

School Improvement Plan 2020-2021

St Paul's Primary School



St Paul's
PRIMARY SCHOOL

Together Everyone Achieves More

School vision statement

Together we aim to strive to provide a safe, caring and happy environment where the love for learning will be nurtured for life.

The purpose of this School Improvement Plan is:

- To be proactive in response to Directorate priorities and school priorities identified through self review and evaluation;
- To identify the role and responsibilities of key staff in ensuring that the priorities are addressed and objectives achieved;
- To support and embed the school's vision statement and aims through practical action in response to the priority areas;
- To be an accessible and user-friendly guide to our school development priorities in the coming year.

Date

Student Population	Term 1			Term 2			Term 3		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Nursery	17	9	8	20	9	11			
Reception	15	10	5	15	5	10			
1	18	6	12	18	12	6			
2	21	10	11	21	11	10			
3	13	7	6	13	6	7			
4	14	7	7	14	7	7			
5	16	9	7	16	7	9			
6	18	4	14	18	14	4			
7									
8									
9									
10									
11									
12									
13									
Total	132	62	70	135					

Date

Student Data	CAT Scores (Group Average)					
Year Group	Verbal	Quantitative	Nonverbal	Spatial	Mean	KS2 % Level 4
4						
6						

Student Data	Intake		Term 3	
	PTE	PTM	PTE	PTM
Year Group	Avg SAS	Avg SAS	Avg SAS	Avg SAS
3	106.0	101.3		
4	93	91.4		
5	97	89.8		
6	91	93.7		

Date

Key school targets – 2020/21			End of Year Outcomes – August 2021			Progress Tests Results 2021							
Nursery	30-50mths Secure or 40-60mths Emerging in Prime Areas		65%	Nursery		Areas broken down C&L – PD – PSED – Lit – Maths – UTW – EAD –							
	30-50mths Secure or 40-60mths Emerging in Specific areas		60%										
	3 steps of progress		70%										
Reception	17 ELGs at expected		60%	Reception		Areas broken down C&L – PD – PSED – Lit – Maths – UTW – EAD –	Predictions for 2021						
	Achieving GLD (Good level of development)		70%				PTS 2020 yr 6 -						
	Literacy Tch Assess		Mathematics		Literacy Tch Ass		Maths	PTE predict	2020	Progress	PTM predict	2020	Progress
	Reading	Writing			Reading	Writing							
Year 1	55%	55%	60%										
Year 2M	55%	64%	55%					55%			55%		
Year 2B	80%	70%	60%					40%			50%		
Year 3	77%	69%	92%					100%?			100%?		
Year 4	64%	65%	85%					78%			64%		

Date

Year 5	70%	62%	65%					65%			69%		
Year 6	80%	80%	67%					78%			78%		

Date

<p>attainment and progress in writing paying attention to SPAG</p> <p>To improve the quality of teaching, learning and assessment</p>		<p>-One Literacy session per week to enhance Creative writing skills and free flow</p> <p>- Ensure that teachers are aware of textbook materials and internet resources for teaching SPaG, and are using the National Curriculum for directing objectives for teaching and learning.</p> <p>-Give pupils increased opportunities for writing across the curriculum</p> <p>-Moderation of writing termly/scrutiny of books</p> <p>-Use Data to identify targeted groups for Early Intervention related for Reading and Writing.</p> <p>Vocabulary to be developed throughout lessons and displayed</p> <p>Weekly Handwriting Sessions taught.</p> <p>-Monitoring of planning, teaching and marking.</p> <p>-Provide ongoing training for staff on assessment</p> <p>-Provide opportunities for peer observation</p> <p>- PIE to be used as a baseline measure to ascertain progress at the end of each year. Data to be used in the following year to address</p> <p>Targeted PTE results for 2020 – see table at front</p> <p>-</p>	<p>Read/Write/Inc Scheme National Curriculum</p> <p>Progress Tests</p> <p>Criterion Scales</p> <p>Nelson Scheme Lesson Planning</p>	<p>Class Teachers Teaching assistants School leaders Inclusion Staff IEPs Pupil Data- Teacher Assessment and PTE results + and R/W/Inc results</p>
<p>To improve speaking and listening skills throughout the school</p>		<ul style="list-style-type: none"> • Staff to be consistent in the use of Standard English as a model for pupils. • Incorporate S&L activities within all subjects. • Drama sessions timetables to enhance S and L skills. • Pupil Progress Meetings to be undertaken at least once per term to monitor progress and identify next steps to ensure that targets are met as far as practicable 	<p>All staff</p>	
<p>Objective: To improve the teaching of phonics. Through observations, most teachers/Teaching Assistants are showing some good phonological knowledge and confidence with the teaching of phonics</p>				

Date

across the school. This need to be taught rigorously from foundation to ensure that we can meet the phases to move from class to class as we are still finding that some pupils struggle with retention and phases are not met as desired. Teachers or TAs who needed extra support in teaching and delivery were given opportunities to observe others, which provided them with the necessary skills. We have incorporated some of Ms Rose Brook's recommendations into phonics teaching and seen overall improvement in both Teaching and Learning. In some year groups children who are working below the class year group receives in-class phonics intervention on the phases they have been assessed- progress seen. We have also used TAs and HLTA strengths to model lessons and give guidance to new TAS.

Apples and Pears placement test were conducted at the beginning of the school year and children were placed in groups. Pleasing to say that this has been consistent and ALL of the children have made progress, this has also been picked up through the recent Lucid Testing as well that we do not have many children who display high levels of risk. Leadership meet with TAs teaching the program when necessary and good to see how keen and confident they have become. Through informal observations TAs have displayed good phonological knowledge and making the lessons, fun and engaging.

Speechlink is also being taught consistently and good to see the resources used in class for communication, speaking and listening skills. All staff teaching the program have received training and in Term 3, Reception pupils will start.

In Term 1a Head drew up a list from the Schonell Test results and time has been allocated for staff to work with under-performing pupils in reading. These pupils enjoy reading to a consistent person and some progress has been made.

EYFS held a phonics workshop in Term 1, which was well attended.

To improve levels of attainment and progress in reading

Reading session are taught in both KS1 and KS2 effectively, where teachers bring through reading comprehension skills, whole class reading and SPAG Skills. Children receive weekly focused reading sessions where they look in depth at a range of text and learning different reading strategies. New staff received support with planning and guidance given where necessary. The criterion scales have also played a big part in planning and teachers are covering the objectives. However some have struggled to give valuable support to all pupils due to the wide range of reading bands within a class. TA's have also been used effectively for in-class reading interventions.

Objective: To improve levels of attainment and progress in writing paying attention to SPAG

This year we have started to use the new Big Write Criterion scales in the dept which have added a few more targets and staff now show more confidence in using this as a working document/key assessment tool although with a new teacher on board, she does require lots of support in using this due to the fact she is a completely new keystone. Creative writing sessions have been timetabled weekly and the children enjoy writing in different creative ways, however, some children do lack imagination. This might be due to the fact that ring children read. These lessons have enhanced some of the children's writing skills and an opportunity for free flow learning. Vocabulary development has improved and displayed in all classes. Writing still continues to be a weakness throughout the school as seen by teacher assessment results in term 2 despite the implementation of various strategies.

PIE (progress in English) results were shared with staff at the end of previous school year to show strengths and weaknesses and how these were to be used in going forward in planning to help pupils. Teachers this year have also injected weaknesses into Extended Sessions. Some staff have noted a big difference in PIE and Teacher assessment as some do not correlate and match children's ability.

Parents have been invited in to see modelled lesson of RWInc/Literacy which was well attended and the school received positive comments. This also gave them an insight into how it is taught and how to help their child.

Date

Objective: To improve the quality of teaching, learning and assessments.

Planning has been monitored and guidance given especially to Year 2 staff who are new to school on how to use different resources to aid planning. Staff have had the opportunity to observe good practice in other classes to help develop their own practice. Work scrutiny is done in year group meetings and in school which staff find useful, however, more practise is required with this to ensure that all are aufait with grading.

To date from analysis, there seems to be an increase of 19% progress in reading across the school and% in writing- awaiting data from a yr group. Most year groups have made progress, however, noted that 3 classes did not make much of an impact for various reasons.

**National priority 2 (Inclusion): SEN provision
To address/remove barriers to learning so as to raise the attainment of all children and to accelerate all pupils progress including making good use of data (with particular focus on SEND children).**

Success criteria (evidence of impact)

- School Mapping provision grid in place 2020-21
- All pupils have greater access to appropriate interventions leading to higher achievement and demeanour.
- Teaching assistants are well trained/developed in relation to the roles that they are required to fulfil.
- Teaching assistants are able to describe their impact on pupil outcomes
- Children who are identified as having social, mental and emotional health difficulties receive appropriate support from ELSA/Learning Mentor and any other agencies to aid their development.
- 100% of staff aware of how to make classrooms 'inclusive'.
- IEPs in place for all relevant cases and reviewed termly.

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
To improve overall attainment and accelerate progress by ensuring early identification and intervention of pupils requiring additional support with learning	Term 1A	-Identify the children to be targeted through intervention strategies and align this with the SEN Register. Ensure all teachers are aware of which children are to be targeted from meaningful baseline data. Create Mapping Provision IEPs written and followed for individual cases	Data analysis End of KS results Lesson observations Work scrutiny Planning Staff Meetings Training sessions Dialogue between class teacher and TA	Training from Inclusion Team/SEND Advisor INCO team/Deputy Head/Head Deputy/ INCO/SENCO Educational Phycologist/INCO/ADS/ Teacher trainer
	Term 2	Continue Dyslexia Awareness in school so that classrooms are more dyslexia friendly		

Date

<p>For all staff to be aware of how to make classrooms 'inclusive'</p> <p>To ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted intervention, enhancing provision and the smooth running of the school</p> <p>To ensure that relevant training and upskilling of staff takes place to meet teaching the needs of our pupils</p>	<p>ongoing</p> <p>ongoing</p> <p>Term 1B</p> <p>Term 1B</p> <p>Term 2A</p> <p>Term 1A/ 1B</p> <p>Term 2A</p>	<p>Develop from relevant training given by Inclusion Sector/Specialists. Strategies evidenced in practice in the classroom and through daily lesson planning. Ensure that children with SEND have appropriate resources/ equipment to support learning. Deployment of TAs and ELSAs are effective in improving outcome for identified children. Revise as necessary. Provide training to new TAs and those with 1-1- INCO Yearly Planning with school term by term</p> <p>Speech link Intervention administered by TAs</p> <p>Pupil Progress Meetings to be undertaken at least once per term to monitor progress and identify next steps</p> <p>VERVE Training to new staff/TAs</p> <p>Seasons for Growth (a programme that supports loss/ change/ bereavement etc) is a possible programme that Maggie Banks will deliver next year.</p>	<p>SEND Policy</p> <p>Resources for training</p>	<p>SENCO</p> <p>All staff/Rose Brooks/SLT</p> <p>All staff</p> <p>Head/Deputy Hd/INCO team/SEND Advisor Ed Phycologist/SENCO Primary SEND Advisor</p> <p>Head</p> <p>Speech & Lang teacher-SALT</p> <p>INCO</p> <p>Ed Physc</p>
<p>Incidences of low-level disruption in lessons are minimised and are dealt with quickly and effectively.</p>	<p>From term 1</p>	<p>Analysis of PASS results to improve areas of weaknesses</p> <p>Assessments undertaken by Inclusion Team where standard behavioural management strategies fail to have an impact. Staff to act upon this specialist advice.</p>	<p>Behaviour policy</p> <p>PASS Results</p>	<p>Through lesson observations and informal pop ins Hd/Dep//ADS Class teachers General school obs</p> <p>INCLUSION TEAM</p>

Date

<p>Pupils are fully aware of different forms of bullying, and actively try to prevent it from occurring.</p>	<p>Antibullying week 4 term 1b</p>	<p>Consistent message shared with children, parents and staff regarding:</p> <ul style="list-style-type: none"> • Bullying – what is bullying, how it is dealt with. • School Assemblies/PSHCE lessons • Anti- bullying policy <p>Consistent reporting of incidences to parents so that all issues are dealt with to prevent escalation of issues. Antibullying policy shared with any new staff in school and discussed, implemented.</p>	<p>Theme Resources around Antibullying</p>	<p>Records monitored PASS</p> <p>Deputy Head/Staff</p>
<p>To improve pupil behaviour and increase calmness outside of the classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> at lunchtimes <input type="checkbox"/> when pupils are moving around the school 	<p>ongoing</p> <p>Term 2A</p>	<p>All staff to promote the school's positive behaviour policy at all times during the day</p> <p>Provide more for children to do at lunchtimes - Look at how lunchtime provision for children could be enhanced through staff input at lunchtime</p> <p>Consider lunchtime provision for children who need emotional support.</p>	<p>Lunchtime activities</p>	<p>Pupil Voice Learning Walks</p> <p>Social Group/DH feedback to HT</p> <p>ELSA's</p>

To improve overall attainment and accelerate progress by ensuring early identification and intervention of pupils requiring additional support with learning
From data at the end of the year, a review was done on the SEND register and a new mapping provision map was put in place to cater for individual needs. SEND advisor worked closely with class teachers to create IEP's and now using this as a working document. These have been reviewed at the end of term 2 to assess progress and any others areas that need on-going intervention. Inclusion team met with head to identify needs across the school for the year and provide support where needed. This has been very beneficial as we have had lots of input in training from them to date to allow staff to inject in classes to make them inclusive and also to add strategies to reduce some behaviours and support with interventions.

SEND Advisor and TA's administered the LUCID testing successfully to the whole school, we are pleased to report that the school showed no high risks difficulties at this time but will continue to work on some areas. We do run interventions which have been a boost this year and is more consistent. A speech link testing was also conducted which identified pupils who needed extra support in various areas. Resources were done in order to begin this programme of intervention to pupils and are currently ongoing. Reception has just been Identified in term 2b and will receive intervention term 3A -

To ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted intervention, enhancing provision and the smooth running of the school
To ensure that relevant training and upskilling of staff takes place to meet teaching the needs of our pupils
Timetables are reviewed often with TAs to ensure that adequate time is given for these interventions to take place and to be consistent. It does pose a problem when staff are not available due to absence but we try to keep up with it as best as we can. In class intervention is also done during core subject

Date

teaching to those who are low in ability and to those who are gifted to help stretch them. Most classes have been fortunate enough to have support in core subjects where differentiation takes place. Having 2 trainees at school also helped in classrooms. One trainee and TA have now left school at the end of term 2b to be transferred to PAS due to needs there.

The school has now 3 trained ELSA's- they are now able to provide resources and support to staff and pupils to enhance their emotional and academic learning. Areas covered in these intervention sessions are:

- Anger management
- Separation and anxiety
- Friendships
- Emotions
- Bereavement
- Self-esteem
- Circle of friends

These ELSAs are provided with time to conduct sessions to identified pupils, these work well. We have also had sessions of Lego therapy provided as well. This helps pupils to work in groups and to communicate better. Play Therapy is another intervention that is given to specific pupils to develop their self-esteem and to manage their emotions.

The school staff have received training in:

- Nurturing principles
- Montessori
- Autism/Dyslexia
- Challenging behaviour
- Emotion coaching
- Team teach-positive handling
- Speech link

All of this training has been a boost for staff development and insight and to be used to help develop a Nurturing school. Staff now just need to ensure that this is consistently implemented and acted upon.

Incidences of low-level disruption in lessons are minimised and are dealt with quickly and effectively

Year 2 classes were identified as the class with much needed behavioural management due to pupil's emotions and attitudes towards each other and learning. This class is a challenging class as noted in Yr 1 when much was done to help them. In September, it was necessary to split this class to allow for learning to take place effectively, however, it was discovered that it did not work as effectively. However, with much support been put into these classes to address pupils needs, with TAs, Inclusion support, setting up a Nurture group, we are now able to see that this has improved calmness among the children. Outside agencies (SALT, Ed Physc, SENCO, ALNT) have given advice and strategies, set up programs to promote good learning behaviours, and a self-assessment for pupils. It does become more difficult when you are working with parents who are separated and less engagement.

To improve pupil behaviour and increase calmness outside of the classroom:

- at lunchtimes**
- when pupils are moving around the school**

It is pleasing to report that this is ongoing with refreshers to enhance positive behaviour strategies, but needs to be implemented by all, as a result we have had less detentions and disciplinary actions with just one suspension

Provision of set activities at lunchtimes is an area that needs to be worked on, however, staff are reluctant to partake as fully due to set up of playground

Date

duties where quite a few zones need to be manned.

The school now has set up a nurture group especially in ks1 to remove barriers for learning. This has impacted greatly for the children who attended as evidence in noted with calmness in the classroom, focus and engagement in learning areas even in practical subjects.

The school has managed to meet the success criteria and targets set out, we now await to see the end results at the end of the year to see how it has made an impact.

School priority 3 (Mathematics):

Success criteria (evidence of impact)

- 60% of pupils at ARE or above in teacher Assessment
- 60+ % of pupils to make expected/greater progress in PT Maths
- Targeted % of pupils to make ARE and above in each year group – see table above
- Practice books and journals provide clear evidence of progress over time.
- Evidence of improvement recorded in maths grids/teachers assessment.
- 100% of staff having acquired GCSE Maths/L2 Maths

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
All children to make progress in maths across the school.	Term 1 Ongoing	PTM to be used as a baseline measure to ascertain progress at the end of each year. Data to be used to address weaknesses in children's understanding. Implement programmes to address the gaps, e.g. Inspire Maths Simmering Skills/Inspire Maths Curriculum Correlation Chart, Mastery Maths/Steven Powells Curriculum for Depth Assessments checked/monitored termly by Hd/DH Pupil progress mtg in Maths to monitor challenges/target setting-once per term Targeted PTM results for 2020 – see table at front	Simmering Activities Correlation Charts Electronic Assessment Trackers Maths Grids PTM Results for each year group	Maths Advisor/staff Hd/M.A//staff Senior Teacher Maths Advisor Staff Class teachers Head-Pupil progress

Date

<p>To provide intervention and differentiated tasks in each year group for any child not meeting the expectations for the concept being taught.</p>	<p>ongoing</p>	<p>Continue training from new Maths Advisor on the planning and delivery of Mastery approach to maths.</p> <p>Work with all staff in particular new staff, on teacher assessment through the use of the updated Maths Grids/workshops/training in various areas identified in SIP.</p> <p>. Concrete maths equipment available to children in all maths lessons.</p>	<p>Mastery maths planning. Use of Inspire maths planning and resources as appropriate</p> <p>Training sessions, team teaching, access to appropriate resources.</p>	<p>Mtgs termly</p> <p>Discussions at Year Group meetings PTM results</p> <p>Hd/SLT Assessments/Children's Journals Observations Learning Walks Class teachers</p>
<p>To develop a culture of mathematical language and problem solving that is at the heart of teaching and learning.</p>	<p>Ongoing</p>	<p>Maths vocabulary shared with pupils and displayed to reinforce learning as necessary- Maths learning Wall evident in all classrooms and interactive</p> <p>Problem solving and reasoning to be focussed on in each topic to develop pupils logical thinking/understanding</p> <p>Tables/mental maths to be done daily in lessons in order to consolidate basic skills. Homework to reinforce work each week, marked and feedback given to parents</p>	<p>Problem solving activities –practical and written embedded in mastery maths.</p> <p>Times table Rock Stars Maths box</p> <p>Inspire Maths resources/Mental Maths resources. PTM data + Inspire Maths test results/Maths trackers Maths evaluations/reflection sheets</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Steven Powell- Advanced Skills Maths teacher/obs</p>

Date

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All children to make progress in maths across the school.

Progress in Maths (PIM) is used as a baseline and staff were shown results in a workshop at the beginning of the year and to better understand how these results are to be used to improve the teaching and learning of Maths and what children to identify in needing further intervention etc. One of the concerns raised by staff was the inaccuracy of some results alongside the teacher assessment whereby a pupil who might show evidence of a low ability worker in class, achieve a high. The fact that they are accountable for results that are now predicted for this year has had an impact if they are going to reach desired outcomes.

Most staff are much more au fait with the maths Curriculum and the introduction of mastery Maths and are more into concrete teaching enabling pupils to understand the strategies and explain answers.

Pupil Progress meeting are held termly to monitor Maths, generally progress is seen more in Maths this year which is pleasing. There are 1 or 2 classes that do have quite a few SEN pupils so of course the data drops.

To provide intervention and differentiated tasks in each year group for any child not meeting the expectations for the concept being taught.

Much of the intervention is done in class using what resources we do have, however, it is felt by staff to have a scheme put in place for intervention for the more SEND pupils to help support their learning. This has been raised and we know that SEND Advisor is also looking into this. In class supports have also helped with groups of pupils requiring further support.

This year there was some training from Maths Advisor looking also at the correlation grids and enhancing for better delivery and understanding by pupils. All in depth overviews were completed for each group to use. He provided some useful resources that staff could also access. A few observations have taken place by him which have proved satisfactory in most cases and also some good lessons. However, it would have been beneficial to have had more input from him but he was off island due to COVID restrictions and of course now ending his contract in May 2021 which is a shame. Staff were hoping for some modelled lessons from him on how far to go in terms of teaching topics to pupils. Due to also not having a senior teacher in place to carry out most of the work needed, this was taken on by head. Informal obs have been ongoing as far as practicable, planning and reflections received and advice given. It is evident that most staff enjoy teaching Maths and by having the same year group curriculum this year has been a benefit to them as well. It must be noted also that in Yr 6, we have had the disruption of staff as the substantive teacher was away for the first 5 months of the year, so a new teacher who has not taught Yr 6 was put in and then she returned for a term working a 4 day week and now reduced to a day per week so having to put another teacher back in class. We hope that this disruption does not have a huge impact on the Yr 6 pupils.

Interviews were carried out in term 2 for a senior teacher, however unsuccessful at this time. From term 3, we will be giving a teacher some insight into some of the requirements in the role in Maths monitoring etc.

To develop a culture of mathematical language and problem solving that is at the heart of teaching and learning.

This is ongoing, maths vocabulary is shared with pupils and learning walls have been created. Times tables rock stars programme is used in Yr 6 which pupils are enjoying and finding beneficial in tables. We are hoping that this can be introduced to other year groups later. Across the school there is still much more emphasis to be built on mental strategies/implementation. Basic number operations continues to be the focus to support other learning and trying to get pupils to become more independent in problem solving. In class teaching shows that strategies are taught, however application don't always show in written tests as some pupils do struggle with reading and understanding mathematical vocabulary.

It is pleasing to note that from data analysed in term 2, the school has made 63% progress at ARE. Caution must be taken as this also include those pupils who have shown emerging into their year grid. By the end of the year if they do not show a secure in this then it will drop the data. Staff are working on these pupils to ensure they meet the criteria by end year.

Date

Again most classes have seen good progress but there were 3 classes who did not.
 To date we have 13 staff members achieving Maths qualification which is 64% of the school. There are another 3 class teachers, 1 HLTA, 4 TAs to achieve.

School priority 4: Improve the quality of teaching and learning in EYFS

- All staff will ensure that 60% of pupils in Nursery & Reception will achieve their required steps in learning.
- Outdoor environment to be enhanced to support learning.
- Engage parents in their children's learning in school and at home
- Develop consistent phonics teaching to raise achievement in reading and writing
- To further improve assessment and monitoring procedures (observations and learning journals) and make better use of data to evaluate the impact of initiatives on children's outcomes.
- Pupils will leave Reception on Phase 3/4 entering Yr 1 and Yellow band books to ensure a good start in KS1 Learning
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Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
To continue to develop an effective and consistent system for observations and assessment to support high quality teaching, learning and outcomes for all children.		<p>All staff to understand and observe each child's individual development and learning, and use this to assess progress and plan for next steps. Staff will provide quality interactions and observations through child-initiated play which are purposeful and include an 'observation, teaching, outcome' aspect. Any next steps should also be recorded and followed up 'in the moment'.</p> <p>EYFS lead to ensure that the observation documents become familiar to all EYFS staff and that a rigorous programme of monitoring and observing, with next steps for children is clearly outlined.</p> <p>Head/EYFS lead will ensure that observations are documented in learning journals effectively and show progress over the year.</p>	Assessment and observation documents Learning Journals	<p>Hd/SLT/EYFS Lead</p> <p>EYFS staff</p> <p>EYFS Lead</p> <p>Hd/DH/EYFS Lead</p>

Date

<p>Develop outdoor areas to ensure space supports learning across all areas of curriculum.</p> <p>To improve standards of phonics teaching and assessment.</p> <p>Increase parental engagement.</p>		<p>Staff to enhance existing environment with support from parents to benefit children and support children to take risks and explore.</p> <p>Ensure that the outdoor space supports learning across each of the seven areas of learning, as well as providing children with the opportunity to develop their characteristics of effective learning.</p> <p>Children to receive daily phonics sessions, planned and differentiated for individual learning needs. 5-10 min sessions in Nursery with at least one more 15 min focused/differentiated session once a week. 10-20 min carpet session every day in Reception and then split into differentiated groups to carry out activities.</p> <p>Staff to ensure that phonics is followed through and used through play based activities. Create a word rich environment for children to develop reading skills.</p> <p>Baseline assessments to be carried out and then half termly assessments to monitor progress and identify areas for further support/early intervention.</p> <p>Regular communication with parents through home-to-school books.</p> <p>Home learning challenges to give parents chance to carry out next steps from school at home.</p> <p>Spruce project days to help to develop garden space.</p> <p>Parental workshops.</p> <p>'Stay and Play' sessions.</p> <p>Provide handouts/guidance to those requesting additional support.</p>		<p>EYFS staff</p> <p>Hd/DH</p> <p>PPM Mtgs with Head/staff</p> <p>EYFS staff/parents</p> <p>EYFS staff</p>
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Date

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Observations and assessment – Most staff in EYFS have a sound knowledge of the curriculum with a better understanding of using the curriculum to inform planning, observations and next steps. Those who are new to EYFS have been provided with the adequate exposure to allow them to have a good understanding of the running of early years.

Observations continue to be recorded in learning journals, however the Nursery teacher has noted that it has been difficult to keep up to date with observations due to having a new January intake and a large class for term 2. Only one observation per child per term has been achievable, rather than two. In Reception, the observations and learning journals worked well in term 1, with all staff becoming involved in the process. As learning progressed into a more structured workbook style in term 2 with focus on maths and literacy lessons, observations are no longer relevant unless any wow moments arise which need to be recorded.

Training was provided for the teacher trainee within the Reception class around EYFS and 'in the moment planning'. This was also attended by the EYFS lead and it is hoped that there will be another opportunity for EYFS staff to have this training in future. EYFS lead has also sat with the Deputy to give a brief insight into the early years curriculum and assessment tools.

Outdoor area – Little progress has been made with regards to the outdoor area. Both classes have been eager to begin the development however are awaiting paving slabs which has been put on hold. Once this hurdle is crossed, the development will be able to commence. Both classes will hold a weekend spruce day with parents to complete the development of the outdoor areas.

Building Relationship days have been held termly with the other schools to implement social skills and to build relationships.

Phonics – Reception class are on target with phonics teaching and are set to complete phase 3 by the end of the school year. Phonics is taught at age related level to all children, and then differentiated through smaller group sessions. Half termly phonic checks are done in Reception to track children's progress and this is used to inform next steps. In Nursery, many children are at different aspects due to the abilities between the different intakes of children. Teaching is differentiated in small group sessions with the TA taking one group and the teacher taking another. It has been highlighted that more parental support is required with reading and phonics at home. Although phonics is working well in EYFS, some children will not reach the required band to leave for Yr 1 due to retention however, most children this year are working well. Arrangements are now in place for term 3 to give the EYFS lead further insight into other schools to see how they operate reading and to share ideas to help support her teaching.

Parental engagement – A phonics workshop held earlier in the year was a great success with a good turnout of EYFS parents. EYFS lead has been providing parents with handouts and videos relating to phonics and reading if necessary and this has also been well received. An Open day was also held in term 2 with a great turnout of parents. Stay and play sessions have been happening termly in the Nursery class to allow parents to become more involved in their child's learning. The early years sports day hosted by SPPS this year was another great opportunity for parents of all schools to come together and engage with their children.

Date

School priority 5: To improve Health and wellbeing at St Pauls Primary School -Healthy School

Success criteria (evidence of impact)

- Increased participation of activities: continued family participation in activities
- Increased healthier options included in lunchboxes
- Pupils will develop some simple mindfulness techniques to help their mental wellbeing
- Pupils will demonstrate good self-esteem and mental wellbeing
- Less % in pupils being overweight and obese

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
<p>To improve levels of physical and mental wellbeing across the school community</p> <p>To promote Healthier lunchbox choices</p>	<p>Term 1A through to end Term 3B</p>	<p>From previous assessment and feedback from School Nurse data on pupils health :</p> <p>Host:</p> <ul style="list-style-type: none"> • Termly Family fun healthy afternoons. To include – cooking, healthy option tasters, favourite family recipes, cooking demos, teacher-outdoor activities for parents and children • Family Walk • Lunchtime fitness activities • Introduce daily mile • Continue PE and swimming sessions • Seek support for afternoon school clubs for pupils <p>2. Staff Wellness Fridays:-Staff engage in different healthy activities like: Yoga, Zumba, Fitness, walk around St Pauls and Meditation during the 3-4pm session.</p> <p>3. Implement/Activate programme in each class to build in brain gym and other physical activities 10min daily.</p> <p>4. To implement a simple programme of mindfulness for children and adults alike. E.g. Mrs Mindfulness, under the direction of the Healthy schools Reps.</p> <p>Healthy school initiatives which are already in operation to</p>	<p>Input from other agencies – school nurse/chefs etc</p> <p>Activate programmes on DVD / CD</p>	<p>Healthy schools Reps/ /Head/School Nurse/</p> <p>All staff</p> <p>Class Teachers</p> <p>Healthy Schools reps</p>

Date

		<p>continue e.g. no crisp/no chocolate Wednesdays Thirsty Thursday, and Fruity Friday. Implement walking Wednesdays.</p> <p>Healthy Lifestyle Workshop for parents</p>		School Nurse/Healthy school Rep/Outside agencies
To promote the personal development and wellbeing of pupils through work in school with individuals, families and outside agencies		<p>Work with professional colleagues to identify pupils and families at risk.</p> <p>Consider lunchtime provision for children who need emotional support</p> <p>Actioning of Bubble/Circle time</p>		Head/Deputy/INCO/EP/SENCO/ /ELSAs etc
<p>To promote the physical and mental wellbeing of both staff and children across the school, events have been held in term 1 and term 2. During term 1 a Halloween sponsored walk was organised to raise PTA funds and to promote a love for fitness amongst children. In term 2 a Healthy fitness afternoon was organised with outside professionals coming in to deliver yoga, Zumba, cricket, cardio fitness activities and a health talk. This afternoon was also used to promote the importance of healthy eating and a selection of healthy foods were also on offer. As the event was so successful, it was discussed that this should be done more often and possible on a weekend which would allow more time for the event to be carried out.</p> <p>Staff wellness Fridays took off in term 1A and again in term 2A with Kyle Morta and Anita Bradshaw coming in to deliver circuit and Zumba sessions. Due to staff having other commitments, these sessions slowly stopped, with only a few members choosing to go for a walk in this time.</p> <p>Staff seem to be more confident with using brain gym and mindfulness practices within class. It is hoped that a mindfulness programme will be initiated in term 3 to give staff more guidance on using this within class.</p> <p>The healthy school initiatives such as no crisp/no chocolate Wednesdays Thirsty Thursday, and Fruity Friday continues. It has been noted that some children's lunchboxes are still vastly filled with unhealthy selections and it would be ideal to run a healthy lunchbox competition again, open to all age groups. However, we can only encourage parents to do this. Children in EYFS are monitored and eat only healthy snacks at break time. This has shown a huge improvement in concentration levels in lessons after break.</p> <p>A healthy lifestyle workshop will be organised in term 3.</p> <p>It was identified that no lunchtime activities were being offered to children. Staff will come together with ideas on activities that could be carried out in the lunch hour such as rounder's and basketball. This has been an ongoing issue as staff often find themselves involved in playground duties therefore not as eager to take on another lunchtime activity although it was pointed out that this could act as their activity when on duty. Pupils continue to use their time in sports events, use of equipment on playground or simply mixing with others in fun activities.</p> <p>The school does work closely with outside agencies to address any pupil's emotional needs. We have the support from Inclusion team and our own ELSAs in school plus recently set up in term 2 a Nurture room. We also are working with Safeguarding to address a pupil's needs.</p>				

Date

EXTERNAL SUPPORT REQUIRED

Who	Support needed	Details
Inclusion Team, Educational Psychologist, Speech & language Teacher, CAHMS	To give advice/support and guidance on EBD/SEN issues in the school Provide training in interventions Provide training and ongoing support to staff and pupils	IEPs/giving support for dyslexia, autism, mentoring programmes, interventions etc
Assistant Director Maths Advanced Skills Teacher Science Skills Advanced teacher	Monitoring classroom practise/CPD for staff	Monitoring classroom practise through observations Revising school policies Support and monitoring of SIP Staff training Providing CPD as necessary for SIP Maths training Science Training
Parents	Provide support to their children with homework	Support the school in implementation of policies, practises and procedures Supporting children with homework with reading/spelling/tables/maths Signing homework diaries to acknowledge receipt of homework/messages Attend all workshops and parental consultations provided
School Nurses INCLUSION TEAM/ ELSAs	Advice and guidance in the implementation and promotion of PSHCE and SEAL, Healthy schools	Providing support to the Healthy Schools Programme group Parent workshops in connection with the teaching of topics within the curriculum

Date

Safeguarding	Programme	
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TARGETS

Group	Target	Achieved
Student Attendance %	95%	
Staff Attendance %	95%	

Note significant issues:

Date