

Holy Trinity CE Primary School School Development Plan

September 2021 - 2022



Believe • Achieve • Inspire •

Our vision:

To be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2021	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed 'The Write Stuff' approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. RHSE: To develop staff through CPD. Support parents if required. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. CURRICULUM EVIDENCE: To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	New EYFS Framework: To ensure EYFS staff are secure in knowledge of new requirements. Ensure EYFS curriculum is tailored to Holy Trinity pupils. Impact will show Reception pupils settle well and make good progress in their learning. EYFS staff are confident in EYFS framework and curriculum.
Term 2 Autumn 2 2021		Computing: To ensure consistency and coverage in computing curriculum. Provide CPD for staff. Utilise National Online Safety resources. Impact will show progression and coverage of computing curriculum provides exciting learning opportunities for pupils. Cross curricular links are explicit. Internet Safety has high profile across the school and community.
Term 3 Spring 1 2022		Phonics: To undertake a full audit of current phonics provision and resources and research available schemes. Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.
Term 4 Spring 2 2022		Collective Worship: To review current provision and plan to involve pupils more. Explore ways to ensure Collective Worship expresses our vision. Impact will show Collective Worship is planned and evaluated by stakeholders and is unique to Holy Trinity. It is inclusive and inspiring resulting in high engagement and enjoyment for pupils and adults alike.
Term 5 Summer 1 2022		RHSE review: To revisit RHSE curriculum resources and CPD for staff. Pupil evaluation and input gathered. Impact will show RHSE provision is appropriate and tailored to Holy Trinity pupils. Staff feel confident to deliver the curriculum and parents are supported if they request it.
Term 6 Summer 2 2022		Creative Curriculum Review: To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils? Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent Quality of Education	Writing: embed The Write Stuff approach to teaching writing Curriculum: ensure long term curriculum plans include complete coverage for all subjects. Cross Curricular Topic links are explicit. Medium term plans to include life skills, outdoor learning and well-being. Progression of skills and knowledge will be clear and evidenced. Pupils in need of catch-up provision will be identified and targeted for additional support. CPD to support staff in teaching Computing, phonics and EYFS	➤ The attainment gap between writing and maths and reading will close. Writing progress and attainment are good. ➤ Impact will show a well-planned, progressive, creative curriculum evidenced in planning, pupils' books and displayed in the environment. Outdoor learning opportunities will increase impacting on pupil engagement and enjoyment. ➤ Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching and learning in Computing, Phonics and EYFS. ➤ Impact will show EYFS staff, school leaders and parents are aware of the planned changes to the EYFS framework and curriculum. Policy will be in place and staff will feel prepared to deliver the curriculum and assess attainment.
We intend to focus on further developing positive Behaviours and Attitudes	Peer relationships: To extend the Buddy System into KS1 Behaviour: To support pupils with their understanding of how to keep safe and healthy especially through RHSE curriculum. Whole school approach to managing behaviour is consistently positive and restorative Internet Safety: To ensure pupils know how to keep themselves safe on-line and especially in the scenario of Remote Learning.	➤ Impact will show that pupils in EYFS and KS1 are well supported as they transition into a new phase and are therefore in a position to learn well. ➤ Impact will show that pupils understanding of healthy relationships will increase. Pupils and parents will be fully informed of and supportive of the RHSE curriculum content. ➤ Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line and in the scenario of Remote Learning.
We intend to promote wider opportunities for Personal Development	Physical Health: To improve sport & PE provision. To work towards achieving the 'Healthy Schools' award Life skills: To provide opportunities for pupils to develop their life skills, including mindfulness Diversity: To continue to plan opportunities and activities that provide exposure to diversity and ensure inclusion for all our pupils across the curriculum Pupil Confidence: Developing communication & confidence skills through debate, drama & public speaking events in school	➤ Impact will show that uptake of clubs and sporting competitions has increased. ➤ Impact will be the achievement of Healthy School Award ➤ Impact will show that life skills are a focus on planning and in learning which in turn develops pupils' life skills ➤ Impact will show pupils have a greater exposure to diversity and show tolerance and respect ➤ Impact will show pupils' confidence in public speaking scenarios has increased
We intend to continue to provide excellent Leadership & Management	Use of Recovery Premium: To ensure a successful use of Recovery Premium to support identified pupils Staff workload: To review and consider staff workload Staff wellbeing: To provide support to all staff with their wellbeing and emotional state Subject Leadership: To provide CPD and time for subject leaders to perform their duties effectively	➤ Impact will show identified pupils have benefited from the use of Recovery Premium to ensure they achieved their potential and negative impact of school closures have been mitigated ➤ Impact will show staff will feel valued, supported and fulfilled in their work. ➤ School operates smoothly and effectively; leaders responsibilities are known ➤ Subjects are well led across the curriculum. Leaders fulfil their responsibilities and are accountable for their subject development
We intend to continue to invest in and further develop our premises & facilities	Playtime activities: inside and out Outdoor facilities: Adventure Playground for KS2 Expansion of staff car park. Health & Safety: Ensure our site is as safe as it can be for staff and pupils during COVID 19 Premises: Develop the area outside the back of the hall	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Impact of the Adventure Playground will show pupils in KS2 taking risks, developing gross motor control & enjoying social times with peers. ➤ Impact of an effective risk assessment for COVID procedures ➤ Welcoming and attractive site
We intend to further develop our Christian distinctiveness & vision	Spirituality: Staff and pupil understanding of spirituality Collective Worship: Pupils are fully involved in the planning, delivery and evaluation of Collective Worship Vision: monitor how the vision is lived out and lived through the Mission Statement RE: Staff are in receipt of training and support by Diocese and local cluster. RE lessons at HT Church Prayer Spaces: alongside Spiritual Leaders, develop Prayer Spaces around the school site	➤ Impact will show pupils able to discuss and experience spirituality, awe and wonder. ➤ Pupils are leading Collective Worship well and enjoying the opportunities provided during these times ➤ By creating a shared vision and mission statement for the school, the impact will be ownership and shared sense of purpose that is a lived experience for our community ➤ Staff are confident in RE teaching ➤ Pupils are in receipt of engaging and relevant RE ➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting.

INTENTION We intend to continue to provide an excellent QUALITY OF EDUCATION				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Writing: Embed 'The Write Stuff' approach to teaching writing across the school	• Purchase online unit planning. • Map out units that are being taught across year groups ensuring one unit taught per half term. • Monitor the teaching of TWS via lesson monitoring • Present progress of NPQSL project on improving writing to Governing Board • Check for units taught across school, ensuring a variety of cross-curricular links. • SPAG and Reading skills taught within the delivery of The Write Stuff units. • Monitor books to ensure discrete Reading and SPAG is taught weekly. • Monitor books for evidence of spelling lessons • Improve children's editing of their own writing, Use of peer marking, editing pens (purple) and editing stations across KS2. To introduce purple pen in Y2 later in year. • Engage in cluster and LA moderation of writing. • Engage in termly Governor link visits to share progress in English HUGG	SH & AP	• £150 unit plans • TDM time • TA mtg time • Subject leader monitoring time per term £600	• Impact will show the percentage gap of children achieving expected in Writing compared to Maths and Reading will have closed ➤ Impact will show that teachers' confidence and delivery of The Write Stuff will have increased ➤ Impact will show that pupils enjoy writing for a variety of purposes ➤ Impact will show an English Curriculum Overview that celebrates reading and writing across the curriculum
Monitoring/impact: ➤ Online units purchased September 2021 ➤ October lesson monitoring focus on TWS by AHTs – evidence of at least good teaching across the whole school. TWS approach being used by all teachers. ➤ Data harvest Dec 21 shows 4/6 year groups have made progress in pupils on track to achieve at least ARE ➤ KS2 English Leader presented NPQSL project on TWS to FGB ➤ 7th Dec 21 English Link Governor visit ➤ 30th Nov, in school moderation of writing to support with data judgement ➤ Genre coverage document reviewed and updated. ➤ February teacher questionnaire – positive feedback including pupil impact: confidence and independence, and improved vocabulary, sentence structure and punctuation ➤ Draft whole school planning overview completed detailing TWS units, cross-curricular coverage, texts, including those considered to be diverse, and genre coverage.				

Curriculum: To successfully implement the new Reception Baseline and the revised EYFS Framework	• EYFS staff training for Reception Baseline Assessment • EYFS staff time to administer RBA during first 6 weeks of autumn term 2021 • EYFS lead to create long term plans based on new framework and current cohort. • Parents Evening to explain main curriculum changes and show how to support learning at home. • Time with TAs to ensure they become familiar with the new curriculum and with using Tapestry to record 'outstanding learning moments.' • Join with KS1 to evaluate the strengths and weakness of our current phonics scheme and to look at other possible options. • Go through current reading books and ensure they are all have appropriate sounds and 'tricky' words for their level. • Meet with Cluster to discuss curriculum and end of year moderation plan. • Work with the subject leaders to ensure the EYFS curriculum continues into each subject national curriculum framework. • Staff and EYFS governors are updated on new curriculum framework.	ST	• £300 Staff training • Staff time to complete RBA • TDM time • TA mtg time	➤ Impact of the Baseline will show good progress from pupils' starting points with us in Reception to the ELG attainment in the EYFSP ➤ Impact will show EYFS staff, school leaders and parents are aware of the planned changes to the EYFS framework and curriculum. Policy will be in place and staff will feel prepared to deliver the curriculum and assess attainment. ➤ Impact of successful delivery of EYFS will be evident in attainment of ELGs in summer 2022
Monitoring/impact: ➤ EYFS staff trained in facilitating the Baseline - EYFS Baseline completed and submitted ➤ 13th October 21, EYFS Parents information evening well attended; parents informed of new framework and expectations. Able to support their children. ➤ Data harvest shows pupils on track to achieve ELG: in reading 80% , in writing 87% and in maths 90% ➤ Work in evaluating possible phonics schemes on-going with KS1 colleagues ➤ EYFS Governor visit 23/11/21 ➤ Cluster work is on-gong to share ideas/moderate				
Curriculum: To review the phonics and early reading resources and teaching programme to ensure we are delivering the best systematic synthetic phonics teaching programme (SSP) to our children	• To research current SSP programmes approved by DfE • Liaise with EYFS and KS1 teachers by end of Autumn 2 • Choose SSP with necessary resources • Train appropriate staff in chosen SSP • Implement chosen SSP across EYFS/KS1 • To assess current provision of current reading scheme books. • Ensure each phase has phonically decodable books in a range of genre	AP CB	• Staff training • New SSP £5K • Reading books	• Impact will show consistently high-quality delivery of phonics session across EYFS and KS1 and demonstrating fidelity to a scheme. • Impact of staff training will show an increased level of subject knowledge in all staff that deliver phonics • Impact will show high standards of attainment in phonics across EYFS and KS1 • Impact will show that reading books are matched carefully with phonics phases

	- System is known to all staff within EYFS and KS1 to ensure consistency - Review and Evaluate SSP - Monitor progress			and correlate directly with pupils' current learning in phonics Impact will show consistently high-quality delivery of phonics session across EYFS and KS1
Monitoring/impact: Evaluation of approved SSP undertaken by KS1 and EYFS teachers				
Curriculum: To ensure our computing teaching and learning is ambitious and fit for purpose	- All staff will receive updated SOW using Purple Mash to deliver the computing curriculum. - Appoint Digital Leaders and offer Computing Club. - Provide staff training to deliver the Purple Mash SOW. - Long Term plans for Y1 – Y6 show Purple Mash SOW and detailed objectives and suggested activities to meet objectives. - Subject leader to monitor LTPS, curriculum leaflets and lessons. - Consider using a Big Book to evidence learning and progress in Computing. Each class to show outcomes for each unit. - Display computing learning throughout the school (corridor/Research Hub). - Provide training for staff, pupils and parents on Internet Safety (promote the National Online Safety resources). - Monitor the teaching and learning in computing throughout the school to highlight cross-curricular links and diversity. - Make further use of the Video Resource area of the school website.	JG	- Staff training time (INSET & TDM) - Purple Mash subscription: £2K - NOS annual subscription: £495 - Big Books for each class: £100	- Our pupils will be well equipped with current and useful digital knowledge for their next step - Our pupils know how to keep themselves safe online - Staff are confident in their teaching of computing throughout the school - All necessary resources are fit for purpose - Monitoring shows clear progression in computing skills through the school - Attainment in computing is at least in line with core subjects - Cross curricular opportunities are exploited to ensure a clear purpose for computing
Monitoring/impact: - TDM time to ensure all teachers are familiar with & utilising the Purple Mash SOW. Details yet to be added to all LTPs. - Big Books introduced in Autumn 2 for Computing. Monitoring and CPD is on-going. - The Curriculum Map for Computing Y1 – Y6 is complete. 'Vision doc' for computing is complete and shared with Governors via Headteacher's Report spring 2022 - Computing Governor Visit – 15/02/22				

Curriculum: To embed and review RHSE provision in light of revised curriculum	➤ All class teachers are aware of the RHSE objectives to be covered across the year; these are shown on plans (Science, PE, Computing or PSHE). ➤ Ensure RHSE policy is known by teachers. ➤ Check Long Term and Medium Term plans to ensure year group coverage is appropriate and meets requirements ➤ Life Base to visit all classes and provide staff CPD on SCARF resources. ➤ A review of the delivery of RHSE curriculum shows that objectives are being covered through PSHE, IT and Science lessons ➤ Complete book look to check that objectives in the RHSE curriculum are being met across each year group ➤ Invite feedback from teachers with respect to RHSE content, resources and children's learning. Also audit teachers' subject knowledge and confidence in delivery ➤ Teachers will feel confident in delivering the content of the RHSE curriculum and have appropriate resources in place to do so. ➤ Address any concerns raised by class teachers about the curriculum in terms of learning and / or resources ➤ RHSE curriculum, linked with PSHE, Science and IT, is embedded and has been delivered across the school. A range of resources are used to support learning.	FF	• Life Base (includes access to SCARF) £475 • PSHE Association subscription £112	➤ Impact will show that pupils understanding of healthy relationships will increase. Pupils and parents will be fully informed of and supportive of the RHSE curriculum content. ➤ Teachers subject knowledge will be high and they will be well-equipped & confident to deliver sensitive content.
Monitoring/impact: ➤ Life Base virtual sessions for Y1 – Y6 4th Nov 21 ➤ RHSE Leader producing whole school LTP for RHSE – in progress ➤ RHSE Governor visit conducted 25/11/21				

Curriculum: Review Creative Curriculum provision	• Undertake whole school monitoring of the Holy Trinity Curriculum • Gather pupil views on curriculum content and lesson styles • Monitor LTPs • Monitor learning environment in classrooms, outside and around the school	MW	• TDM time • Leadership time for monitoring £600 • Approx. £1,500 for subsidising educational visits for all year groups	➤ Monitoring shows use of Big Books in RE, Music and Computing shows progression in learning, reduction in staff workload and ownership of learning by all pupils ➤ Impact will show a well-planned, progressive, creative curriculum evidenced in planning, pupils' books and displayed in the environment. Outdoor learning opportunities will increase impacting on pupil engagement and enjoyment. ➤ Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching and learning in Computing, Phonics and EYFS.
Monitoring/impact: ➤ Lesson monitoring October 2021 – 100% lessons were at least good. Evidence of cross-curricular links and progressions throughout the school. TWS being taught. ➤ 04/01/22 INSET focus on subject leader monitoring planning, books and environment ➤ Continue to monitor use of big books- At least one piece of work each half term ➤ All LTPs in place- Clear progression between year groups -Staff now to ensure there is progression within each year group ➤ Next steps- Create a Holy Trinity long term plan for all subjects ➤ School council interviews in April 2021 about curriculum ➤ Next steps- interview pupils again				

INTENTION We intend to focus on further developing positive BEHAVIOURS AND ATTITUDES				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Behaviour: To explore a consistent whole-school approach to managing behaviours	- Research current good practice on managing behaviour - Complete pivotal behaviour course - Audit current behaviour management in place - Gather staff views on what's working well and areas for improvement - Gather pupil voice about behaviour management strategies and areas for improvement via School Council - Provide training for all staff on consistent approach to behaviour management (positive and consistent across the school) - Review our Behaviour Policy in light of improved strategies and procedures - Monitor implementation of policy by all staff	MW	- Staff training (INSET) - Behaviour Leader training: £50 - Leadership monitoring and policy review time: £500	- Impact will show whole school approach to managing behaviour is consistently positive and restorative - Pupils will feel safe and happy in the school environment. They will be fully aware of behaviour expectations.
Monitoring/impact: - Gathered staff views /Reviewed current policy with all staff - Staff meeting and TA meeting focused on this - Next steps- Gather pupil voice, make changes to policy in light of improved strategies and procedures - Provide more training for all staff in a positive and consistent approach - SEMH training for all staff + 6 week support project in school				
Peer relationships: To extend the Buddy System into KS1	- As we have two Y6 classes this year, we have the unique opportunity to extend the Buddy system into Y1 this year – 6W will buddy Y1 and 6N will buddy Reception class. - Y6 and Reception class teachers liaise to provide opportunities for their pupils to buddy up - Supporting Reception pupils to settle into their new school – ensuring they have a familiar face around at lunchtime play and forging supportive relationships with an older role model - Supporting Y1 pupils with the transition into Y1 and their engagement in whole school activities. This cohort were not able to benefit from the buddy	EN, ST, CB & MW	Time to establish links	- Impact will show that pupils in EYFS and KS1 are well supported as they transition into a new phase and are therefore in a position to learn well. - Y6 pupils also benefit as the impact on them in terms of responsibility and being a role model boosts their self-esteem and self-worth. - Parents and staff report their child has settled well and feels well supported by their buddy. - Prospective parents see the benefit of this system.

	system last year due to restrictions so missed out on many benefits of being supported by an older peer.			
Monitoring/impact: ➤ This system was in place and working well up to October half term when we had to resume bubbles as contact had to be stopped. As soon as we are able, we will resume the Buddy System with Reception and Y1 as it was providing necessary support and enabled pupils to settle quickly. Y6 also benefitted from the responsibility and enjoyed the role.				
Internet Safety: To ensure pupils know how to keep themselves safe on-line and especially in the scenario of Remote Learning	• Ensure staff are signed up to the National Online Safety (NOS) resource we subscribe to – provide support and training for staff via INSET • Staff to access and complete the online training on NOS for Internet Safety • Remind parents of access to NOS - re-send links in newsletters again • Staff to utilise the resources available for teaching internet safety on NOS • Computing leader to monitor use of the resource and impact on learning	JG	• National Online Safety annual subscription	➤ Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line and in the scenario of Remote Learning. ➤ Impact will show monitoring of teaching and learning is at least good ➤ Reported incidents of concerning online behaviour will be monitored by DSLs ➤ Pupils will report feeling they have the tools and strategies to stay safe online or know how to report worrying behaviour
Monitoring/impact: ➤ November TDM focus on NOS resources. Also reminder to parents in newsletter. Will continue next term. ➤ Internet Safety Week focus for whole school w/c 07/02/22 ➤ Internet Safety teaching planned on all LTPs and obvious progression evident.				

INTENTION				
We intend to promote wider opportunities for Personal Development				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Mental Health: To focus on pupil wellbeing. Physical Health: To improve sport & PE provision. To work towards achieving the 'Heathy Schools' award	- Continue to provide ELSA support for identified pupils that are in need - SENCO to continue to signpost staff to relevant resources to support pupils' mental health - RHSE curriculum provision to provide opportunities for pupils to discuss, and be made aware of importance of looking after our mental health - Increase the % of pupils attending an extra-curricular sports club – keep a record - House Captains to be led by PE leader to be involved in sporting activities at lunchtimes - Involve pupils in inter-sport competitions - PE leader to liaise with cluster schools to organise and plan inter-sport competitions - Plan intra-sport competitions to provide opportunities for pupils to put skills learned into practise	SH CB FF	- Subject leader time to liaise with cluster and House Captains - Use of Sports Premium to provide equipment and fund club attendance	- Impact will show pupils' mental health is well-supported and provision for intervention in school is timely and available - Impact will show that uptake of clubs and sporting competitions has increased.
Monitoring/impact: ➤ ELSA providing support as needed. ➤ SEND governor visit 25/11/21 ➤ Unfortunately, inter-sport competitions cancelled this term (autumn) due to covid cases in school ➤ After school clubs resumed in spring term. Attendance tracked. ➤ Cluster competitions resuming spring 2. ➤ Cluster plan for football and netball league to resume summer term in place. ➤ House Captains to resume Sporting Challenge with KS2 spring 2 and whole school after Easter if restrictions allow.				
Life Skills: To provide opportunities for pupils to develop their life skills, including mindfulness	- Continue to focus on specific life skills and document on termly Curriculum Leaflets that are shared with parents - Continue to provide opportunities to pupils to practice mindfulness as a way to maintain good mental health through P4C and RHSE sessions	MW & AP	-	➤ Impact will show that life skills are a focus on planning and in learning which in turn develops pupils' life skills. ➤
Monitoring/impact: ➤ Life skills documented on all LTPs ➤ Mental health sessions through new RSHE/ PSHE lessons ➤ Five a day and yoga being used in most classes				

- Next steps- explore use of more yoga across the school
- Explore the use of more p4C style questioning across all subjects

Diversity: To continue to plan opportunities and activities that provide exposure to diversity and ensure inclusion for all our pupils across the curriculum	• Plan Black History work during autumn term. Each class to focus on someone who has inspired them. Work alongside subject leaders to promote diversity in all curriculum subjects. • Subject leaders to monitor exposure to diversity through planning and learning opportunities. • Importance of diversity reflected in displays and celebrations around school site.	MW	• Subject leader time to monitor • Time for display work	➤ Impact will show pupils have a greater exposure to diversity and show tolerance and respect.
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Monitoring/impact:

- Black History work delivered successfully across the school during October and November.
- Subject leader monitoring showed exposure to diversity- continue to promote this across all subjects
- Black history display has been updated
- Discrete diversity lessons for year 6 from ELSA Autumn term
- LTPs show activities that expose pupils to diversity

Life Skills: Developing communication & confidence skills through debate, drama & public speaking events in school	• Plan services and plays that offer pupils opportunities for public speaking • Encourage pupils to apply for leadership roles in Y6 to develop their confidence and public speaking • Head Boys and Girls to take a lead role in showing prospective parents around school • Investigate the possibility of a debating society club	MW		➤ Impact will show pupils' confidence in public speaking scenarios has increased
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Monitoring/impact:

- Harvest Services very well attended and offered pupils the opportunity to develop their public speaking and confidence.
- Christmas services cancelled but videoed in order to still provide the chance for the pupils to develop their confidence and public speaking skills.
- Y6 roles underway – all pupils able to take on a leadership role in Y6 if desired.
- Applications for Head Boy/Girl role were incredible! A huge response and a difficult decision to appoint! Role underway showing prospective parents around and other responsibilities in school life.
- Head boy and girl and deputies taking part in school tours with greater confidence- Potential parents have been extremely impressed with their confidence

INTENTION We intend to continue to provide excellent LEADERSHIP & MANAGEMENT				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Subject Leadership: To provide CPD and time for subject leaders to perform their duties effectively	• Use planned TDM time for subject leaders to monitor planning, books, resources and environment • Subject leaders to meet with link governor • All subject leaders complete a questionnaire in autumn term • Seek and promote training provided for subject leaders to develop their role and understanding of it • INSET time planned for subject leader role • Performance Appraisal targets relate to subject leadership responsibilities	JG	• £500	➤ Subjects are well led across the curriculum. Leaders fulfil their responsibilities and are accountable for their subject development ➤ Subject leaders are confident to lead their subject well ➤ Pupils' attainment and progress across all subjects is evident through monitoring
Monitoring/impact: ➤ SEND Governor visit (virtual) 25/11/21 ➤ RHSE Governor visit (virtual) 25/11/21 ➤ English (TWS) Governor visit (virtual) 07/12/21 ➤ EYFS Governor visit (virtual) (23/11/21) ➤ Subject Leader response showed a common issue of not enough time for subject leaders to fulfil their responsibilities fully. Heads Team to provide time for subject leaders to monitor lessons and gather pupils voice in spring and summer term. INSET 4th Jan time for monitoring planning and book looks for all subject leaders. ➤ Science subject leader in receipt of intensive CPD to develop skills ➤ Subject leader training for Art leader (RBWM) ➤ All teachers and TAs Performance Appraisal targets relate to subject leader role/supporting subject leader role ➤ Planned subject leader training (RBWM) for Computing, Reading and History ➤ Planned subject leader time relative to SDP timings to monitor lessons and gather pupil views. Cover to be arranged via Assistant Heads. ➤ Computing Governor visit (15/02/22)				

Use of Recovery Premium: To ensure a successful use of Recovery Premium to support identified pupils	• Bursar confirm allocated funding • Produce report of spending to comply with government requirements • Locate and employ a school-based tutor to provide tuition for identified pupils in KS2 • Locate and employ a school-based tutor to provide tuition for identified pupils in KS1 • Provide updates on spending for parents and governors	JG WP	Grant received 2021-2022: £2,835	➤ Impact will show identified pupils have benefited from the use of Recovery Premium to ensure they achieved their potential and negative impact of school closures have been mitigated ➤ Pupil attainment and progress is at least expected
Monitoring/impact: ➤ Pupil Premium Spending Statement for 2021-2022 produced, ratified by Governors and published on website ➤ Tutor for KS2 employed 1 x am per week to work with a range of identified pupils ➤ KS1 tutor to start intervention support in spring term 2022 ➤ KS2 tutor to focus on Y5 and Y6 pupils spring term to provide support in the run up to SATs. Then tutor Y3 and Y4 after SATs to end of academic year				
School Leaders: Further develop the role of the Assistant Headteachers	• Ensure Performance Appraisal targets are appropriate • Provide mentoring and coaching • Ensure responsibilities are clear • Ensure leadership time is consistent and purposeful • Seek external training where appropriate	JG	SL Conference cost: £500	➤ School operates smoothly and effectively; leaders responsibilities are known ➤ Assistant Heads feel confident in their role and workload is manageable
Monitoring/impact: ➤ Senior Leaders RBWM Conference provided a much-needed opportunity to meet off-site and discuss strategic direction of school. Also provided high quality CPD for the development of curriculum and Ofsted preparation. ➤ On-going coaching and mentoring on ad-hoc basis. ➤ Both Assistant Headteachers have had the opportunity to develop experiences and skills due to long-term absence of Headteacher. They've been very resourceful and capable in deputising during Head's absences. ➤ Staffing absences have hugely impacted on leadership time.				
Staff wellbeing: To provide support to all staff with their wellbeing and emotional state	• Continue to focus on planned conversation around wellbeing during Performance Appraisal meetings for all staff, but also incidental conversations around wellbeing as and when • Trained Mental First Aiders to continue to support and signpost staff where needed • Sign up to government funding for Senior Mental Health Lead training and partake in provided training	Heads Team		➤ Impact will show staff will feel valued, supported and fulfilled in their work. ➤ Staff illness and absence will decrease ➤ A happy school environment!
Monitoring/impact: ➤ All Performance Appraisal meetings included conversations around wellbeing and staff welfare. ➤ Assistant Headteacher applied for government grant to attend CPD for Senior Mental Health Lead role. Training underway. Linked to Pastoral role. ➤ 'Managing Staff Absence and Sickness' Policy being followed to support one staff member to improve attendance – this has had a positive impact so far.				

Staff workload: To review and consider staff workload	- Teachers to complete a questionnaire on workload pressures - Any recurring issues to be considered - Review practices to ensure smart working	JG		➤ Teacher workload is manageable ➤ Teachers' time is used for purposeful and necessary tasks that impact directly on pupil outcomes and experiences
Monitoring/impact: ➤				

INTENTION We intend to further develop our CHRISTIAN DISTINCTIVENESS & VISION				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Spirituality: Staff and pupil understanding of spirituality	- Continue to explore the meaning of spirituality through CW and the Spiritual Leaders - Offer opportunities for pupils to explore and share their understanding through P4C/CW/RE lessons	CB		➤ Impact will show pupils able to discuss and experience spirituality, awe and wonder.
Monitoring/impact: ➤ SIAMS leader attended Diocesan CPD on 'Spirituality' and Collective Worship				
Collective Worship: Pupils are fully involved in the planning, delivery and evaluation of Collective Worship	- Include Spiritual Leaders in the Y6 roles and responsibilities on offer to ensure pupil voice is heard in collective worship - CB to meet with the appointed Spiritual Leaders to discuss roles and aims for the year. - Spiritual Leaders to be involved in the planning, delivery and evaluation of CW and services throughout the year. - Update the displays & values board to enhance CW - Alongside the Spiritual Leaders (SL), review current provision and resources of CW and explore ways to ensure our school vision is shared and lived. - Liaise with Rev Jon to continue to deliver CW on a regular basis - Create a yearly plan of CW with our vision at the centre	CB	Subject leader time	➤ Pupils are leading Collective Worship well and enjoying the opportunities provided during these times ➤ Collective Worship expresses our vision with pupils taking an active role
Monitoring/impact: ➤ Spiritual Leaders in Y6 in place from September 2021. Role to continue to be developed. ➤ Harvest Service took place for children and families. Very well attended. Spiritual Leaders involved in delivery. ➤ SIAMS leader gathered views of pupils and updated displays to reflect our vision. ➤ SIAMS leader collected views of staff around our vision and CW.				

Vision: Monitor how the vision is lived out and lived through the Mission Statement	• Include the Spiritual Leaders in conducting monitoring of how our vision is known and lived • Questionnaire for pupils • Document how vision is lived	CB		➤ By creating a shared vision and mission statement for the school, the impact will be ownership and shared sense of purpose that is a lived experience for our community ➤ Actions of some inspire others ➤ We have a happy and purposeful school community!
Monitoring/impact: ➤ SIAMS leader conducted questionnaire ➤ Our vision is often discussed during CW and reflected in Star of the Week ➤ We have had pupils living the vision by raising funds for charity and supporting others in the community.				
RE: Staff are in receipt of training and support by Diocese and local cluster. RE lessons at HT Church	• Questionnaire for pupils around RE and engagement • RE day for the whole school • RE leader to monitor RE books for engagement of pupils and teacher subject knowledge. Support new members of the team • Monitor and document progression in RE through the school • RE leader to attend diocesan and local cluster meetings to support in the monitoring and moderating of RE teaching and learning	CB	• Subject leader time to attend cluster mtgs and monitor	➤ Staff are confident in RE teaching ➤ Pupils are in receipt of engaging and relevant RE ➤ RE curriculum is engaging and provides opportunities for the pupils to live the vision
Monitoring/impact: ➤ Re monitoring undertaken ➤ RE lead training from Diocese				
Prayer Spaces: Alongside Spiritual Leaders, develop Prayer Spaces around the school site	• Invite SL to play an active role in identifying and developing Prayer Spaces around the site • SL to introduce the concept and usage of Prayer Spaces to the children	CB	• £50 for resources as necessary	➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting.
Monitoring/impact: ➤				

INTENTION
We intend to continue to invest in and further develop our
PREMISES & FACILITIES

IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Health & Safety: Ensure our site is as safe as it can be for staff and pupils during COVID 19	- Update risk assessment for September procedures - Share risk assessment with stakeholders - Ensure risk assessment is update and adapted in light of any changes in circumstances locally and nationally - Ensure LA and DfE are kept informed of school attendance and covid data	JG	Time	➤ Impact of an effective risk assessment for COVID procedures is a safe and thriving school ➤ Leadership are able to adapt procedures quickly and effectively if required ➤ Staff, pupils and parents feel safe
Monitoring/impact: ➤ Risk Assessment in place and updated as needed. ➤ Leadership responding to changing local and national guidance as needed. ➤ Covid outbreak dealt with swiftly and successfully ➤ Communication with parents and staff crucial ➤ Daily DfE attendance data completed ➤ Weekly attendance data completed for LA				
Premises: Expansion of staff car park	- Seek to raise funds needed to afford work needed - Seek two additional quotes for work needed - Approach Diocese for funding - Approach local building developers for possible funding donation	WP	Approx. £30K	➤ Staff car park will be fit for purpose ➤ Staff wellbeing will be positively impacted by the expansion (no need to constantly move cars around!)
Monitoring/impact: ➤ Awaiting 2nd quote ➤ Parish Council approached for funding				
Premises: Repairs to school roof	- Bursar to apply for Diocesan grant to cover costs - Work to go ahead if grant agreed	WP	Approx. £65K	➤ Roof will be fit for purpose
Monitoring/impact: ➤ Application made to Diocesan grant Nov 2021. Awaiting response.				

Outdoor facilities: Adventure Playground for KS2	- Obtain 3 designs and quotes - Liaise with PTA to fund the project - Include School Council on the design to ensure pupil voice is heard - Undertake a risk assessment when project is underway - Share progress of project with stakeholders via newsletter photos etc	WP/MW	Approx. £26K	- Impact of the Adventure Playground will show pupils in KS2 taking risks, developing gross motor control & enjoying social times with peers. - Playtime facilities for KS2 will be much improved and be attractive to prospective parents.
Monitoring/impact: 3 quotes obtained. - Funding agreed from various parties. - School council were involved in the design process-taking ideas from each class				
Playtime Activities: inside and out	- Develop the playground equipment available – use School Council to find out what pupils would enjoy - Seek training for lunchtime supervisors to promote playtime activities and engage with pupils	MW	£300 for equipment	Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs.
Monitoring/impact: - Sports Premium funding used to provide further playtime equipment per bubble - School council have expressed they would like further equipment and have taken this back to their class to gather ideas - House Captains will be resuming Sporting Challenge for KS2 spring 2 and whole school summer term - PE lead to investigate a skipping workshop summer term				
Premises: Develop the area outside the back of the hall	Seek quotes and design to make the area more attractive and tidier (pebbled etc)	WP	£5K	Welcoming and attractive site
Monitoring/impact: Included in car park quote				