gov Year 1 statements	Gov Year 2 statements	Strategic Vision	
		where will we be in 2018/9	where will we be in 2019/20	In five years time:-	
PUPILS Growing together to be the best.	Nurture	Learners understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others. They show respect for others, accept and celebrate diversity, and have a sense of COMMUNITY.	Learners understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others. They show RESPECT for others, accept and celebrate diversity, and have a sense of COMMUNITY. The curriculum provides for high quality SRE, delivered sensitively in an age- appropriate manner which is responsive to the needs of pupils.	We are passionate about lifelong LEARNING and we NURTURE all by developing resilient learners who explore, communicate and achieve with confidence. Pupils engage with the local COMMUNITY and feel part of the wider world, appreciating its diversity. They are well prepared to play their part as responsible and caring people during the next phase of their lives. SMSC is outstanding. We have successfully promoted inclusive respectful relationships.	
	well being	All pupils are safe and feel safe; they know that all adults in school will support them if they have concerns. They are aware of the differing needs of their fellow pupils.	We have ensured that happiness and confidence remains a top priority and that children enjoy coming to school.. Safeguarding arrangements protect children and promote their welfare. We have ensured that our children are safe and feel safe, with a particular emphasis on eradicating bullying.		We have ensured that happiness and confidence remains a top priority. Made sure that safeguarding arrangements protect children and promote their welfare and ensured that our children feel safe and secure and enjoy coming to school.
	behaviour	The behaviour policy is applied consistently by all staff. Positive behaviour ensures that all learners make at least good progress from their starting points and within their abilities. Disruption of learning due to poor behaviour will be extremely rare.	Behaviour is exemplary and contributes positively to the learning experience. There will be a particular focus on further improving behaviour outside the classroom. We RESPECT each other's opinions and beliefs which we demonstrate in our everyday actions.		Behaviour is exemplary and contributes positively to the learning experience. We RESPECT each other's opinions and beliefs which we demonstrate in our everyday behaviour
	learning	There is consistency in the delivery of the National Curriculum across the school. Projects and topics will be developed based on the Expeditionary Learning Model, producing work of a quality suitable to be shared with external audiences. Children take pride in their work, as evidenced by good levels of presentation and accuracy of spelling. English and Maths work is moderated with other schools.	We provide an exciting and inspiring curriculum which ensures LEARNING is purposeful and shared. The skills necessary to enhance learning are further developed. The newly developed curriculum embeds the three I's (Intent, Implementation, Impact). Pupils produce high quality, accurate and well-presented work, which is celebrated. Schemes of work and planning at all levels include opportunities to explore and develop language and vocabulary along with core skills.		We provide an exciting and inspiring curriculum which ensures learning is purposeful and shared. This links with the local and world-wide COMMUNITY, enabling pupils to work with others and prepare them for the next stage in their education. They produce high quality, accurate and well-presented work, which is celebrated.
	attainment	From different starting points, the proportions of pupils making and exceeding expected attainment in Reading, Writing and Mathematics are close to or above national figures.	From different starting points, the proportions of pupils making and exceeding expected attainment in Reading, Writing and Mathematics are close to or above national figures.		All children attain their own potential regardless of barriers to learning.
	progress	There is a consistent approach to the assessment of progress. Learners make good progress from their starting points. This applies particularly to pupils in Key stage 2, including those who are disadvantaged, so that they make good progress in reading, writing and mathematics. Progress in Mathematics is closely monitored.	There is a consistent approach to the assessment of progress. Learners make good progress from their starting points. This applies particularly to pupils in Key stage 2, including those who are disadvantaged, so that they make good progress in reading, writing and mathematics. Ensure that all pupils in vulnerable groups make the same progress as other pupils across the curriculum.		All children make and exceed expected progress

<p>STAFF Growing together to be the best.</p>	<p>Leadership</p>	<p>All staff with additional responsibilities have had their roles clarified through a clear job description. There is consistent monitoring by senior staff. The SDP is sharp, precise and clear. Targets are SMART and based on the Strategic Vision. Appraisal will be directly linked to school priorities as indicated in the SDP. PM is robust and holds the confidence of governors.</p>	<p>Develop and embed a teaching and learning policy which sets out non-negotiables for teachers planning and delivery, so that children are challenged and supported to make good progress against well framed and appropriate learning goals.</p> <p>The curriculum is reviewed and redesigned as appropriate taking account of the new framework.</p> <p>Middle leaders further develop the curriculum and medium term plans to ensure that learning intentions and success criteria are clear. (Intent, Implementation and Impact fully embedded)</p> <p>Teachers now build on their ability to plan good lessons so that learning intentions are clear, activities are well matched to the needs of all pupils.</p>	<p>We have placed teaching and learning at the heart of everything we undertake. We have clear guidelines, policies and processes that everyone understands and follows. The senior staff have robust systems in place to provide assurance. We are all LEADERS and have the opportunity to contribute and take shared responsibility for the development of our school.</p>
	<p>Morale</p>	<p>Staff are asked to suggest ways for the school to further support and challenge them and to help ensure that they feel valued and energised. Opportunities are taken to create a sense of a whole school team. Positive and constructive feedback is provided to help develop good practice. Staff morale will be improving.</p>	<p>Staff are asked, for example through questionnaires, to suggest ways for the school to further support and challenge them and to help ensure that they feel valued and energised.</p> <p>Opportunities are taken to create a sense of a whole school team.</p>	<p>We have placed teaching and learning at the heart of everything we do. As a consequence the quality of teaching and learning is excellent in all lessons.</p>
	<p>Quality of teaching</p>	<p>The quality of teaching will be at least consistently good over time. Long- and medium-term planning provides a clear framework for progress. The most able children will be effectively challenged. Teachers' expectations of the presentation of pupils' work and the accuracy of their spelling and use of punctuation will be raised.</p>	<p>The quality of teaching will be consistently good with outstanding elements</p> <p>Long and medium term planning incorporate Ofsted's 3i expectations</p> <p>All children will be effectively challenged and supported through appropriate provision and individual learning.</p> <p>The presentation of pupils' work, including accuracy of spelling and punctuation will be raised.</p>	<p>We are developing and embedding effective governance whilst supporting the leadership of the school.</p> <p>We are continuing to develop our skills as Governors.</p> <p>We are increasingly influencing the direction, including the culture, values and ethos, of the school, through collaborative working and by strengthening the effectiveness of our team. Our longterm strategic plan is delivered primarily through the SDP.</p>
	<p>Leadership and Governance</p>	<p>The governing body shares a strong commitment to the school and its community, based on values, mission and vision which it has developed with the staff, parents and carers. Governors hold senior leaders to account. There is a long-term strategic plan, which is delivered through the SDP.</p>	<p>We are developing and embedding effective governance whilst supporting the leadership of the school.</p> <p>We are continuing to develop our skills as Governors.</p> <p>We are increasingly influencing the direction, including the culture, values and ethos, of the school, through collaborative working and by strengthening the effectiveness of our team. Our longterm strategic plan is delivered primarily through the SDP.</p>	<p>We have ensured that happiness and confidence remains a top priority. We have developed and embedded strong governance and robust leadership throughout the school. We are a supportive and highly skilled Governing Board, setting direction, including the culture, values and ethos of the school, through collaborative working and by building an effective team.</p>
<p>GOVERNORS Growing together to be the best.</p>	<p>Accountability</p>	<p>Safeguarding is effective. All statutory functions of governance are met. The school website satisfies legislative requirements and the Governor section is easily navigated.</p>	<p>Safeguarding is effective. All statutory functions of governance are met.</p> <p>The school website satisfies legislative requirements and the Governor section is easily navigated.</p> <p>The Governors will undertake a major review of our five strategic year plan incorporating views from parents, carers, pupils and staff.</p>	<p>A meaningful and comprehensive Strategic Plan is in place and is having a significant impact on the school. All stakeholders have the opportunity to influence its direction and we seek ways to engage with the COMMUNITY. We ensure compliance with statutory requirements and have developed the Board's effectiveness</p>
	<p>Systems</p>	<p>There is a clear understanding of roles and responsibilities.</p>	<p>We have clarified roles and responsibilities and ensured that robust systems are in place for monitoring the activities of the school.</p>	<p>We have clarified roles and responsibilities and ensured that robust systems are in place for monitoring the activities of the school.</p>
	<p>Evaluation and Monitoring</p>	<p>Effective monitoring enables the governors to be assured that outcomes for pupils are positive and improving.</p>	<p>Governor monitoring is fully embedded and integrated with the SDP. Evidence and challenge drive the process. Monitoring is rigorous and is responsive to our Strategic Plan.</p>	<p>Monitoring is embedded, effective and rigorous. Evidence drives the process. Financial monitoring is rigorous and is responsive to the Strategic Plan.</p>

SCHOOL Growing together to be the best	Finance	Priorities are linked to the SDP and the budget deficit is reduced.	Priorities are linked to the SDP and further progress is made in producing clear financial reports, which support the Governors in overseeing the financial performance of the school.		Financial management is rigorous and strategic in its outlook.
	Site	Planning continues for an expanding school. The use of the school for COMMUNITY purposes is encouraged.	The school and environment is well resourced and welcoming We have created an atmosphere where children, staff, parents/carers and visitors feel valued and safe. The use of the school for COMMUNITY purposes is encouraged.		There is a suitable environment which is well resourced and welcoming We have created an atmosphere where children, staff, parents/carers and visitors feel valued and safe. The COMMUNITY makes excellent use of the facilities within the school.
PARENTS and CARERS	Engagement (with)	Regular events and curriculum meetings are provided for parents /carers. Questionnaires establish parental attitudes to our SDP Updates provided through twitter feed, Parent Mail and 'worry box'. We continue to develop the School website.	Regular events and curriculum meetings are provided for parents /carers. Questionnaires establish parental attitudes to our SDP Updates provided through twitter feed and Parent Mail. We continue to develop the School website.		Mechanisms are in place to engage meaningfully with parents and carers. There is a genuine sense of trust and shared ownership of our strategy and vision. We provide opportunities to improve their understanding of the activities of the school We communicate effectively with parents/carers making good use of our website and social media.
	Involvement (of)	We provide parent/carer information events related to curriculum coverage as well as activities with their children – performances, 'book cafes', open sessions to share learning. The website provides guidance on supporting children's learning – reading banding and questioning, topic coverage and homework activities.	We continue to provide parent/carer information events related to curriculum coverage as well as activities with their children – performances, 'book cafes', open sessions to share learning. We shall identify those 'hard to reach' families, develop strategies to encourage their greater involvement in school activities and monitor our success. The website provides guidance on supporting children's learning – reading banding and questioning, topic coverage and homework activities.		Parents and carers are closely involved in their children's education and support the development of good behaviour.
COMMUNITY	Engagement (with)	We celebrate our links with the local COMMUNITY and experience the diversity and wonders of the world.	We celebrate our links with the local COMMUNITY and experience the diversity and wonders of the world. Each phase has a curriculum incorporating local and national visits and worldwide learning.		We celebrate our links with the local COMMUNITY and experience the diversity and wonders of the world.
	Involvement (of)	There is more collaborative learning with local schools. The Cluster is further supported.	There is more of a partnership with local schools, for example our 'peer review' with Baston and DSJ. The Cluster is making an impact on our development.		We work in partnership with local schools and community groups. Outside agencies provide valued support, particularly in enriching the curriculum.
	Accountability	Ofsted approves of our actions and progress when it chooses to revisit.	Ofsted approves of our actions and progress and sees us as on the way to outstanding.		External agents such as OFSTED judge us to be outstanding

Objectives are linked to the Governing Body's 5 Year Strategic Plan

Other Project	Objective	Activities	Project Team	Resources & Costs
<p>2019 1a Curriculum Development Due by: 24/07/2020</p>	<p>PUPILS' LEARNING The newly developed curriculum embeds the three I's (Intent, Implementation, Impact).</p> <p>Schemes of work and planning at all levels include opportunities to explore and develop language and vocabulary along with core skills and knowledge.</p> <p>STAFF LEADERSHIP The curriculum is reviewed and redesigned as appropriate taking account of the new framework.</p> <p>Middle leaders further develop the curriculum and medium term plans to ensure that learning intentions and success criteria are clear. (Intent, Implementation and Impact fully embedded)</p>	<ul style="list-style-type: none"> Curriculum leaders to complete subject summary outlining Intent, Implementation and Impact. <i>03/09/2019 - 07/10/2019 - 0 user(s) - Not Started</i> Curriculum leaders to ensure Subject Progression document is complete <i>03/09/2019 - 18/10/2019 - 0 user(s) - Not Started</i> Subject leaders to review coverage of curriculum with SLT. <i>03/09/2019 - 20/12/2019 - 0 user(s) - Not Started</i> Curriculum Leaders to evaluate implementation of the curriculum through learning walks, book looks, staff and pupil discussions. <i>01/01/2020 - 24/04/2020 - 0 user(s) - Not Started</i> Curriculum Leaders to evaluate impact. <i>24/04/2020 - 24/07/2020 - 0 user(s) - Not Started</i> 	<p>Mark Ratchford (leader) David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Kim Palmer Sue Bryars Beth Laughton Hannah Hallett James Stubbs Ellie Gibson</p>	<p>Total Cost: £0.00</p>

	<p>STAFF QUALITY OF TEACHING Long and medium term planning incorporate Ofsted's 3i expectations</p> <p>COMMUNITY ENGAGEMENT We celebrate our links with the local COMMUNITY and experience the diversity and wonders of the world. Each phase has a curriculum incorporating local and national visits and worldwide learning.</p>			
Project Description	PUPILS' LEARNING: We provide an exciting and inspiring curriculum which ensures LEARNING is purposeful and shared. The skills necessary to enhance learning and knowledge are further developed.			
Success Criterion	80% of pupils make expected progress in all curriculum areas because the impact of all curriculum subjects is measured.	3		
Success Criterion	Language and vocabulary expectations are clear in all topic schemas and pupils use this language in their work and discussions. Evidence from pupil interviews show this to be the case.	3		
Success Criterion	Community engagement is part of each half term's work with opportunities for children to contribute to and understand the local and wider community context of their topics. This is measured by their progress in understanding and ability to discuss their community links in pupil interviews.	3		

Other Project	Objective	Activities	Project Team	Resources & Costs
<p>2019 1b Progress and Attainment Reading, Writing and Maths Overall</p> <p>Due by: 24/07/2020</p>	<p>PUPILS' ATTAINMENT & PROGRESS</p> <p>From different starting points, the proportions of pupils making and exceeding expected attainment in Reading, Writing and Mathematics are close to or above national figures.</p> <p>Learners make good progress from their starting points. This applies particularly to pupils in Key stage 2, including those who are disadvantaged, so that they make good progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> • Autumn Term assessments 02/12/2019 - 20/12/2019 - 0 user(s) - Not Started • Moderation events with Cluster Schools 02/12/2019 - 24/07/2020 - 0 user(s) - Not Started • Spring Term Assessments 02/03/2020 - 27/03/2020 - 0 user(s) - Not Started • Moderation events with the Local Authority 01/05/2020 - 24/07/2020 - 0 user(s) - Not Started • Summer Term Assessments 01/07/2020 - 24/07/2020 - 0 user(s) - Not Started 	<p>Mark Ratchford (leader)</p> <p>David Johnson</p> <p>Kathryn West</p> <p>Martin Sutton</p> <p>Marie Noble</p> <p>Sally Mardling</p> <p>Hayley Pickering</p> <p>Chloe Just</p> <p>Simone Wright</p> <p>Jo Stoneer</p> <p>Alex Liddle</p> <p>Graeme Abrahams</p> <p>Kim Palmer</p> <p>Sue Bryars</p> <p>Beth Laughton</p> <p>Hannah Hallett</p> <p>James Stubbs</p> <p>Ellie Gibson</p>	<p>Total Cost: £0.00</p>
<p>Project Description</p>	<p>From different starting points, the proportions of pupils making and exceeding expected attainment in Reading, Writing and Mathematics are close to or above national figures.</p> <p>Learners make good progress from their starting points. This applies particularly to pupils in Key stage 2, including those who are disadvantaged, so that they make good progress in reading, writing and mathematics.</p>			
<p>Success Criterion</p>	<p>Compared to 2018-19 data for EYFS, KS1 and KS2 end the school remains in line or above national for attainment in Reading, Writing and Maths. The school is above national for progress at KS2 for RWM.</p>			<p>3</p>

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 1b i Reading Due by: 24/07/2020	To enhance Reading Provision and pupil outcomes across the school	<ul style="list-style-type: none"> • Reading VIPERS: Guided Reading lessons using the VIPERS approach to comprehension skills and follow progression from programmes of study. Observations by SLT confirm implementation. 04/09/2019 - 20/12/2019 - 2 user(s) - Not Started • Library - set up of working party to oversee improvements in provision including implementation of Quick Track Pro to oversee checking in and out of books. Plan for future developments in place. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Children to be assessed termly for Book Band via PM Assessment Tool. 19/09/2019 - 20/12/2019 - 2 user(s) - Not Started • Reading Lincs Website development to include text lists per Year group, questions for home, pupil videos on the website. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • Reading Detectives Y4-6 Greater Depth readers half termly activities with Baston and DSJ. 19/09/2019 - 24/07/2020 - 1 user(s) - Started • Reading Buddies: 1:1 reading with volunteers in each class for children not reading at home including SEN and Pupil Premium children. 19/09/2019 - 24/07/2020 - 2 user(s) - Not Started 	Martin Sutton (leader) Mark Ratchford David Johnson Kathryn West Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Kim Palmer Beth Laughton Hannah Hallett James Stubbs Ellie Gibson Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	Reading Provision			
Success Criterion	Reading Detectives data to show at least 80% of participants working at Greater Depth by end of year.			3
Success Criterion	Children assigned to Reading Buddy to make greater progress than non-participants as gap with them need to be closed.			3
Success Criterion	Reading progress and attainment for end KS1 and KS2 to be greater than national.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 1b ii Writing Due by: 24/07/2020	Improvement in provision in writing to ensure outcomes of pupil progress and attainment is better than in 2019.	<ul style="list-style-type: none"> • SPAG.com and Grammar Bug set up for KS2 pupils to enable access from home. 19/09/2019 - 22/11/2019 - 1 user(s) - Not Started • Writing through topic - topics form the basis of class books and writing outcomes. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Writing in Science to take place 2 times per term with vocabulary lists for each unit in evidence. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Targeted support for Year 6 writing aiming for middle ability to consolidate expected. 19/09/2019 - 20/12/2019 - 1 user(s) - Started • Headstart SPAG - Explicit lessons taught weekly to each year group and embedded into English lessons. 19/09/2019 - 27/12/2019 - 1 user(s) - Not Started • Joint projects with Baston and DSJ on Y5 writing and with Word Aware project. 19/09/2019 - 01/04/2020 - 1 user(s) - Not Started • Writing Moderation with cluster and other schools to take place at least twice in the year. 19/09/2019 - 24/07/2020 - 1 user(s) - Not Started 	David Johnson (leader) Mark Ratchford Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Kim Palmer Beth Laughton Hannah Hallett James Stubbs Ellie Gibson Ellie Watts Sophie Langan	Word Aware Project with DSJ and Baston. £2000 Y5 Writing Project with DSJ and Baston: £2000. Total Cost: £4,000.00
Project Description	To improve writing provision for all pupils.			
Success Criterion	Observations to show that Writing is well taught throughout the school. 90% Good or better, 40% Outstanding throughout the whole year.			3
Success Criterion	Writing at the end of EYFS, KS1 and KS2 to be above national for expected and greater depth. In KS2 there to be less children than in 2019 working at Pre-Key Stage.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 1b iii Maths Due by: 24/07/2020	To improve provision in mathematics for all pupils to ensure improved progress and attainment compared to national.	<ul style="list-style-type: none"> • Daily arithmetic practice across the school building on concepts covered and evidenced by Book Looks. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Testbase topic reasoning questions to be incorporated into lessons. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Tackling Tables recorded and monitored to see progress towards ARE. 19/09/2019 - 21/02/2020 - 1 user(s) - Not Started • Parental workshop to share Calculation Policy and model methods for Y1-4. 19/09/2019 - 01/04/2020 - 1 user(s) - Not Started • Use of sentence stems to help pupils scaffold their reasoning. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • GA and HH to attend Maths Mastery Hub training throughout the year. 19/09/2019 - 24/07/2020 - 2 user(s) - Not Started • Bar Modelling CPD for all Teachers and TAs 25/09/2019 - 26/09/2019 - 1 user(s) - Not Started • Parental Survey on supporting mathematics at home. 04/06/2020 - 17/07/2020 - 1 user(s) - Not Started 	Graeme Abrahams (leader) Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Kim Palmer Beth Laughton Hannah Hallett James Stubbs Ellie Gibson Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	To improve mathematics provision across the school.			
Success Criterion	EYFS, and Y1-6 80% of pupils to be expected at end of the year. 30% to be GDS. 90% to be ARE for Times Tables at the end of Year 4.			3
Success Criterion	Observations show that 90% of maths lessons and teaching is Good or better. 40% is outstanding.			3
Success Criterion	Parental Survey shows that 80% of respondents are confident in helping their child with mathematics at home.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 1c Disadvantaged Pupil Provision Due by: 24/07/2020	<p>PUPILS' LEARNING: Ensure that all pupils in vulnerable groups make the same progress as other pupils across the curriculum.(Making greater progress to close the gap with others)</p> <p>PARENTS AND CARERS Involvement:We shall identify those 'hard to reach ' families, develop strategies to encourage their greater involvement in school activities and monitor our success.</p>	<ul style="list-style-type: none"> Identify pupils other than those receiving Pupil Premium who are disadvantaged or vulnerable due to home circumstances. <small>05/09/2019 - 25/10/2019 - 2 user(s) - Not Started</small> Achievement for All coach visits throughout the year that identify next steps and share successes. Including visits to other schools. <small>05/09/2019 - 24/07/2020 - 1 user(s) - Not Started</small> Ensure all identified disadvantaged pupils are heard to read individually at least twice a week via Reading Buddy programme. <small>19/09/2019 - 18/10/2019 - 1 user(s) - Not Started</small> 	David Johnson (leader) Mark Ratchford Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Lisa Burton Kim Palmer Sue Bryars Beth Laughton Hannah Hallett James Stubbs Mark Currier Becky Roberts Ellie Gibson Helen Kay	Total Cost: £0.00
Project Description	To improve provision for disadvantaged pupils across the school.			
Success Criterion	Achievement for All to impact on pupil progress of participating pupils. Refer to AfA target setting document and Headteacher's report.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
<p>2019 1d Provision for Special Educational Needs Due by: 24/07/2020</p>	<p>Progress and attainment of SEN to improve on previous year and be in line with National at Y2 and Y6.</p>	<ul style="list-style-type: none"> • Interventions for SEN pupils to have measurable impact and be reviewed at the end of each term. 03/09/2019 - 20/12/2019 - 1 user(s) - Not Started • SEN Parents to meet teachers each term and targets agreed. SENDCO to review targets with teachers. 19/09/2019 - 27/12/2019 - 1 user(s) - Not Started • SEN Pupils to be heard read individually at least twice a week using Reading Buddies as required. 19/09/2019 - 27/12/2019 - 1 user(s) - Not Started • Pupil Passports and Flow Charts to be updated each term by all teaching staff. 19/09/2019 - 27/12/2019 - 1 user(s) - Not Started 	<p>Sally Mardling (leader) Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Johnson Jo Shamma Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sue Bryars Sophie Walker Ben Kruse Beth Laughton Hannah Hallett Tony Eberle James Stubbs Mark Currier Becky Roberts Ellie Gibson David Harrison Helen Kay Ellie Watts</p>	<p>Total Cost: £0.00</p>

			Sophie Langan	
Project Description	To ensure pupils with SEND make accelerated progress to close gaps with other groups.			
Success Criterion	Parents of SEND pupils to attend meetings each term. 100% attendance.			3
Success Criterion	90% of parents of SEN children to be happy with the support their child has received. They have clear targets for their children and know what to do to help them.			3
Success Criterion	Progress data for SEND pupils to close the gap to National figures for Reading, Writing and Maths at KS2. 2019 Gap was ???			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 2a Behaviour for Learning Due by: 24/07/2020	By utilising the Skillsbuilder programme develop children's behaviour and attitude to learning and life. Focusing on Aiming High, Staying Positive and Problem Solving aspects.	<ul style="list-style-type: none"> Assemblies promoting Skillsbuilder values scheduled throughout the year. 06/09/2019 - 20/12/2019 - 1 user(s) - Not Started Pupil questionnaires to gauge progress with the Skillsbuilder programme. 19/09/2019 - 24/07/2020 - 1 user(s) - Not Started 	David Johnson (leader) Mark Ratchford Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	To develop behaviour for learning skills in pupils across the school.			
Success Criterion	Through pupil questionnaires pupils are able to discuss the details of the Skillsbuilder strands of Aiming High, Staying Positive and Problem solving. At least 80% agree this has helped them with their learning.			3
Success Criterion	Reasoning and problem solving scores in maths will increase from an average of 31 on Paper 2 and average of 22 on paper 3 in 2019 - the number of pupils at expected will improve to be above 77%.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 2b Behaviour management Due by: 24/07/2020	PUPILS' BEHAVIOUR: Behaviour is exemplary and contributes positively to the learning experience. There will be a particular focus on further improving behaviour outside the classroom.	<ul style="list-style-type: none"> • Parent input on developing systems to respond to behaviour concerns. <small>19/09/2019 - 20/12/2019 - 1 user(s) - Not Started</small> • System in place in communicating with parents how behaviour incidents are dealt with. <small>19/09/2019 - 24/01/2020 - 1 user(s) - Not Started</small> • Survey of parents shows an improvement in how behaviour concerns are dealt with. <small>01/07/2020 - 24/07/2020 - 1 user(s) - Not Started</small> 	Mark Ratchford (leader) David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sue Bryars Sophie Walker Ben Kruse Beth Loughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	PUPILS' BEHAVIOUR: Behaviour is exemplary and contributes positively to the learning experience. There will be a particular focus on further improving behaviour outside the classroom.			
Success Criterion	Improvement in parental perception of how the school deals with bullying compared to July 2019 measured by parental survey-July 2019 pupil survey showed that 12% of parents disagreed that the school dealt effectively with bullying.			3

	3.5% of parents disagreed that the school makes sure its pupils are well behaved.	
Success Criterion	Incidents of Red and Yellow cards show a reduction compared to summer 2019 data based on the average in the summer term (as the recording system was improved).	3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 2c Attendance and Exclusions Due by: 24/07/2020	Reduction in persistent absenteeism by persistent absentees and for overall number of them...	<ul style="list-style-type: none"> • Introduction of an attendance award for the class with the best attendance. <small>19/09/2019 - 08/11/2019 - 1 user(s) - Not Started</small> • Letter to parents about the impact of term-time holidays. <small>19/09/2019 - 26/06/2020 - 1 user(s) - Not Started</small> • Half termly follow up calls to families with persistent absence. <small>19/09/2019 - 24/07/2020 - 1 user(s) - Not Started</small> • Investigations into attendance rewards for classes each week - a trophy. <small>19/09/2019 - 24/07/2020 - 1 user(s) - Not Started</small> • Half termly review of absence by SM and JS <small>07/11/2019 - 24/07/2020 - 1 user(s) - Not Started</small> 	Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	Attendance and Exclusion rates continue to improve year on year and remain above national.			
Success Criterion	Attendance continues to be above national average and absenteeism is less than 3.5% over the year. There is a reduction in the absenteeism of persistent absentees.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 3a Diversity and Equality Due by: 24/07/2020	PUPILS' NURTURE: They show RESPECT for others, accept and celebrate diversity, and have a sense of COMMUNITY.	<ul style="list-style-type: none"> • Sourcing of books for the library / classes that depict diversity and enable discussions. 19/09/2019 - 10/01/2020 - 1 user(s) - Not Started • Visits and visitors mapped across the year groups. 19/09/2019 - 24/01/2020 - 1 user(s) - Not Started • Ensure diversity is covered and clear in curriculum coverage. 19/09/2019 - 13/02/2020 - 1 user(s) - Not Started • RE coordinator to develop assessments for IMPACT. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • PSHE coverage reviewed and implementation confirmed. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • 2. CPD for staff (and Governors) to improve the confidence of staff to discuss a wide range of racial, religious, political ... issues. 'EQUALITEACH', offer to be investigated. 19/09/2019 - 26/06/2020 - 1 user(s) - Not Started 	Mark Ratchford (leader) David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	PUPILS' NURTURE: They show RESPECT for others, accept and celebrate diversity, and have a sense of COMMUNITY.			
Success Criterion	RE measure of attainment shows that 80% of pupils are expected or above. Children demonstrate a good understanding of other religions. eg. 80% of Y2 children can answer 5 questions on Judaism.			3
Success Criterion	Incidents of bad behaviour towards those with protected characteristics are minimal and those affected feel they have been dealt with appropriately by the school. These are recorded in the Headteacher's report to governors.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 3b Cultural Capital Due by: 24/07/2020	<p>PUPILS' NURTURE: Learners understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.</p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</p>	<ul style="list-style-type: none"> Leadership reviews of curriculum development. 19/09/2019 - 04/11/2019 - 1 user(s) - Not Started Curriculum progression documents in place to show opportunities to develop cultural capital. 19/09/2019 - 22/05/2020 - 1 user(s) - Not Started 	Mark Ratchford (leader) David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	PUPILS' NURTURE: Learners understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others.			
Success Criterion	Pupil surveys and assessments show they have a good understanding of Cultural Capital which is age appropriate. eg. 80% of Y3 children can talk about the work of the Town Council.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 3c SRE Curriculum Due by: 24/07/2020	PUPILS' NURTURE: The curriculum provides for high quality SRE, delivered sensitively in an age- appropriate manner which is responsive to the needs of pupils.	<ul style="list-style-type: none"> • Source of suitable books to help with discussion and understanding. 19/09/2019 - 24/01/2020 - 1 user(s) - Not Started • Inform parents of the coverage in school and what language is used with the children at each stage. 19/09/2019 - 07/02/2020 - 1 user(s) - Not Started • Ensure that staff are fully aware of correct terminology used in SRE discussions throughout the school. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started 	Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	PUPILS' NURTURE: The curriculum provides for high quality SRE, delivered sensitively in an age- appropriate manner which is responsive to the needs of pupils.			
Success Criterion	Children are able to discuss their thoughts and feelings and understand the age appropriate expectations of the SRE curriculum. Measured through pupil surveys at an age appropriate level.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 3d Pastoral Support and Pupil Wellbeing Due by: 24/07/2020	<p>PUPILS WELL BEING: We have ensured that happiness and confidence remains a top priority and that children enjoy coming to school. Safeguarding arrangements protect children and promote their welfare. We have ensured that our children are safe and feel safe, with a particular emphasis on eradicating bullying.</p>	<ul style="list-style-type: none"> • Development of bullying record system. 04/09/2019 - 21/02/2020 - 1 user(s) - Not Started • Questionnaire before and after pastoral interventions to gauge pupils' feelings. 01/01/2020 - 24/04/2020 - 1 user(s) - Not Started • Running of parenting courses led by staff. 01/01/2020 - 24/07/2020 - 1 user(s) - Not Started 	Mark Ratchford David Johnson Sally Mardling Lisa Burton Becky Roberts David Harrison	Total Cost: £0.00
Project Description	<p>PUPILS WELL BEING: We have ensured that happiness and confidence remains a top priority and that children enjoy coming to school. Safeguarding arrangements protect children and promote their welfare. We have ensured that our children are safe and feel safe, with a particular emphasis on eradicating bullying.</p>			
Success Criterion	Parent surveys show that more than the July 2019 figure of 98.8% of children feel safe in school.			3
Success Criterion	Wellbeing surveys show that they feel the school effectively supports children's mental and physical wellbeing. At least 90% of parents agree this is the case.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 4a Leadership of the Curriculum Due by: 24/07/2020	Middle leaders further develop the curriculum and medium term plans to ensure that learning intentions and success criteria are clear. (Intent, Implementation and Impact fully embedded) Information for parents	<ul style="list-style-type: none"> • Time with SLT on developing progression documents 04/09/2019 - 18/10/2019 - 1 user(s) - Started • Topic Schemas sent to parents each term. 12/09/2019 - 24/07/2020 - 1 user(s) - Not Started • Development of IMPACT measures for all curriculum areas. 19/09/2019 - 24/07/2020 - 1 user(s) - Not Started • Review of progression documents during staff training day. 04/11/2019 - 05/11/2019 - 1 user(s) - Not Started • Spring Term review of curriculum implementation by leaders. 01/01/2020 - 24/04/2020 - 1 user(s) - Not Started • Summer Term review of curriculum implementation by leaders. 30/04/2020 - 24/07/2020 - 1 user(s) - Not Started 	Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Kim Palmer Sue Bryars Beth Laughton Hannah Hallett Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	STAFF LEADERSHIP: Middle leaders further develop the curriculum and medium term plans to ensure that learning intentions and success criteria are clear. (Intent, Implementation and Impact fully embedded)			
Success Criterion	Curriculum leaders to be confident in discussing Intent, Implementation and Impact in line with OFSTED framework. Measured by Good Quality of Education judgement in inspection.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 4b Parental Engagement Due by: 24/07/2020	<p>PARENTS' ENGAGEMENT: Regular events and curriculum meetings are provided for parents /carers. Questionnaires establish parental attitudes to our SDP</p> <p>PARENTAL INVOLVEMENT: We continue to provide parent/carer information events related to curriculum coverage as well as activities with their children – performances, 'book cafes', open sessions to share learning.</p> <p>The website provides guidance on supporting children's learning – reading banding and questioning, topic coverage and homework activities.</p>	<ul style="list-style-type: none"> • Year Groups to have 'Welcome to...' parents meetings. 02/09/2019 - 20/09/2019 - 1 user(s) - Not Started • Weekly invites to Celebration Assembly for parents. 19/09/2019 - 27/09/2019 - 1 user(s) - Not Started • Use of SEESAW to communicate regularly with parents. 19/09/2019 - 27/12/2019 - 1 user(s) - Not Started • Phonics, reading and SATS information events linked to parent visits/shows etc. 19/09/2019 - 24/04/2020 - 4 user(s) - Not Started • Questionnaire on SEN - do parents feel they receive enough information to support their child. 19/09/2019 - 26/06/2020 - 0 user(s) - Not Started • Questionnaire - review of homework and progress from previous survey. 19/09/2019 - 26/06/2020 - 0 user(s) - Not Started • SEN and AfA to have three times a year parent consultations. 19/09/2019 - 24/07/2020 - 1 user(s) - Started • Training on Cafes for All programme for DHT. 02/12/2019 - 03/12/2019 - 1 user(s) - Not Started 	David Johnson (leader) Mark Ratchford Kathryn West Martin Sutton Marie Noble Sally Mardling Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Kim Palmer Sue Bryars Beth Laughton Hannah Hallett Tony Eberle Mark Currier Becky Roberts Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	PARENTS' ENGAGEMENT: Regular events and curriculum meetings are provided for parents /carers.			
Success Criterion	Increase by 20% of parents attending meetings from Autumn Term information meetings.			3
Success Criterion	90% of parents to be signed up to and using SeeSaw for communications with the school by April 2020.			3

Success Criterion	Parental survey responses to the question: 'The school makes me aware of what my child will learn during the year'. Shows 90% agreement. 2019 figure for Y1-4 showed 31% agreed they received information on what was being taught.	3
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Other Project	Objective	Activities	Project Team	Resources & Costs
2019 4c Special Educational Needs Due by: 24/07/2020	To improve provision for SEND pupils across the school to ensure that they close gaps to national.	<ul style="list-style-type: none"> • Early intervention from SENDCo - SALT assessments for EYFS pupils 06/09/2019 - 11/10/2019 - 1 user(s) - Started • Action Plan for SEND developed with LENS group 11/09/2019 - 25/10/2019 - 1 user(s) - Not Started • SENDCo to work with staff on developing SEN Flowcharts for targets each term before parent meetings. 19/09/2019 - 10/10/2019 - 0 user(s) - Not Started • Staff training on dealing with pupils with SEND. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Clicker 7 installed for writing support. 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Review of impact of Clicker 7 on pupil progress of targeted children. 19/09/2019 - 24/07/2020 - 1 user(s) - Not Started 	Sally Mardling (leader) Mark Ratchford David Johnson Kathryn West Martin Sutton Marie Noble Hayley Pickering Chloe Just Simone Wright Jo Stoneer Alex Liddle Graeme Abrahams Karen Dalby Bev Walsh Patricia Walker Vicki Robinson Jane Clayton Lisa Burton Lorraine Moxham Kim Palmer Sophie Walker Ben Kruse Beth Laughton Hannah Hallett Mark Currier Becky Roberts David Harrison Ellie Watts Sophie Langan	Total Cost: £0.00
Project Description	To improve SEND provision across the school.			
Success Criterion	For SEND pupils to make good progress across the school. This to be shown by termly data evidencing that 80% of SEN pupils make expected progress towards targets.			3
Success Criterion	Provision for SEND pupils in observations of teaching and learning including learning walks, lesson observations			3

	and book looks is judged to be good for 80% of experiences.	
Success Criterion	July 2020 survey of parents who have children with identified SEN answer the OFSTED Parent View question of 'My child has SEND, and the school gives them the support they need to succeed.' 80% positive response.	3

Other Project	Objective	Activities	Project Team	Resources & Costs
<p>2019 4d Governance Due by: 24/07/2020</p>	<p>To develop and embed effective governance, whilst supporting the leadership of the school.</p> <p>Safeguarding is effective. All statutory functions of governance are met, and the school web site satisfies legislative requirements.</p> <p>Governors STAFF MORALE: Staff are asked, for example through questionnaires, to suggest ways for the school to further support and challenge them and to help ensure that they feel valued and energised.</p> <p>Staff feel supported, challenged, valued and energised. There is a focus on reducing workload and improving their wellbeing..</p>	<ul style="list-style-type: none"> • Governors arrange questionnaires to establish baseline and end of year morale of staff 19/09/2019 - 13/12/2019 - 1 user(s) - Not Started • Through Governor meetings and monitoring, staff encouraged to show how they analyse the effectiveness of their work, as well as describe what they do . 19/09/2019 - 20/12/2019 - 1 user(s) - Not Started • Staff invited to suggest ways for the school to further support them, particularly in relation to workload and their wellbeing. 19/09/2019 - 01/01/2020 - 1 user(s) - Not Started • A paper will be produced which outlines the recent work of Governors, with an emphasis on our impact against the three core roles of Governance 19/09/2019 - 10/01/2020 - 1 user(s) - Not Started • Develop and arrange INSET for governors to focus on how to effectively challenge and support whilst monitoring. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • Develop discussion opportunities to strengthen our collective understanding of the significance of success criteria. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • All Governors have clearly assigned roles, mapped onto the SDP and the Governor's 2nd year statements. Reports are identified in the published meeting cycle. Governors are assured that statutory functions are met. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • Opportunities are taken to create a sense of a whole school team. 19/09/2019 - 24/04/2020 - 1 user(s) - Not Started • A programme is developed to collect views from Parents/ carers , staff and Governors. The senior staff will be asked to review proposals along with governors to update our current five year plan. 19/09/2019 - 26/06/2020 - 1 user(s) - Not Started • A document outlining expectations and procedures for 	<p>Mark Ratchford David Johnson Lisa Burton Sue Bryars Tony Eberle James Stubbs Mark Currier Becky Roberts Ellie Gibson Helen Kay</p>	<p>Total Cost: £0.00</p>

	<p>monitoring will be produced. The link between the SDP and Bluewave clarified for Governors. They will have a direct influence on the Bluewave judgments and provide evidence to support. This will take place during FGBs as per the meeting cycle. In addition Governors will be aware of the 2nd Yr statements and use their knowledge to RAG rate the outcomes.</p> <p>19/09/2019 - 26/06/2020 - 0 user(s) - Not Started</p> <ul style="list-style-type: none"> • In Governor meetings: using ofsted style criticisms, to evaluate their relevance to us. <p>19/09/2019 - 24/07/2020 - 1 user(s) - Not Started</p> <ul style="list-style-type: none"> • The Head's reports include a section outlining such opportunities including improving wellbeing and reducing workload. <p>19/09/2019 - 24/07/2020 - 1 user(s) - Not Started</p>		
Project Description	o develop and embed effective governance, whilst supporting the leadership of the school.		
Success Criterion	Monitoring of the SDP is self-reviewed by the Full Governing Body with 80% agreeing it is GOOD by July 2020.		3
Success Criterion	Self-evaluation of Leadership at MDCP meets all the GOOD and some of the OUTSTANDING criteria of the OFSTED Inspection Framework.		3
Success Criterion	80% of staff indicate an improvement in morale by the end of the school year		3
Success Criterion	80% of all staff feel that their collective views have been substantially addressed during the year		3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 5a Early Years GLD Due by: 24/07/2020	Increase number of pupils achieving GLD from 71% in 2019. by improving reading and writing provision and the performance of girls and Pupil Premium pupils.	<ul style="list-style-type: none"> • Set progress target based on baseline assessments. 03/09/2019 - 25/10/2019 - 3 user(s) - Not Started • Tracking pupils on target for GLD in pupil progress meetings at the end of Autumn Term 2. 06/12/2019 - 20/12/2019 - 1 user(s) - Not Started • Interventions and booster sessions for those not meeting target. 03/01/2020 - 31/03/2020 - 2 user(s) - Not Started • Tracking pupils on target for GLD in pupil progress meetings at the end of Spring Term 4. 16/03/2020 - 01/04/2020 - 1 user(s) - Not Started • Measure impact of interventions and boosters and review pupils for next term. 23/03/2020 - 30/04/2020 - 2 user(s) - Not Started • Interventions and booster sessions for those not meeting targets. 01/05/2020 - 17/07/2020 - 2 user(s) - Not Started • Tracking pupils on target for GLD in pupil progress meetings at the end of Summer Term 6. 01/07/2020 - 17/07/2020 - 1 user(s) - Not Started • Measure impact of interventions and boosters. 13/07/2020 - 24/07/2020 - 2 user(s) - Not Started 	Marie Noble (leader) Mark Ratchford David Johnson Simone Wright Jo Stoneer Karen Dalby James Stubbs Helen Kay	Total Cost: £0.00
Project Description	Increase number of pupils achieving GLD			
Success Criterion	The number of pupils at GLD exceeds 71%. Writing shows good formation of letters when spelling of phase 2 and 3 tricky words for pupils at expected.			3
Success Criterion	The number of girls at GLD is above 2019 figure of 60% and in line with 2019's National at 78.4%.			3
Success Criterion	Pupil Premium in 2019 was at 33% for GLD, To be above national at 56%.			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 5b EYFS Reading Due by: 24/07/2020	To ensure that pupils develop effective early language skills, a wider vocabulary and develop effective early speaking skills.	<ul style="list-style-type: none"> • Allocation of Reading Buddies to children who require more time being heard reading. 05/09/2019 - 25/10/2019 - 1 user(s) - Not Started • Parent information event on supporting children's phonics. 19/09/2019 - 25/10/2019 - 1 user(s) - Not Started • Setting up of 'Reading Rockets' to encourage children to read more at home. 19/09/2019 - 01/11/2019 - 1 user(s) - Not Started • Parent information event on supporting children's reading. 11/10/2019 - 25/10/2019 - 1 user(s) - Not Started • Visit to 2 other schools to see how Guided Reading is delivered. 27/03/2020 - 24/07/2020 - 3 user(s) - Not Started 	Marie Noble (leader) Mark Ratchford Simone Wright Jo Stoneer Karen Dalby Helen Kay	Total Cost: £0.00
Project Description	Improve reading attainment			
Success Criterion	Percentage of children achieving reading at expected will be above or in line with national (2019= 76.9%).			3

Other Project	Objective	Activities	Project Team	Resources & Costs
2019 5c EYFS SEN Provision Due by: 24/07/2020	Early identification of children who have Special Educational Needs and have an identified gap in speech and communication skills.	<ul style="list-style-type: none"> • SENDCo to carry out speech and language assessment with all children. 03/09/2019 - 18/10/2019 - 2 user(s) - Not Started • Time for Talk group set up for children requiring intervention. 05/09/2019 - 25/10/2019 - 1 user(s) - Not Started • ELKLAN trained TA to run programme for targeted pupils. 20/09/2019 - 20/12/2019 - 2 user(s) - Not Started • Impact of ELKLAN programme measured. 13/12/2019 - 01/01/2020 - 2 user(s) - Not Started • Review of need to continue the ELKLAN intervention and pupils for Spring Term. 01/01/2020 - 01/04/2020 - 2 user(s) - Not Started • Measure of impact and review of need to continue the ELKLAN intervention and pupils for Summer Term. 27/03/2020 - 10/04/2020 - 2 user(s) - Not Started • Review of impact of ELKLAN programme. 25/06/2020 - 24/07/2020 - 2 user(s) - Not Started 	Marie Noble (leader) Mark Ratchford Sally Mardling Simone Wright Jo Stoneer Karen Dalby Helen Kay	Total Cost: £0.00
Project Description	Early identification of SEN and Speech and Language needs.			
Success Criterion	Interventions for SEN pupils have measurable impact to enable them to close gaps with their peers.			3
Success Criterion	Measure of impact of language development based on Launch Pad and SENDCo baseline assessment.			3