

School Development Plan



Abbey Meads Community Primary School

Swindon

Introduction

SDP 2021-2022 - Overview

1) The Quality of Education

- 1a) Main focus on pupil progress within classes and across year groups – identifying swiftly individual children where specific concerns exist and putting in appropriate interventions.
- 1b) Catch up- ensuring children are supported with their emotional needs and resilience.
- 1c) Curriculum Development – review of schemes of work/progression of skills documents and curriculum map ensuring clarity of intent, implementation and impact.
- 1d) Curriculum Development – reviewing the teaching of reading and vocabulary across the school.
- 1e) Curriculum Development – develop writing skills across the school, with appropriate writing intervention for those who are not making expected progress. Additional focus on developing Greater Depth
- 1f) Inclusion – refining support for children with multiple vulnerabilities.

2) Behaviour and attitudes

- 2a) Metacognition – a focus on attitudes to learning and developing resilience.
- 2b) Well-being- a focus on developing our understanding of mental well-being through engagement with the Senior Mental Health training and the expansion of the Intervention Team to encompass both mental and physical well-being. School will continue to be supported by outside agencies such as Lighthouse and be part of the Barnardos Trailblazer Project.

3) Personal development

- 3a) Continuing to develop a Love of Reading – beyond curriculum achievement a focus on developing young citizens who have a love of reading.
- 3b) Supporting our children to be resilient and have a positive attitude to anything they try. (see 2a)

4) Leadership and management

- 4a) Succession Planning – developing middle leaders into senior leadership roles and

developing the role of the Curriculum Subject leaders and related teams. (see(1c))

4b) Continuing to develop the Local Governing Body with regard to new membership and changing roles within the Trust governance structure.

5) Foundation Stage – EYFS

5a) Developing a high degree of Self Regulation

5b) Designing and implementing new EYFS curriculum as appropriate to AMCPS. Particular focus on Phonics and Reading.

5c) Pupil Progress across Foundation Stage – identifying individual children at risk of falling behind and implement appropriate interventions.

Quality of Education (1a): Pupil Progress - Y1

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	GH
Team:	SLT	Monitor:	DW
		Dates:	31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders. Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Monitoring of children who did not achieve GLD</p> <p><i>Monitor the attainment and progress of those children who did not achieve GLD at the end of EYFS with a particular focus on those children who did not achieve expected in reading as this has had the most significant impact on this data. Percentage at expected in reading = 60% at end of reception.</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>Boys</p> <p><i>Monitor and raise the attainment and progress of boys to ensure we target to close the gender gap by increasing the % of boys working at expected in reading, writing and maths, compared to girls.</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>PPG</p> <p><i>Track progress and attainment of PPG children in reading, writing and maths. Ensure PPG children are daily readers and have regular phonics input.</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 15/07/22	GH	Medium

Quality of Education (1a): Pupil progress - Y2

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** GH

Team: SLT **Monitor:** DW

Dates: 31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders.
Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Progress</p> <p><i>Monitor all children's progress from their end of EYFS data. Use progress meetings to target any children who are not on track or who are making accelerated progress.</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>Attainment</p> <p><i>Monitor the percentage of children working at expected+ in reading (65%), writing (61.7%) and maths (78.3%) with a particular focus on reading and writing, and use progress meetings to target individuals to increase percentages working at expected+.</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>PPG</p> <p><i>Monitor and track progress and attainment of PPG children in reading, writing and maths with a particular focus on writing (83% of PPG children working below in writing at end of Y1)</i></p>	● Not Completed	01/10/21 to 15/07/22	GH	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 15/07/22	GH	Medium

Quality of Education (1a): Pupil Progress - Y3

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	SS
Team:	SLT	Monitor:	JH
		Dates:	31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders.
Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Progress</p> <p><i>Monitor all children's progress from their end of KS1 data. Use progress meetings to target any children who are not on track or who are making accelerated progress.</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Attainment</p> <p><i>Monitor the percentage of children working at expected+ in reading (72%), writing (65%) and maths (77%) and use progress meetings to target individuals to increase percentages working at expected+.</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Gender gap in writing</p> <p><i>Close gender gap in writing, boys currently 16% below girls at expected+. (Targeted above)</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 15/07/22	SS	Medium

Quality of Education (1a): Pupil progress - Y4

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	SS
Team:	SLT	Monitor:	JH
		Dates:	31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders.
Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Progress</p> <p><i>Monitor all children's progress from their end of KS1 data. Use progress meetings to target any children who are not on track.</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Attainment</p> <p><i>Monitor the percentage of children working at expected+ in reading (70%) and maths (73%) and increase percentage working at expected+ in writing (63%). Use progress meetings to target individuals.</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Gender gap in reading</p> <p><i>Close gender gap in reading. Boys currently 20% below girls at expected+. (targeted above)</i></p>	● Not Completed	01/10/21 to 15/07/22	SS	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 15/07/22	SS	Medium

Quality of Education (1a): Pupil progress - Y5

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	MC
		Dates:	31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders.
Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Progress</p> <p><i>Monitor all children's progress from their end of KS1 data. Use progress meetings to target any children who are not on track.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Attainment</p> <p><i>Monitor the percentage of children working at expected+ in reading (78%), writing (73%) and maths (88%) and use progress meetings to target individuals.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Gender gap in reading</p> <p><i>Close gender gap in reading where girls outperform boys by 9% and writing where girls outperform boys by 14% and maths where girls outperform boys by 16%.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 15/07/22	JH	Medium

Quality of Education (1a): Pupil progress - Y6

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	MC
		Dates:	31/08/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and pupil performance in books, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders.
Support for the development of strategies etc. is provided for teachers through this process.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Progress</p> <p><i>Monitor all children's progress from their end of KS1 data. Use progress meetings to target any children who are not on track.</i></p>	● Not Completed	01/10/21 to 15/10/21	JH	Medium
<p>Attainment</p> <p><i>Monitor the percentage of children working at expected+ in reading (81%), writing (73%) and maths (77%) and use progress meetings to target individuals.</i></p>	● Not Completed	01/10/21 to 15/10/21	JH	Medium
<p>Gender gap in reading</p> <p><i>Close gender gap in reading and maths, where boys outperform girls at expected+ by 13%.</i></p>	● Not Completed	01/10/21 to 15/10/21	JH	Medium
<p>Progress meetings</p> <p><i>Progress meetings will focus on the specific targets and direct teaching strategies needed to accelerate progress for identified children. See specific success criteria and actions within each year group. Progress meetings are also used to review the progress and success of target group work.</i></p>	● Not Completed	14/10/21 to 28/10/21	JH	Medium

Quality of Education (1b): Learning mentor

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	31/08/21 - 15/07/22

Description: Some children find time out of the classroom difficult and as a result their behaviour can become difficult. Providing children with a learning mentor to support them at these times can ensure playtimes are positive and they are ready to go back into school and learn with their peers.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Learning mentor <i>Children are identified to be supported in class by the Learning Mentor under the supervision and guidance of the Class teacher. The Mentor will build up a relationship with the children and support them in making the right choices in order to attain their potential.</i>	● Not Completed	01/10/21 to 30/06/22	MC	Medium
Playtime <i>Separate zone at Lunch playtime with structured activities and games to promote team work and build self esteem. Children who would benefit from this support will be identified by the class teacher. Year groups will have an allocated day for this additional support</i>	● Not Completed	01/10/21 to 30/06/22	MC	Medium

Quality of Education (1b) Talkie Walkies

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	BB
Team:	SLT	Monitor:	JH
		Dates:	31/08/21 - 15/07/22

Description: To support the development of oracy skills through structured discussion topics between peer mentors and their mentees.
 To provide a child's voice opportunity - younger children have the opportunity to develop a trust and ability to voice concerns to a child mentor.
 To provide a language based activity to achieve the above, whilst Covid-19 restrictions prevent close cross phase reading activities within class (Reading Buddies)

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Talkie Walkies	● Not Completed	01/10/21 to 15/07/22	BB	Medium

Whole school approach to mentoring younger children and giving older children opportunities for social responsibility. Y6 paired with Y2, Y5 paired with Y1, Y4 with Reception and Y3 with Nursery. Children will have weekly talking sessions to promote language and social interaction. Activities/items for discussion are led by the class teachers and the older children coached in how to develop specific discussion / related vocabulary. Where appropriate discussion will overlap with Poetry and Talk - where some specific poems (EG: Michael Rosen Eddie Poems) are shared and enjoyed with both age groups. Ongoing reviews will take place on termly basis between teachers from twinned age groups.

Quality of Ed (1b) - Reengage the school community

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 15/07/22

Description: Many activities where the school community come into the school environment, e.g. family learning workshops, open hours, were lost due to coronavirus restrictions. We believe links with parents and the community are of great importance and plan to re-start activities from the beginning of the year.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Whole school workshops <i>Whole school workshops for phonics, times tables and reading. Registers will identify families, who have attended and families which need to be targeted.</i>	● Not Completed	01/10/21 to 15/07/22	MC	Medium
Targeted workshops <i>Targeted sessions for individual families as identified by class teachers and SENCo. Phonics targeted meetings for Y1 and Y2 parents (term 2). Times tables meetings and resources provided to families (term 2). Reading workshops (term 3).</i>	● Not Completed	01/10/21 to 15/07/22	MC	Medium
EYFS - Involving Parents as Partners <i>Encouraging the parents to be involved in school life and support their children. Organise workshops and meetings to demonstrate best practice as parents with regard to early learning. Use of Tapestry to formally engage with parents - including access from parents to share the early developments of their own children.</i>	● Not Completed	14/10/21 to 15/07/22	DW	Medium

Quality of Education (1b) Meet and Greet

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** BB

Dates: 01/09/21 - 15/07/22

Description: Children can find transitioning into school difficult and this can impact on their learning. Having support with their start to the school day will support their mental health and help them to be ready to learn.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Meet and greet	● Not Completed	02/09/21 to 15/07/22	MC	Medium

CM will meet and greet identified children to support transition into school each morning and ensure they are ready for learning.

Quality of Education (1c) Curriculum Development

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 31/08/22

Description: Reviewing and revising our Curriculum Offer including global awareness of intent, implementation and impact of our work across the school. Ensuring our curriculum (previously referred to in Ofsted as impressive) continues to provide the essential learning and progression for all pupils.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Schemes of work</p> <p><i>Review schemes of work documents to ensure they reflect the needs of the children and that there is clear progression within a broad and balanced curriculum.</i></p> <p><i>Coordinators check that the planned curriculum is taught across the school.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Progression</p> <p><i>Develop awareness of progression within subjects across the school.</i></p> <p><i>Staff meeting time to share progression in different subjects .</i></p> <p><i>Develop opportunities to revisit knowledge and skills within unit and across year groups.</i></p> <p><i>Develop vocabulary to be taught within units and be built on as children move through school.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Knowledge retention</p> <p><i>Investigate the use of quizzes to review learning and gain an understanding of current knowledge.</i></p> <p><i>Staff meeting to plan quizzes for current units of work (term 3).</i></p> <p><i>Develop quizzes that can be used across the school to provide regular times to revisit previous knowledge.</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium
<p>Coordinators</p> <p><i>Coordinators will work with all staff to ensure the intent and implementation are clear in all year groups for their subject area.</i></p> <p><i>Coordinator teams check coverage and progression of skills and knowledge across the school. (term 1 and term 2)</i></p>	● Not Completed	01/10/21 to 15/07/22	JH	Medium

Quality of Education (1d) Teaching of reading

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	31/08/21 - 24/06/22

Description: Analysis of practice suggests that whilst children are heard to read, the direct teaching of reading needs to be more prevalent in our practice. We have a commitment to the quality of reading and a view that reading opens up the rest of the curriculum. We are committed to closing the word and language gap in the early years and throughout the school and know this can be achieved through direct and systematic teaching.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Refine teaching	● Not Completed	01/10/21 to 17/12/21	JH	Medium
<p><i>Develop the direct teaching of reading to accelerate progress for all children.</i></p> <p><i>Staff survey to review current practice (term 1).</i></p> <p><i>SLT meeting to discuss data, staff survey and pupil voice results and to plan how provision can be improved further (term 1).</i></p> <p><i>Meet with year groups to confirm new methods.</i></p> <p><i>Staff meeting to share suggested changes and finalise what it will look like in each year group (term 1).</i></p> <p><i>Ensure the teaching of vocabulary is a central part of teaching of reading.</i></p>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Review teaching</p> <p><i>Review the teaching of reading and phonics across all year groups.</i></p> <p><i>Initial review and new policy planned in term 1.</i></p> <p><i>Implementation of new reading strategy monitored (term 2).</i></p> <p><i>Staff meeting in term 5 to review new strategy and to begin monitoring the impact.</i></p> <p><i>Data points in terms 4 and 6 will review impact of new teaching methods.</i></p> <p><i>Learning walk to monitor the implementation.</i></p> <p><i>Leaders look at planning and work to review the impact of the teaching and progression and continuity across the school.</i></p>	● Not Completed	01/10/21 to 30/06/22	JH	Medium
<p>Review assessment</p> <p><i>Review the assessment of reading and phonics to ensure children are being challenged appropriately and making good progress.</i></p> <p><i>Assess reading of children who are working below the expected level (term 1) and track their progress.</i></p> <p><i>SLT - monitoring of data and target setting through progress meetings (terms 2, 4 and 6).</i></p> <p><i>Staff meetings to develop the moderation of reading (term 2).</i></p> <p><i>SLT lead moderation at all three data points.</i></p>	● Not Completed	01/10/21 to 30/06/22	JH	Medium
<p>Staff training</p> <p><i>Staff meeting time will be used to share outline of new teaching of reading.</i></p> <p><i>Staff meetings will be used to share organisation, planning and teaching good practice.</i></p> <p><i>Training for TAs on the new teaching of reading and on phonics to support their work in these areas.</i></p> <p><i>Staff meeting time and moderation exercises will develop the use of assessment in reading and phonics.</i></p> <p><i>Training in the use of interventions in reading for SEN readers.</i></p>	● Not Completed	04/10/21 to 17/12/21	JH	Medium

Quality of Education (1d): Phonics

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	GH
Team:	SLT	Monitor:	DW
		Dates:	01/09/21 - 31/08/22

Description: Phonics is a priority as we recognise the importance of ensuring all children are able to read as soon as possible so they can access all areas of the curriculum.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Children at risk of falling behind</p> <p><i>Identify Reception children within the first three weeks and provide additional daily phonic work and story time sessions. Children in Y1 and Y2 receive additional daily phonic support where needed.</i></p>	● Not Completed	03/10/21 to 17/12/21	DW	Medium
<p>Phonic strategy</p> <p><i>Write a phonic strategy in response to the implementation of validation of the systematic, synthetic phonics programme guidance 2021. Share this with staff to ensure all actions are implemented into classrooms.</i></p>	● Not Completed	17/10/21 to 31/10/21	GH	Medium
<p>Monitoring</p> <p><i>Monitor planning and teaching across the key stage to ensure our approach is reflected/evident in planning and when observing lessons. Read with children to ensure reading books are matched accurately to phonics skills. Monitor the progress children are making in their phonic screening assessment and target accordingly.</i></p>	● Not Completed	01/09/21 to 31/08/22	GH	Medium
<p>Parents</p> <p><i>Engaging with parents, Teaching them so they can support their children with reading.</i></p> <p><i>Phonic meeting for parents - Term 1 September 2021 - all parents in year 1 and 2 Share ideas of activities their children could do at home. Send home phonic packs for Parents to use with targeted children.</i></p>	● Not Completed	01/09/21 to 31/08/22	GH	Medium

Quality of Education (1e) - Writing

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** JH

Team: SLT **Monitor:** MC

Dates: 18/10/21 - 14/07/22

Description: Although our online provision during lockdown was of a high quality, the ability of parents at home to support the development of writing skills, especially in the early years, was varied. As a result of this, teachers have identified gaps in writing skills across the school.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Intervention</p> <p><i>Develop effective writing intervention for children who are working below age related expectation at term 2 data point.</i></p> <p><i>Train staff in the use of the intervention.</i></p> <p><i>Identify children with specific needs and plan and monitor the impact of the intervention with teachers.</i></p> <p><i>Review impact of intervention at three data points in the year.</i></p>	● Not Completed	01/10/21 to 14/07/22	JH	Medium
<p>Greater depth</p> <p><i>Share children who have worked at greater depth at previous assessment points with all staff to ensure there is an awareness.</i></p> <p><i>SLT look at the writing of greater depth children to look for trends across the school.</i></p> <p><i>Staff training on what greater depth looks like across the school.</i></p> <p><i>Track children who have previous assessment of greater depth through the three data points and progress meetings.</i></p> <p><i>Identify children in the 'expected+' band, who could reach greater depth with targeted support.</i></p>	● Not Completed	01/10/21 to 14/07/22	JH	Medium
<p>Performance management</p> <p><i>All staff to have writing as a target on their performance management for pupil progress.</i></p> <p><i>Staff will decide if they need to focus on increasing the percentage at expected or greater depth in their class.</i></p> <p><i>Teachers will identify specific target children.</i></p> <p><i>Progress meetings will monitor the progress of the children identified to reach expected/greater depth.</i></p>	● Not Completed	01/10/21 to 14/07/22	BB	Medium



Quality of Education 1f: Multiple Vulnerabilities

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** BB

Dates: 01/09/21 - 31/08/22

Description: As a school we are refining our procedures to identify and support all our children in order to achieve their potential. We are enhancing our identification of multiple vulnerabilities procedures so that staff can provide better support to the children within their class.

Strategy:

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Monitoring children with Multiple Vulnerabilities <i>Class lists will be created identifying children who have differing vulnerabilities including FSM,PPG, SEND, LAC, Summer born, EAL, Staff will monitor and track progress of the children with 4+ vulnerabilities. There may need to be additional support put in- additional vocabulary teaching/small group intervention/homework support etc</i>	● Not Completed	30/09/21 to 30/12/21	MC	Medium
Monitoring children with Multiple Vulnerabilities <i>At Data Analysis Points, class staff should monitor carefully the progress of those children with 4+ multiple vulnerabilities. These children should be discussed in Progress Meetings with the SMT/SLT. Children should make at least expected progress from their starting points</i>	● Not Completed	10/10/21 to 20/07/22	MC	Medium
Monitoring children with Multiple Vulnerabilities <i>Ensure children have equal opportunities across the school. Children to be included in clubs and positions of responsibility such as School Council, sports teams, House Captains, Peer Mentors etc. Staff to ensure children have opportunity within school to apply for positions.</i>	● Not Completed	10/10/21 to 20/07/22	MC	Medium

Quality of Education 1f- EAL

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 30/06/22

Description: We have an increasing number of families who have English as an Additional Language. All children are given a buddy who is a good communicator when they join us. Supporting our families is very important to us as well as supporting the children in school. Utilising the language skills of our staff and families will help to engage new families within our school community.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
EAL- family support	● Not Completed	10/10/21 to 18/02/22	MC	Medium
<p><i>Questionnaire existing EAL families to build up a volunteer list to support any new starters.</i></p> <p><i>Audit staff expertise so that they could be called upon to interpret either for a family or child.</i></p>				
EAL- progress	● Not Completed	10/10/21 to 18/02/22	MC	Medium
<p><i>Children's ability to be measured on entry.</i></p> <p><i>Children to be provided with a buddy and put with groups who have a good level of spoken English so they can have good role models.</i></p> <p><i>Their progress to be monitored closely</i></p>				

Quality of Education (1f): Pupil Premium

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	30/08/21 - 30/06/22

Description: Please see separate PPG Strategy including PPG Plan within Perspective for full range of Actions.
 Our aim is to ensure that children who are Pupil Premium are not disadvantaged either in terms of academic potential or their ability to access a broad range of enriching experiences. The main priorities in our 3 year plan are:

1. Improvement of oracy leading to an increase in reading skills.
2. Teaching our children to be resilient and focusing on their social and emotional skills.
3. Improvement of academic attainment-especially in writing.
4. Ensure that out of school experiences are accessible to all.
5. Engage parents and carers in their children's learning

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Oracy Interventions	● Not Completed	11/10/21 to 18/02/22	MC	High
<i>Use Wellcome as a baseline to identify children in EYFS who have a potential language difficulty. Intervention is then put in place to provide them with the support needed to be at age related expectations. This will also take place with targeted children in Year 1.</i>				

Quality of Education (1f): EYFS Inclusion

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	MC
		Dates:	31/08/21 - 24/06/22

Description: All children deserve to have an equal chance of success. Every child has the right to high quality early years education and care. This means that we need a different strategy for managing the complex needs of specific individuals. Joined up assessment and support, health, early years and other agencies can have a powerful and positive impact on the children.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
CPD <i>Working alongside skilled practitioners from the ARC and speech and language therapist.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium
Signalong <i>Staff will attend training on Signalong. Children will be taught to use a schedule to manage transitions between activities.</i>	● Not Completed	14/10/21 to 17/12/21	DW	Medium

Quality of Education (1f): SEND

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 30/08/21 - 31/08/22

Description: As a school, we are constantly refining the way we identify and support children with SEND. We will be re-evaluating the way we identify children with Cognition and Learning to ensure consistency across the school and Trust in line with local guidance. Ongoing monitoring of provision ensures that the graduated response meets the needs of the individual children.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>SEND- Universal provision and graduated response</p> <p><i>Monitor universal and SEND provision within classrooms to ensure there is appropriate graduated response in place. All children on the SEND register for Cognition and Learning must have a SEND need and have appropriate provision in place that is in addition to the Universal provision provided in class for all children.</i></p> <p><i>Children should be included on Provision maps to detailed the graduated response. These are monitored by the SENDCo to ensure the targets set are SMART. These are shared with Parents 3 x a year.</i></p>	● Not Completed	30/09/21 to 20/07/22	MC	Medium
<p>SEND- progress</p> <p><i>All staff to understand the individual starting points of children with SEND. Progress needs to be measured from these individual points.</i></p> <p><i>Staff will monitor the progress at least 3 points during the year and SEND children will be discussed at Progress Meetings.</i></p> <p><i>75% will make progress + from their individual starting points.</i></p>	● Not Completed	10/10/21 to 17/12/21	MC	Medium

Behaviour and attitudes (2a): Metacognition

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	NW
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 15/07/22

Description: Develop metacognition throughout the school so that children can understand how they learn and become more resilient.
Staff meetings to plan metacognition teaching and how principles will be used across the school.
Focus on very small specific elements that relate to embedding principles and skills of metacognition, (EG Marvellous Mistakes and resilience, colours as learners), but not weekly use of reflect-ED curriculum other than focused termly activities taken from this resource.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Embed Metacognition	● Not Completed	16/11/21 to 15/07/22	NW	Medium
<p><i>Develop metacognition throughout the school so that children can understand how they learn and become more resilient. Staff meetings to plan metacognition teaching and how principles will be used across the school. Focus on very small specific elements that relate to embedding principles and skills of metacognition, (EG Marvellous Mistakes and resilience, colours as learners), but not weekly use of reflect-ED curriculum other than focused termly activities taken from this resource.</i></p>				

Behaviour and attitudes (2b): SEMH

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 31/08/21 - 15/07/22

Description: We recognise that there is an increase in the anxieties among children and that this has been exacerbated by the pandemic. In order to support the well-being of our children, we have expanded our SEMH Team to reflect the needs of our school.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
SEMh team	● Not Completed	01/10/21 to 17/12/21	MC	Medium

The SEMH Team has been expanded in recognition of the increased number of children across the school who need support. JH will focus on those requiring more therapeutic support. CM will focus on those who would benefit from an increase in self-esteem and developing more positive learning behaviours.

Behaviour and attitudes (2b): Physical well-being

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 31/08/21 - 31/08/22

Description: Targeted interventions at lunch times to promote and reinforce positive behaviour and focused games.

Strategy: Learning Mentor (CM) to set up activities and targeted children be invited to take part.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Learning mentor	● Not Completed	01/10/21 to 17/12/21	MC	Medium

*Learning mentor to support children with SEMH needs.
Separate zone at playtime with structured activities and games to promote team work and build self esteem.*

Behaviour and attitudes (2b): Mental well-being

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 31/08/21 - 30/06/22

Description: We recognise the importance of mental well-being for both our children and staff. It is our responsibility to ensure that everyone in our community can share and be supported.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Senior Mental Health Training <i>School has applied for a grant for Senior Mental Health Training in order to implement effectively a whole school approach to mental health and well-being. Training will be in January and June. Information and strategies will be shared in Staff Meetings and a whole school approach formulated.</i>	● Not Completed	20/01/22 to 30/06/22	MC	Medium
Staff <i>All staff recognize the importance of and promote well-being with time being given to talk about worries and strategies given. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf</i>	● Not Completed	01/10/21 to 30/06/22	MC	Medium
Talktime <i>Access to Talktime for identified children to promote strategies for dealing with worries and anxieties</i>	● Not Completed	01/10/21 to 17/12/21	MC	Medium
Trailblazers <i>Remain part of Trailblazer project referring children as appropriate Parents and children identify that this has been a supportive intervention. SENDCo to monitor wait times of individual children and liaise with Trailblazer time to expediate more urgent referrals</i>	● Not Completed	01/10/21 to 17/12/21	MC	Medium

Behaviour and attitudes (2b): Safeguarding

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 31/08/21 - 30/06/22

Description: All Staff understand their role and responsibilities in relationship to safeguarding. Training and regular updates are given to all staff throughout the year to keep them abreast of changes.
Children can articulate how they can keep themselves safe both in and out of school.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Staff</p> <p><i>All staff recognize their responsibility towards Safeguarding and undertake regular training.</i></p> <p><i>All staff have read the school Safeguarding Policy and KCSiE</i></p> <p><i>Staff understand how to report their concerns and what actions they should take.</i></p> <p><i>Peer on peer abuse training attended by staff and Governors.</i></p> <p><i>Staff within EYFS include oral hygiene in curriculum design and development and are aware of the importance of tooth decay as an indicator of neglect.</i></p>	<p>● Not Completed</p>	<p>01/10/21 to 24/06/22</p>	<p>MC</p>	<p>Medium</p>
<p>Children</p> <p><i>Children have regular teaching on how to keep themselves safe eg PSHE, NSPCC Pants etc, including e-safety</i></p> <p><i>There are regular audits/questionnaires to ensure that children are remembering the key message.</i></p> <p><i>NSPCC undertake an annual assembly with the school.</i></p> <p><i>Posters are prominent throughout the school, giving children advice on where to go for help and these are constantly referred to.</i></p> <p><i>Children can articulate that they feel safe in school and that they can identify someone they can talk to.</i></p>	<p>● Not Completed</p>	<p>01/10/21 to 24/06/22</p>	<p>MC</p>	<p>Medium</p>

Behaviour and attitudes (2b): Lighthouse

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	31/08/21 - 31/08/22

Description: Use Lighthouse to support parents and to access support for children with SEMH needs

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Lighthouse	● Not Completed	01/10/21 to 18/02/22	MC	Medium
<i>Further develop our relationship with Lighthouse both in terms of support for Parents and in terms of accessing therapeutic services for children eg Play Therapy.</i>				
<i>Lighthouse will provide Family Support Workers who can liaise and support families through a range of circumstances such as managing challenging behaviour, setting appropriate morning/bedtime routines, supporting parents with mental health difficulties, difficult relationships and financial hardships etc</i>				
<i>Lighthouse will support with managing TAC meetings when an independent link is required.</i>				

Personal Development (3a) Love of reading

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	01/11/21 - 24/06/22

Description: Staff are committed to developing a love of reading for children in school. We believe in providing the children with a diverse experience of genre, styles, cultures, authors and characters. We know the importance of hearing texts being read aloud as well as reading independently. Pupil voice highlighted how much our children enjoy listening to stories being read aloud. We have a commitment to the quality of reading and a view that reading opens up the rest of the curriculum. We are committed to closing the word and language gap in the early years and throughout the school and know this can be achieved through the sharing of quality texts.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Poetry talk <i>Reintroduce poetry talk across the school. Children will have termly poetry talk sessions delivered by SB.</i>	● Not Completed	01/10/21 to 15/07/22	BB	Medium
Reading spine <i>Create a school reading spine of books and poems that all children should be exposed to throughout their time at Abbey Meads. Staff meeting in term 1 will share structure of the spine. SLT will use initial staff responses to create a draft reading spine, which will be shared and discussed in year groups. Year groups will plan class books for the last four terms, linked to the reading spine.</i>	● Not Completed	01/10/21 to 15/07/22	JH	Medium

Leadership (4a) Succession Planning

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	BB
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 31/08/22

Description: Developing the Team of Senior Leaders to lead monitoring and evaluation cycles across the school. Develop middle leaders to coordinate different Key Stages and lead curriculum development and monitoring within their Key Stage.
Develop leaders across the school in key roles.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Developing Teams	● Not Completed	18/10/21 to 14/07/22	BB	Medium

Senior Team appointed and developed by SMT (BB lead)

Curriculum Leaders identified and developed by SLT (JH Lead)

Key roles identified and personnel allocated to roles (BB lead)

Curriculum teams developed to both monitor and challenge progression/continuity within and across curriculum.

Leadership (4b) Developing Governance

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	BB
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 31/08/22

Description: Continue the development of the Local Governing Body to understand and fulfil its role within the Trust setup. Specific focus on implementation of the LGB 'cog' within the Trust Governance document and fulfilling requirements held in the Scheme of Delegation

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Governor Training	● Not Completed	18/10/21 to 15/07/22	BB	Medium
<p><i>BKAT to provide a series of training opportunities regarding the roles and responsibilities of LGBs</i></p> <p><i>Governors to have a good attendance at such training and fully understand their place in the Governance Structure of both the school and the Trust.</i></p> <p><i>Chair of Governors to be integral part of the Chairs of Governors group - led by Chair of Directors</i></p>				

EYFS (5a): Self regulation

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 24/06/22

Description: In light of the changes and the importance of self regulation within the new EYFS curriculum, and due to the impact we have seen on well-being due to the pandemic, we are promoting self regulating within the early years in order to support the children's emotional well-being.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Self regulation	● Not Completed	03/10/21 to 24/06/22	DW	Medium

Plan opportunities for children to talk, ensuring that the language development provides them with the right vocabulary to talk about their emotions.

Research into executive function skills and then use this to support children in self regulation.

Language is important for emotional well-being, enabling and providing opportunities for children to talk about feelings. Self-regulation and executive function skills supported and taught.

EYFS (5b): Curriculum

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	BB
		Dates:	31/08/21 - 24/06/22

Description: Language and reading is at the heart of our curriculum. The aim of reducing the language gap between children from language rich homes and others. Boosting Early language development. Giving better and more equal life chances.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Reception <i>Daily phonics, daily big book sessions, daily poetry basket. Wondrous words, role-play, small world, songs and routines, book corner. Quality Snack time - talk, wellcomm intervention Keep up sessions for those identified as at risk of falling behind within the first 3 weeks. Referrals for children who may need speech and language support. Support for EAL children - picture cards.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium
Nursery <i>Nursery rhyme topic, teacher excited about reading/books. Daily rhymes, wondrous words, role-play, small world, songs and routines, well loved and established book corner, with fewer books that are more accessible and includes class books, library lending, quality snack time talk at tables, talk boost.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Parents <i>Raise awareness of developing vocabulary, communication and language with parents. Send lists of wondrous words and encourage parents/children to add words by sending them in and we can display these in the class.</i> <i>Curriculum evening - promoting communication and language</i> <i>Observations and activities shared on tapestry to support parents and give CLLD a high profile.</i>	● Not Completed	03/10/21 to 17/10/21	DW	Medium
Curriculum <i>Write own Early Years curriculum, which reflects the needs of the children in our school and the new EYFS framework.</i> <i>Staff training on how to implement the new curriculum.</i> <i>Monitor the implementation of the curriculum and the impact on learning.</i>	● Not Completed	14/10/21 to 28/10/21	DW	Medium
PPG <i>To monitor and target PPG children within FS2 in relation to Speech and Language.</i> <i>Introduce lots of opportunities for language rich experiences in the classroom, considering our cultural capital, snack time, adults interested and playing with children.</i>	● Not Completed	14/10/21 to 24/06/22	DW	Medium

EYFS (5b): Curriculum - Oral Health

RAG: ● Not set **Status:** In Progress

Priority: High **Responsible:** DW

Team: SLT **Monitor:** BB

Dates: 31/08/21 - 24/06/22

Description: Nearly a quarter of 5 year olds in England have tooth decay, with 3 or 4 teeth affected on average. Tooth extraction is one of the most common procedures for children under 6 in hospital. Children from more deprived backgrounds are more likely to have tooth decay.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Cultural Capital - Dentist visit <i>invite a dentist to visit and talk to the children about oral health.</i>	● Not Completed	03/10/21 to 17/10/21	DW	Medium
Classroom Practice <i>Read books about teeth, smiles and the dentist. Non-fiction and fiction. Have toothbrushes with the household and baby items for role-play. Use mirrors to look at their own and each other's teeth. Children talk about any trips to the dentist.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium
Healthy Eating <i>Teach the children about healthy food and how to take care of our teeth, promoting milk, healthy snacks, limit sweets and sugar. Send parents links for promoting oral health.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium
Identification <i>Identify anyone who may be a concern for oral health. Discuss with DSL during Supervision meetings.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium

EYFS (5b): Phonics

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 24/06/22

Description: Phonics is a high priority in the early years and needs to be delivered with a systematic, synthetic approach.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Phonic Strategy <i>Write a phonics strategy in response to the Implementation of the validation of the systematic synthetic phonics programme guidance September 2021. Share strategy with all staff to ensure it is used in planning and teaching. Monitor planning and teaching across the year.</i>	● Not Completed	03/10/21 to 01/07/22	DW	Medium
Storytime Phonics <i>Meet staff to discuss the implementation and delivery of the curriculum through Storytime Phonics. Monitor planning and teaching during terms 1 and 2.</i>	● Not Completed	14/10/21 to 17/12/21	DW	Medium

EYFS (5c): Progress

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 31/08/22

Description: Senior Leaders and teachers, following the analysis of data and observations, will identify pupils needing targeted action to make accelerated progress throughout the year. Strategies and approaches to be used are agreed and their progress monitored on an ongoing basis by the teachers and through formal, structured Progress Meetings three times a year with Senior Leaders. Support with understanding of the next steps and progression of skills is provided during these meetings.

Strategy: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Tracking and supporting <i>Identify children in danger of falling behind in reading, writing and maths at the three data points. Plan targeted intervention to support them with their next steps.</i>	● Not Completed	03/10/21 to 24/06/22	DW	Medium
Progress and attainment of boys <i>Topics planned are based around 'curiosity' and allow teachers to plan learning around children's fascinations and interests. Teachers will use their knowledge of children, in particular boys at risk of falling behind, to plan engaging activities that will excite all children in their learning. Progress and attainment of boys will be a talking point in all progress meetings.</i>	● Not Completed	14/10/21 to 24/06/22	DW	Medium