

Holy Trinity CE Primary School School Development Plan

September 2022 - 2023



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 2022	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. 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.	Early Reading To ensure all pupils in EYFS & KS1 receive a high-quality phonics and Early Reading session that all staff delivering are confident in. Essential Letters and Sounds planning & resources used systematically. 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 2 Autumn 2 2022		Religious Education: To ensure consistency and coverage in Religious Education curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 3 Spring 1 2023		Geography: To ensure consistency and coverage in Geography curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Geography is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 4 Spring 2 2023		Art: To ensure consistency and coverage in Art curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Art is progressive and provides opportunities for creativity and skill progression.
Term 5 Summer 1 2023		Writing: To further develop The Write Stuff approach to the teaching of writing. Ensure pupils have opportunities to apply skills taught in TWS lessons across the curriculum in extended pieces of independent writing. To ensure pupils have met identified non-negotiables for their age and timely intervention is in place if gaps are identified. Impact will show pupils are achieving ARE and planned interventions are effective.
Term 6 Summer 2 2023		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: continue to embed The Write Stuff approach to teaching writing across the curriculum Curriculum: ensure long term curriculum plans include 'sticky knowledge' and end points. Cross Curricular Topic links are explicit with identified opportunities for extended, independent writing. Pupils in need of catch-up provision will be identified and targeted for additional support. CPD to support staff in teaching Early Reading/phonics, Religious Education, Geography and Art.	➤ 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. Assessment will show pupil retention of 'sticky knowledge' evident. ➤ Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching and learning in Phonics, RE, Geography and Art. ➤ Impact will show EYFS and Y1 staff, school leaders and parents are aware of the changes to the teaching of early reading and phonics. Pupil attainment will be at least ARE; targets met.
We intend to focus on further developing positive Behaviours and Attitudes	Peer relationships: Zero tolerance policy to child on child abuse. Behaviour: To continue 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 how to report concerns.	➤ Impact will show any incidents of child on child abuse are dealt with swiftly and decisively and all staff are aware of procedures. ➤ 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 & know how to report concerns.
We intend to promote wider opportunities for Personal Development	Physical Health: To ensure the delivery of high quality sport and PE & additional physical activity and sporting competitions for all pupils 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. Pupil Leaders are actively involved. ➤ 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: Continue 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 and report directly to Governing Board. Budget: continue to budget for reduction in pupil numbers and projected increase energy costs.	➤ 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. Governors are well informed.
We intend to continue to invest in and further develop our premises & facilities	Playtime activities: inside and out Outdoor facilities: Expansion of staff car park. Premises: Develop the area outside the back of the hall. Repair windows at front of school. Repair roof. ICT: Replace 3 x IWB. Migrate to cloud server.	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Welcoming and attractive site. ➤ Building is fit for purpose. ➤ Impact of replacing ICT hardware will ensure learning is effective and ICT hardware is fit for purpose.
We intend to further develop our Christian distinctiveness & vision	Collective Worship: Pupils are fully involved in the planning, delivery and evaluation of Collective Worship and in the creation of a 'special place' for worship. Vision: monitor how the vision is lived out and lived through the Mission Statement and social action is a focus. Create one-page document which reflects SIAMS self-evaluation. RE: Staff are in receipt of training and support by Diocese and local cluster. Assessment in RE is robust.	➤ Pupils are leading Collective Worship well and enjoying the opportunities provided during these times. ➤ By living the 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 and assessment. ➤ 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	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Writing: Continue to embed 'The Write Stuff' approach to teaching writing across the curriculum	- To continue to embed The Write Stuff approach, interspersing grammar and reading lessons within units. - Recap teaching sequence of TWS unit plan. - Write Sentence Stacker break downs for TWS units covered. - Monitor books to ensure reading and grammar sessions are taught regularly between Sentence Stacking lessons. - To teach spelling, covering the orthography, morphology and etymology of words. - Purchase Spelling Shed to support the teaching and learning of spelling. Use resources to teach spelling weekly. - Monitor books for evidence of spelling lessons. - Support pupils to improve 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.	SH	£1,166.66 £149.99 pa - Subject Leader time - INSET/CPD time Governor visit focus	- To close the percentage gap of children achieving expected in Writing compared to Maths and Reading. - Writing attainment and progress are good. - Pupils have opportunities to apply writing skills across the curriculum in extended pieces of independent writing.
Monitoring/impact: ➤ Staff meeting held in September to recap delivery of TWS. ➤ Spelling Shed purchased for years 2 – 6. Spelling lessons being taught regularly in these year groups and teachers have reported positive impact on pupils' spelling and on reducing their workload. ➤ Sentence Stacker Breakdowns for autumn term produced and well received. ➤ Parent Writing Workshops run for years 2 – 6. Year 3 meeting very well attended. Other year groups – disappointing turn out. ➤ Heads Team observed writing lessons in years 2 – 6. ➤ 2 teachers attended Developing Greater Depth Writers at KS2 course. ➤ Writing moderation in autumn, spring and summer terms – confirming judgements and ensuring consistency. ➤ Percentage of children meeting ARE in writing has increased from last year.				

Reading in KS2: Ensure pupils in KS2 continue to receive high quality teaching of reading and also experience the pleasure of reading	- Continue to ensure a rich reading diet in the curriculum - Monitor and review the high-quality texts used in English lessons to ensure cross-curricular links, diversity and relevance. - Encourage pupils to read books from year group reading list to supplement the reading scheme and widen pupils' reading diets. - Celebrate pupils' reading to promote reading for pleasure - Ensure interventions are in place for those pupils below ARE. - ELS used for pupils who require decoding support. - Comprehension activities Y2 onwards - Record interventions and track data to monitor progress of below ARE readers - Ensure high level reading skills are being taught to challenge the more able readers - Review the teaching of reading in classes and share good practice.	SH	- Subject Leader time - Library provision	- All pupils in KS2 access a wide reading diet and enjoy reading for pleasure - Pupils who are falling behind in reading in KS2 are supported to catch-up
Monitoring/ impact: - High-quality texts reviewed by class teachers - evident on long term plans. - Year group reading lists on website. - Reading research undertaken – John Murray resources bought. These provide three levels - support, core and greater depth.				
Curriculum: To successfully implement the new phonics programme: Essential Letters and Sounds.	- Preparation to ensure fidelity to a Dfe accredited Phonics scheme ELS training for teachers in EYFS and Year 1. ELS training for TAs in EYFS & Y1 and other teachers in the school. School reading books sorted and organised for appropriate level. - Opportunities for monitoring & CPD to ensure a rigorous approach. Year 1 and EYFS to observe each other. - Monitor TA support being given to the pupils and provide feedback. - ELS scheme is embedded throughout the school. - Assess for phonics gaps in Year 2 and KS2 and ensure fidelity as the scheme progresses.	ST	£4,150.06 - Subject Leader Time - Staff CDP time Governor visit focus	- Impact will show EYFS and Y1 staff, school leaders and parents are aware of the changes to the teaching of early reading and phonics. Pupil attainment will be at least ARE; targets met. - To ensure all pupils in EYFS and KS1 receive a high quality daily phonics and early reading session. - All staff are confident in delivering ELS planning and resources are used systematically.
Monitoring/impact: - All resources purchased. - Reading books audited to ensure in line with phonics being taught. - Online training attended by 3 x teachers + 5 x TAs - ELS parents information evening for Reception and Y1 parents well attended and very informative. - Teaching monitored by Heads Team. - Governor visit to Reception phonics session. - Y1 & EYFS teacher working closely to moderate. - Network with another school in RBWN using ELS initiated to share practice. - Progress in phonic attainment autumn term is encouraging. - Phonics screening: 93% pass in Y1. 85% Y2 (6/7 pupils passed).				

Curriculum: To ensure long term curriculum plans include 'sticky knowledge' and end points. Cross Curricular Topic links are explicit with identified opportunities for extended, independent writing.	• Subject Leaders to identify 'sticky knowledge' for all year groups and share with class teachers • 'Sticky knowledge' explicit on LTPs for each year group for each national curriculum subject • LTPs and 'sticky knowledge' published on website and made available for parents and pupils • Subject leaders ensure each subject has clear assessment procedures linked to 'sticky knowledge' • Subject leaders monitor planning and learning	Teaching staff	• Subject leader time • TDM Time	➤ 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. ➤ Assessment will show pupil retention of 'sticky knowledge' evident.
Monitoring/impact: ➤ 2 x INSET days for subject leaders to begin to identify sticky knowledge and link to assessment. ➤ Heads Team organised a Curriculum Review visit from LA to provide subject leaders with an opportunity to talk about their subjects. ➤ 'Sticky Knowledge' changed to 'Essential Knowledge'. ➤ Heads Team taken on the task of curriculum design for all foundation subjects; identifying essential knowledge and ensuring curriculum is progressive. ➤ INSET 3/1/23 introduced teaching staff to the revamped curriculum. Subject leaders taking time to create their 'wow' crib sheet. ➤ TDMs for spring term have a subject focus per meeting to ensure clarity and provide opportunities for staff to share knowledge. ➤ All planning documents are on our Curriculum page on our website. ➤ Governor's Curriculum Workshop provided an opportunity for all Governors to question subject leaders and take a detailed look at Holy Trinity Curriculum.				
Curriculum: To ensure our Geography curriculum continues to be consistent across the school and continues to have a high profile. Staff are confident teaching it and there is evidence of children's enjoyment and engagement.	• LTPs show the geography curriculum is covered with progression across the year groups and cross-curricular links where possible. • LTPs show diversity and inspire a curiosity about the world both locally and globally. • Subject leader to monitor planning to ensure children are given the opportunities to deepen their knowledge through trips / visits / fieldwork. • Monitoring: Book looks and lesson observations show staff are using LTP / ARE objectives and planning tasks effectively. • CPD ensures that staff are confident delivering high-quality inspiring lessons as part of our Geography learning journey. • Sticky Knowledge and ARE objectives are combined to ensure rigorous assessment process. • All staff are aware of 'Sticky Knowledge' for their year group and have this in mind throughout lesson planning / to inform assessment. • Geography profile is celebrated throughout the school: display / practical work / website / homework projects. • Staff are confident in using the ARE objectives to inform assessments at the end of the year.	EN	• Subject leader time • TDM Time Governor visit focus	➤ Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching and learning in Geography. ➤ Assessments will show pupils' retention of essential ('sticky') knowledge is evident. They are ready for their next steps in learning. ➤ Geography curriculum is well-sequenced and key skills are progressive throughout the school.
Monitoring/impact: ➤ Geography curriculum document details essential knowledge and ensures clear progression throughout each year group and throughout the school. ➤ TDM on 10/01/23 ensures focused time for staff to delve into Geography planning. ➤ Governor visit conducted.				

Curriculum: To ensure that pupils in need of catch-up provision will be identified and targeted for additional support.	• Staff use AfL to quickly identify gaps in essential ('sticky' knowledge) in early reading, writing or maths. • Interventions planned to support identified pupils to ensure they are secure in essential knowledge for ARE. • Utilise the Recovery Premium to provide tutoring support. • Ensure disadvantaged pupils are in receipt of additional support as necessary. • Track attainment of disadvantaged group. • Identify barriers to attainment on individual basis via Pupil Progress Meetings. • Track attainment of identified pupils in need of additional support via Recovery Premium. • Ensure parents are fully aware of attainment and gaps identified. Parents aware of planned intervention.	SH	£2,502 Covid Recovery Premium £2, 876 School Led Tutoring £ 30, 470 Disadvantaged	➤ Pupil attainment will be at least ARE; targets met. ➤ Track attainment of disadvantaged group. ➤ Evaluate impact of tutoring
Monitoring/impact: ➤ Tutor (Sarah Clarke) employed 1 afternoon per week to provide planned intervention for identified pupils in Y2 and Y3 in need of support with writing. Funded by Covid Recovery Premium. ➤ Attainment and progress tracking of the disadvantaged group in place. ➤ Attainment and progress tracking of pupils receiving tutoring through Recovery Premium in place. 90% of these pupils have made expected progress in writing in autumn term. ➤ KS1 pupils in need of phonic intervention identified. Intensive ELS intervention in place spring term 2023. ➤ KS2 pupils in need of phonic intervention identified. ELS intervention in place Spring / summer term 2023. ➤ Attainment and progress tracking of pupils receiving tutoring through Recovery Premium in place. 86% of these pupils have made expected progress in writing across the year				
Curriculum: Art will be a subject that inspires and develops our children's creative thinking. It will develop their cultural, spiritual and moral understanding whilst ensuring personal expression. Progression in key skills is evident throughout the school.	• All classes will have an artist focus each term. This artist will have a visible profile on display in classroom/corridor display. • Ensure Kapow Art SOW is in place in each year group. • Share lists of artists and topic links with class teachers, particularly newly added artists. • Monitor LTPs to ensure diversity of artists (links to Black History Month). • Ensure Sticky Knowledge is clear on LTPs. • Every class to have artwork displayed each term – JG to take photos of this. • Art Gallery in corridor celebrating art from each year group. • Teachers are teaching skills-based art lessons regularly, ensuring curriculum objectives are covered. Sticky Knowledge is a focus. • Create knowledge organisers and word banks linked to each A&D topic in both KS1 and KS2. • Teacher questionnaire conducted. • Monitor Art using Kapow SOW. • Ensure sketch books are used effectively and consistently. • To improve the resources needed to support the curriculum across the whole school	JG	• Annual subscription to Kapow SOW (£260) • Subject Leader time • TDM Time Governor visit focus	• Teachers will be confident in using the Kapow SOW to deliver sequential learning • Essential knowledge will be identified in all year groups to ensure pupils are over-learning and practising key skills • Progression throughout the school in art key skills is evident • Art is displayed and showcased throughout the school • Sketchbooks are used effectively to introduce, practice and refine skills

	• Complete an inventory of resources • Purchase any resources needed where possible • Sharing of websites/free resources			
Monitoring/impact: ➤ Kapow SOW used to base Holy Trinity Curriculum for Art & Design. ➤ Essential knowledge, vocabulary and outcomes identified for each year for each unit of work. ➤ Skills are progressive across each year group.				

INTENTION Our intention is to further develop positive BEHAVIOURS AND ATTITUDES				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Behaviour: To explore a consistent whole-school approach to managing behaviours	- Equity in behaviours towards others – zero tolerance of child on child abuse. - Staff training and monitoring. Reporting low level concerns procedure - Ensure procedures for pupil voice for reporting any child on child abuse are clear and known by all. Incorporated into curriculum. - Internet Safety workshops for pupils, parents & staff - Review Behaviour Policy and Managing Allegations of Abuse Against Pupils Policy - Convert one classroom into a Play Hub at playtimes	Heads Team	- TDM time - Monitoring time	- Impact will show any incidents of child on child abuse are dealt with swiftly and decisively and all staff are aware of procedures. - 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. - All staff and pupils know how to report a concern.
Monitoring/impact: - Happy Hub resources and timetabled for pupil indoor play use. - Resources and furniture donated from the community.				
Keeping safe: To continue to support pupils with their understanding of how to keep safe and healthy especially through RHSE curriculum.	- All class teachers to be clear about objectives to be covered to meet RHSE curriculum and know where and how they will be taught (ie. PSHE, RE, IT, Science, PE) - Collate LTPs for each class and highlight 'I can' statements which relate to RHSE objectives across the various curricula - Check that objectives cover the broad areas outlined in the RHSE guidance and identify any discrepancies - Ensure subscription to SCARF renewed and arrange for workshops / visits for classes across the school and / or Life Base - Review of teaching shows that all staff (class teachers and TAs as appropriate) are covering the RHSE objectives as necessary - Share ideas with all staff on how to record evidence of RHSE curriculum being met (eg. photos, posters, speech bubbles) across the key areas - Complete book look to check that evidence is being recorded; collate examples of work for Big Book - Work with all staff to ensure they are confident in using assessment tools within SCARF to monitor and show progress	FF	- Subject Leader time - TDM time - SCARF Subscription/ Life Bus: £	- RHSE curriculum is being delivered effectively across school and pupils' progress is being assessed effectively. Evidence of topics covered is presented in a range of ways in books; there is also evidence of practical teaching (including workshops) across the school - Teachers will feel confident in assessing pupils' progress in RHSE.

Monitoring/impact: ➤ Book look and gathering of evidence of learning (pieces of work) for the RHSE Big Book from across the school. ➤ Renewed SCARF subscription and arranged workshops for Feb 1st and 2nd 2023. ➤ Cross-checking objectives from SCARF and RHSE curriculum with School's RHSE policy to ensure coverage is complete. ➤ Checking RHSE curriculum coverage on long-term plans (LTPs) across whole school. ➤ Sharing information with class teachers regarding pre and post assessment of learning. ➤ Create curriculum map for RHSE across school together with vision statement. ➤ Introduction of YogaBugs for mental wellbeing and physical health. ➤ Delivery of NSPCC assemblies – Speak Out. Stay Safe – across school with subsequent workshops for Years 5 and 6 (Nov and Dec 2022) ➤ Delivery of Safer Internet Day sessions February 2023 ➤ Anti-bullying Ambassador Training at The Marist for 7 UKS2 pupils with follow up work to complete in school (Nov 2022) ➤ Inclusion event June 2023 with Makaton signing at concert in Maidenhead ➤ Oxwell mental health surveys completed in school to further research into pupils' wellbeing ➤ Maths challenge events for pupils in year 5 against other schools ➤ Fundraising event for NSPCC raised £530 ➤ Sharing of World Ocean Day sessions with some classes through online assemblies				
Internet Safety: To ensure pupils know how to keep themselves safe on-line and how to report concerns.	• Ensure all year groups include Internet Safety unit as part of Computing Curriculum in autumn term. • Monitor effectiveness of internet safety sessions. • Survey pupils to explore how they are using the internet socially currently. • Signpost parents to internet safety support via our website. • Ensure pupils know how/who to report concerns to.	JG/SS	• Subject leader time	➤ Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line & know how to report concerns.
Monitoring/impact: ➤ Computing Curriculum plan contains essential knowledge and key vocabulary for each unit of work using the Purple Mash SOW. ➤ Internet Safety Policy reviewed. ➤ Safeguarding within the curriculum document prepared that includes internet safety. ➤ Internet Safety Week (Feb 2023)				

INTENTION				
We intend to promote wider opportunities for Personal Development				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Physical Health: Ensure the delivery of high-quality sport and P.E., additional physical activity and competition for all pupils to boost both their physical and mental health.	- Following the impact of the pandemic on inter-school competition, enter teams for as many inter-school competitions as possible. - Map of planned competitions shared on School Games noticeboard and on website. - Attend all inter-school competitions re-established and led by Charters. - Work alongside Ascot Cluster schools to arrange friendlies. - Provide teachers with high quality CPD. - Liaise with teachers for CPD preferences. - Teachers to observe high quality P.E. lessons and work alongside specialists. - Maintain the intra-school house competitions supported by Year 6 House Captains. - Map of planned intra-house competitions and meetings held with house captains in preparation.	SH	Subject leader time to liaise with cluster and specialist PE providers	- Impact will show that uptake of clubs and sporting competitions has increased. Pupil Leaders are actively involved. - Pupils' physical health will improve. - Pupils have the opportunity to be involved in sporting competitions and this will enhance resilience and social skills.
Monitoring/impact: - Years 5 & 6 football trials held, team chosen and weekly training in place. - Two football matches attended against St. Michael's (liaised with Mr Meyer-White –St Michael's PE lead) one girls / one boys. Girls team won match. Two boys teams – one won match, one lost. All matches well supported by parents. - Inter-house tag rugby and football competitions held for years 5 & 6. House / vice captains involved with the running of these and met with Sports Leader beforehand. - All matches and tournaments celebrated in newsletter. - Liaised with Richard Cumner (Charters P.E. link) with regard to inter-school competitions in the new year. 2 teachers received CPD in autumn term (observing lessons taken by Magpies' sports coaches). 1 teacher received CPD in spring and summer terms (observing lessons taken by Magpies' sports coaches). - Sports page in Children's Zone updated on school website - Years 5 & 6 football tournament – Charters, Years 3 & 4 football tournament – LVS, Years 3 & 4 Netball – Marist, Years 5 & 6 Netball – Charters, Years 5 & 6 Basketball – Charters, Year 2 Girls multi-skills - Marist				
Diversity: To continue to plan opportunities and activities that provide exposure to diversity and ensure inclusion for all our pupils across the curriculum	- Ensure specific links identified in LTPs across subjects. - Ensure subject leaders have an overview of how diversity and equity is included in their subject across the school. - Audit resources (especially books) to ensure equity and diversity are represented.	JG	Subject Leader time	- Impact will show pupils have a greater exposure to diversity and show tolerance and respect - Impact will show all pupils feel represented at Holy Trinity

Monitoring/impact:

- Holy Trinity Curriculum inclusive of diverse and reflective of our community.

Pupil Confidence:

Developing communication & confidence skills through debate, drama & public speaking events in school

- English Lead to monitor S&L and drama opportunities within the curriculum
- Reach out to volunteers to seek expertise in leading opportunities for pupils in public speaking/debate
- Reintroduce Class Assemblies for parents to provide an opportunity for S&L and to boost confidence

SH

- Subject leader time

- 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' confidence in public speaking scenarios has increased

Monitoring/impact:

- Harvest and Christmas productions/services provided opportunities for public speaking.
- Class assemblies re-introduced spring term 2023

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 effectively support class teachers and report directly to Governing Board	- Utilise additional staff member in first half term to provide subject leader time. - Plan for subject leader time after October half term. - Signpost subject leaders to external CPD. - Provide CPD for subject leaders on Deep Dives. - Subject leaders to network with other subject leaders in the cluster and LA. - Subject leaders to provide written reports for termly HT Report (Rolling programme). - External review of Holy Trinity Curriculum and subject leadership.	JG	- CPD costs - Subject leader time	- leaders' responsibilities are known. - Subjects are well led across the curriculum. - Leaders fulfil their responsibilities and are accountable for their subject development. - Governors are well informed. - Subject Leaders are well-prepared for Deep Dive conversations.
Monitoring/impact: ➤ External Review conducted and offered subject leaders the opportunity to discuss their subject in a similar style to a 'Deep Dive' conversation. ➤ As a result of the review, Heads Team have undertaken the task of a curriculum review to ensure coverage and progression across all subjects across all year groups. ➤ Each foundation subject has been reviewed to include essential knowledge and key vocabulary. ➤ Subject leaders for Geography, History and DT have received training from LA. ➤ Cluster conversations with other subject leads in spring term. ➤ HT Report included subject reports for mathematics, science and RE in autumn term. ➤ HT Report included subject reports for History, Art & Design and MFL in spring term. ➤ HT Report included subject reports for PE, DT and RHSE in summer term. ➤ Governor Curriculum Workshop in summer term provided an opportunity for Governor's to challenge and question subject leads and interrogate the curriculum. Also provided an opportunity for subject leads and Heads Team to talk about Holy Trinity Curriculum.				
Use of Recovery Premium: To ensure a successful use of Recovery Premium to support identified pupils	- Ascertain funding to be received - Plan use of funds to maximise impact for pupils - Identify pupils to receive additional support - Ascertain baseline of identified pupils in core subjects. - Track attainment of targeted pupils termly. - Monitor interventions and prepare to be flexible in content and approach. - Ensure parents are well-informed of identified gaps and interventions planned. - Identify pupils in need of SEMH support in order to achieve well and make expected progress.	Heads Team	➤ £2502 Covid Recovery Premium ➤ Cost of Number 22 Counsellor £3,347 p/a	➤ Impact will show identified pupils' attainment and progress is in line with ARE
Monitoring/impact: ➤ Pupil Premium Statement document produced detailing spend and reviewing last year's impact. ➤ Tutor (Sarah Clarke) employed 1 afternoon per week to provide planned intervention for identified pupils in Y2 and Y3 in need of support with writing. Funded by Covid Recovery Premium. Attainment and progress tracking of these pupils in place. 90% of these pupils have made expected progress in writing in autumn term. ➤ Focus since beginning of spring term on phonics catch-up in Y2 and intervention in Y1.				

Staff workload: To review and improve teacher workload	• Conduct work load survey • Survey class teachers to ascertain workload patterns and potential problems with workload. • Revisit policies and ways of working to identify areas for reducing teachers' workload. • Use networking opportunities to research options for addressing any workload problems. • Investigate ways to ensure working hours are not overbearing (especially at flashpoints e.g. Parents Consultation Meetings, Governor Meetings, Data harvest times, end of year report writing). • Investigate CPOMS as a means of reducing workload of DSLs and improving safeguarding records • Work with and through the Heads Team to identify areas of stress for teachers and plan alternative ways of working. • Ensure policies reflect altered ways of working and are known to staff and Governors. • Research ways of reducing workload via DfE advice and practice in other schools.	Heads Team	• CPOMS annual cost: £685 p/a Governor visit focus	➢ Teachers' know their wellbeing is important to school leaders especially in relation to workload. ➢ Teachers' workload is manageable. ➢ Teachers are able to achieve a good life/work balance and as such are able to enjoy their chosen profession.
Monitoring/impact: ➢ Workload survey indicates teachers find workload generally manageable. The additional role of subject leader carries pressures mostly related to time to undertake the role and do it well. Heads Team have taken on the task of planning Essential Knowledge and curriculum design in order to reduce that workload for teachers. ➢ Heads Team planned Parents Evening to take place over the course of one afternoon til 5pm the after school til 5pm thus reducing late working hours for teachers. (This had previously been til 7.30pm and often overran). ➢ Heads Team took on the revision of the curriculum to produce Holy Trinity Curriculum. This meant a significant reduction in subject leader workload. ➢ Kapow schemes of work bought in for Art & Design, Design Technology and History. This reduces teachers planning and preparation of resources workload significantly. ➢ Staff Wellbeing and Mental Health Policy reviewed. ➢ CPOMS installed and rolled out to all staff. Very effective in making the sharing of sensitive information stream-lined and efficient.				
Staff wellbeing: Continue to provide support to all staff with their wellbeing and emotional state	• Ensure staff are aware of Wellbeing Policy. • Ensure staff are aware of our Mental Health First Aiders. • Ensure all staff's Performance Appraisal meetings include wellbeing and welfare. • Consider emotional load of DSLs.	CB Heads Team Governor s	DSL time	➢ Staff will feel well supported. ➢ Staff have access to support if needed. ➢ DSLs are able to offload emotional stress if needed.
Monitoring/impact: ➢ LA support for DSLs signposted if needed. ➢ Safeguarding Governors available to support DSLs with emotional load if required. ➢ DSL monthly update meetings provide an opportunity to share case load. ➢ Staff Mental Health and Wellbeing Policy reviewed.				
Budget: Continue to budget for reduction in pupil numbers and projected increase energy costs.	• Budget to reflect loss of pupil generated income for 2023-24 budget • Staffing costs to be considered • Bursar to attend LA support regarding government intervention in energy costs • F&R committee plan for increase costs going forward	WP		➢ We remain within budget. ➢ Quality of education is not adversely affected by budget constraints.

Monitoring/impact:

- Bursar in contact with LA and Bursar Support in regard to increased costs. Cap on energy for schools until April 2023.
- Increased costs on F&R agendas.

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
Collective Worship: Pupils are fully involved in the planning, delivery and evaluation of Collective Worship Strand 6: The impact of Collective Worship	- Alongside Spiritual Leaders, develop Prayer Spaces around the school site - Spiritual Leaders to take an active role in ensuring pupil voice is heard in CW and RE - Develop leadership across whole school to create a child-led special place for worship. (CW table, artefacts, photos etc)	CB	Subject Leader time	- Pupils feel fully involved in Collective Worship - Collective Worship provides reflection time and a focus on our values
Monitoring/impact: - Spiritual leaders have empowered other pupils to lead Whole School CW from Year 4. - Prayer tree is a lovely space for children to reflect and pray. Spiritual Leaders choose prayers from the tree during each worship and read out.				
Vision: Monitor how the vision is lived out and lived through the Mission Statement Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy	- Develop Mission Statement - Monitor 'living the vision' (Governors/Spiritual Leaders) - Social Action: develop opportunities for children to engage in change. (Eco-leaders, Food banks etc) - Character Development: develop aspiration, perseverance, reflection and resilience to make good choices. (Via Behaviour Policy)	CB	- Subject leader time Governor visit focus	- Community of HT is fully aware of our vision and actively strive towards fulfilling it. - Pupils aware of and engaged in social change inspired by peers. - Via monitoring and feedback from visitors and other stakeholders, behaviour choices of pupils at Holy Trinity noticed in a positive light.
Monitoring/impact: - Vision statement is displayed proudly in each classroom. - Social Action is being developed (Year 5 children fundraised Surfers against Sewage) in response to class learning about ocean pollution. - Witnessing 'Living the vision' adopted in TDMs, Governor Visit Reports - Certificates when living the vision has been witnessed and celebrated.				
RE: Staff are in receipt of training and support by Diocese and local cluster. SIAMS Strand 7: The effectiveness of Religious Education	- Teachers have a clear understanding of what they will be teaching in each RE unit. - The Knowledge Organisers depicts 'Sticky Knowledge' and highlights links between ideas. - Pupils are supported with new knowledge in such a way that it is retrieved and reused when necessary with appropriate vocabulary. - Questionnaire to ascertain confidence in assessment and subject knowledge of what ARE looks like - CPD opportunities with moderating opportunity in Autumn 2. - Celebration of children's work each term - RE Leader and Support to collect evidence each term and displayed on the board. - RE lessons at HT church	CB	Subject leader time & diocesan CPD	- To ensure consistency and coverage in Religious Education curriculum and pupil assessment. - Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities for deep thinking & learning - Use of Knowledge Organisers to assist teachers and pupils to support with the new knowledge of each unit. - Assessment is robust and consistent

Monitoring/impact:

- KO depicts the Essential knowledge required for each unit in RE.
- Children's work is celebrated.
- RE lessons at HT church for Year R, 1, 3 and 6. Rev Jon visit to Year 4 with links to service for Harvest 2023.
-

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
Technology: Replace 3 x IWB Migrate to cloud server	- Seek advice from school technician - Obtain quotes for interactive panels - Seek approval from F&R committee for expenditure - Explore installation options and costings - Provide CPD for staff using new interactive panels - Discuss advantages of migration to cloud server with technician - Explore costings - Plan for migration – ensure staff aware - Provide CPD for staff	JG & WP	Interactive panels + installation: £4,495.47 Cloud storage: £400 p/a	- Impact of replacing technology hardware will ensure learning is effective and hardware is fit for purpose. - Cloud storage provision will save on energy bills and cupboard space in Research Hub
Monitoring/impact: ➤ Advice sought from technician. ➤ Quote obtained. ➤ Interactive panels installed in Y2, Y3 and Y5. ➤ Teachers utilising them and pupils able to see/hear! ➤ Governor visit included check on use. ➤ Staff server migrated to cloud storage. Successful and affordable. Fit for purpose and future proof. ➤ Interactive panels purchased in May 2023 for EYFS, Y1, Y4 and Y6.				
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 Sunningdale Parish Council 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 – application submitted. Awaiting decision. ➤ Funding granted with conditions attached for community use of car park. ➤ Chair of Governors in discussion with parish council. ➤ Parish Council agreed 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 of which we pay 10%	➤ Roof will be fit for purpose

Monitoring/impact: ➤ Application made to Diocesan grant Nov 2021. ➤ Response received offering grant part covering costs. ➤ Work commencing w/c 17/10/22 ➤ Work completed 25/11/22				
➤ Flat roof repair phase 1 complete – now fit for purpose and leaks into building have ceased.	SH	• nil		
Premises: Repair windows at front of school	• Remove old paint, putty and dead wood • Replace putty/wood • repaint			➤ impact will be a welcoming and well-maintained site ➤ improved insulation
Monitoring/impact: ➤ windows in Meeting Room repaired and repainted September 2022				
Playtime Activities: To improve the activities on offer at playtimes inside and out	• Purchase new playground equipment with funds raised by the community via Sports in Schools fundraiser • Ensure pupils use equipment safely and respectfully • Convert one room to an indoor playtime space 'Happy Hub'. • Ensure indoor activities available for children in the Happy Hub. • Ensure staffing rota in place to supervise the Happy Hub and all pupils have the opportunity to enjoy it. • Request games etc from the community.	SH/JG	• nil	• Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. • Pupil voice is heard via School Council with suggestions and wishes for additional activities/equipment
Monitoring/impact: ➤ Happy Hub is up & running! Timetabled for break and lunchtimes to ensure all year groups have access throughout the week. Donations of games, furniture and resources have been gratefully received. ➤ School Council have canvassed ideas for further games and activities for the Happy Hub. ➤ Playground equipment purchased with the funds raised for the Athlete into School event. Pupils enjoying this equipment at playtimes! ➤ KS2 adventure playground timetabled for us at playtimes – pupils are enjoying the structure.				
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 – unaffordable ➤ Will pursue with further quote ➤ Tree removed				