

SCHOOL DEVELOPMENT ACTION PLAN – SEPTEMBER 2022 – JULY 2023

English						
Description	Action	Cost	Funding Source	Gov	Expected Impact	Review
Review phonics curriculum.	<p>Staff meeting to review and audit current provision.</p> <p>Analyse screening results, identify any areas of weakness.</p> <p>Continue daily phonics session in EYFS and KS1</p> <p>Identify any pupils not retaining phonic sounds and provide support.</p> <p>Use of academic mentor in Autumn 2 to provide focused and targeted phonic sessions for any pupils who need extra teaching.</p> <p>Review use of phonic books in line with the core ORT scheme.</p> <p>Offer parent workshops and / or online videos about the teaching and expectations of phonics.</p>	Academic mentor	Directed Time	CLS FT	<p>Children in EYFS have secure phonic knowledge in preparation for Y1.</p> <p>Year 1 pupils have secure phonic knowledge of set 1, 2 and 3 sounds and show that they can apply this knowledge in early reading and spelling tasks.</p> <p>Y2 pupils who did not have a secure grasp of phonics at the end of Y1 show progress in their learning and acquisition of phonics and are able to apply this to reading and spelling tasks.</p> <p>SEN pupils have secure knowledge of set 1, 2 and 3 sounds by the end of KS1.</p> <p>By the end of KS1 all pupils are able to access AR and have a range of quality reading material at an individually appropriate level to ensure a love of reading and success with reading which enables all pupils to access a full curriculum with appropriate levels of support where necessary.</p> <p>Parents are aware of need for pure sounds and the importance of reading with and to children. Positive impact on early reading attainment.</p>	<p>Staff audit of phonics carried out in September 22.</p> <p>Screening of all Y1, 2 and 3 pupils carried in Autumn 1. From Autumn 2, children are streamed into 6 groups and any catch up required delivered immediately. Ongoing phonic assessment shows all pupils making rapid progress in securing phonic knowledge. Staff rotate in Spring 23 so that pupils taught by TA now have a teacher and vice versa.</p> <p>All staff trained in delivery of RWI phonics.</p>
Review the standards of reading throughout school and foster a love of reading in all children.	<p>Review use of AR scheme from Y2 - Y6</p> <p>Produce book lists for lower and middle years level books.</p> <p>Review recommended reads for children to ensure current, quality reading material is available.</p> <p>Assess book corners / areas in each classroom. Review reading material and ensure it is engaging for children and relevant to topics being taught.</p> <p>Review use of reading / homework diaries to record how often / how much children</p>	£200 books	Book Fair revenue budget	CLS FT	<p>There is a range of stimulating, quality fiction and non fiction texts for lower and middle years levels.</p> <p>Children have an enjoyment of reading and can make book recommendations to each other, express opinions and talk enthusiastically about books.</p> <p>30 minutes reading time daily is comfortable and children are focused.</p> <p>Parents are engaged in their children's choice of reading material and child's progress in reading.</p> <p>All pupils will be on track to achieve at least the</p>	<p>Analysis of STAR reader results Sept 2022 and NFER data Summer 22. Gaps in knowledge identified and academic mentor time used to teach reading fluency / comprehension and strategies in Autumn 1.</p> <p>Changes to reading environment underway in KS1 and KS2.</p> <p>Analysis of reading progress using STAR</p>

	<p>have read.</p> <p>Analyse summative / formative / teacher assessment and identify pupils who require support with reading fluency.</p> <p>Analyse summative / formative / teacher assessment and identify pupils who require support with reading comprehension.</p> <p>Ensure KS1 pupils are on track to achieve at least the expected standard in reading by end of KS1.</p> <p>Identify any Y1 pupils who are above the expected standard for reading and implement AR scheme with them.</p> <p>Ensure KS2 pupils are on track to achieve at least the expected standard in reading by end of KS2</p> <p>Analyse STAR reading data to measure and track pupil attainment and progress.</p> <p>Staff training in use of Reading dashboard on AR site to identify individual pupil needs.</p>	<p>Academic mentor</p> <p>Academic mentor</p> <p>£12.00 per pupil extra licences</p> <p>£2486.15</p> <p>Annual Licences</p>	<p>Budget / NTP</p> <p>Budget / NTP</p> <p>Budget</p> <p>Directed Time</p>		<p>expected standard in reading. A high proportion will be working at the greater depth standard.</p> <p>Pupils not on track are quickly identified and appropriate support / intervention put in place to ensure rapid progress is made.</p> <p>Reading standards for the more able are at least maintained.</p> <p>Reading standards across the board are raised for pupils who require extra support to reach the expected standard.</p> <p>Staff continue to have high expectations and support parents to read with and to their children which is shown by a love of reading and high academic standards.</p> <p>Teachers have a range of accurate and up to date data to inform their planning and identify needs.</p>	<p>data Nov 22, shows pupil progress and pupils who need further input.</p> <p>Next analysis is due in the first week of the Spring term.</p> <p>3 Y1 pupils have progressed to AR scheme in Autumn 22.</p>
<p>Continue to develop spelling strategies so that pupils improve their knowledge of spelling rules and conventions and can make links to prior knowledge.</p>	<p>Monitor pupil progress using SWST and identify areas of strength / weakness</p> <p>Monitor and review use of 'The Spelling Book' approach to ensure progress in spelling attainment and application of phonics/ rules and patterns.</p> <p>Review approach to spelling homework. Investigate Spelling Shed as a motivational learning tool.</p>	<p>Approx £180</p>	<p>Directed Time</p> <p>Budget</p>	<p>CLS FT</p>	<p>Pupils show at least expected progress in spelling attainment.</p> <p>Written work shows evidence of taught spelling strategies applied by pupils.</p>	<p>In line with phonic assessment - KS2 pupils spelling assessed and from Autumn 2 pupils were streamed into 7 groups for spelling. Continued into Spring 23.</p>
<p>Develop writing skills across a range of genre / subjects</p>	<p>Review use of writing target assessment sheets as a tool to measure progress and high standards of writing.</p> <p>Curriculum co-ordinators to monitor evidence of writing in their subject where relevant.</p>		<p>Directed Time</p>	<p>CLS FT</p>	<p>Pupils build up stamina for extended writing tasks and are able to evaluate and improve their own writing.</p> <p>A range of writing styles and genres are evident across the curriculum and pupils have the necessary skills to write clearly and appropriately.</p>	

Maths

Description	Action	Cost	Funding Source	Gov	Expected Impact	Review
All pupils to know and recall their times tables by the end of Y4	<p>Times tables have a high focus within school.</p> <p>Times tables sessions in Autumn 1 rotation to provide learning and practice opportunities.</p> <p>Twinkl Go multiplication check style activity set up for pupil practice.</p> <p>Monty to be reintroduced to encourage pupils to practise and have instant recall</p> <p>Ensure pupils with SEN have strategies, other than recall, so that they can quickly work out a times table answer.</p> <p>Pupils struggling with tables recall receive support and intervention to enable them to understand and use times tables.</p>	Academic mentor	Budget NTP	FT LB	<p>All UKS2 can recall their tables and can apply this knowledge for arithmetic tasks and general maths activities.</p> <p>Pupils confidence is increased and Monty is awarded throughout Y4 and any Y5 and Y6 who have not earned him.</p> <p>SEN pupils use other strategies if processing / memory is an issue.</p>	From Autumn 2, pupils were streamed for tables in 7 groups. Monty reinstated as incentive and awarded in assembly. Post Monty group has considerably increased in size since November 23. groups are continuing in January 23 but with adjustments to reflect progress.
Developing language and deeper understanding in maths.	Review use of and consistency of modelling stem sentences throughout school to develop language and understanding in maths.	White Rose Maths Subscription £150	Budget	FT LB	Pupils demonstrate a clearer and deeper understanding of maths concepts. They can apply appropriate strategies to their problem solving / reasoning tasks.	
Engagement with the Maths Mastery Programme, engaging in training through NCETM	<p>Maths coordinator to engage in the sustaining mastery element of the programme.</p> <p>Disseminate good practice to staff and provide advice and support.</p>	£1000 Supply costs	Budget	FT LB	<p>Staff training and feedback impacts on pupil engagement, attitudes and attainment in maths.</p> <p>Continue to raise standards in maths attainment</p>	Maths coordinator attended meeting on 17/11/22
Focus on challenge in maths lessons.	<p>Ensure more able pupils are challenged in maths lessons.</p> <p>Maths co-ordinator to lead book scrutiny and discussion with staff to identify good practice.</p>	£400 Supply costs	Budget	FT LB	<p>Children develop mathematical thinking and problem solving resilience.</p> <p>Increase the number of children working within the greater depth standard.</p> <p>Children and staff confidence in mathematical tasks continues to increase.</p>	

Curriculum

Description	Action	Cost	Funding Source	Gov	Expected Impact	Review
Implement reviewed and updated 3 curriculum cycle plan.	<p>Following subject reviews in Summer 22, curriculum co-ordinators identify areas for action in their subject(s).</p> <p>Curriculum co-ordinators to have specific days to review their areas and monitor action plans.</p> <p>Subject action plans</p>	<p>£2000</p> <p>supply cover</p> <p>Directed Time</p>	budget	Govs	All pupils receive high quality teaching and experiences in every subject which is equally valued.	<p>Audit and action plan in place for all subjects.</p> <p>Rolling programme in place for Coordinators to monitor coverage, skill progression and developments in their subject</p>

Wider school developments

Description	Action	Cost	Funding Source	Gov	Expected Impact	Review
Develop therapeutic classroom approach	<p>Development of Barn owl Classroom into a workspace/ nurture space</p> <p>Trauma informed training modules to address children's needs.</p> <p>Refurbish classrooms across school to embrace therapeutic classroom approach.</p>	<p>£2500</p> <p>£2000</p> <p>£2000 per classroom</p>	<p>Budget / Grant funding</p> <p>Budget</p> <p>Fundraising / grant funding</p>	VP JC	<p>Calmer classroom environments will address pupil anxiety and behaviour needs and enable pupils to self soothe, find sensory ways to regulate their behaviour which positively impacts learning.</p> <p>Positive impact on attainment seen.</p> <p>Positive impact on pupil mental health and wellbeing.</p> <p>Positive impact on staff wellbeing.</p> <p>Staff upskilled in addressing behavioural needs.</p>	<p>Therapeutic Classroom makeover in Barn Owl Class completed on 25/09/22. Notable calmness when children use room and very positive feedback from all. Room is constantly used as group / cohort space and breakout room for pupils who need time out.</p> <p>Plans in place to develop approach throughout school. Curlew and Kestrel refurbishment November 22.</p>
Improve behaviour for learning, punctuality and attendance	<p>Behaviour Hubs programme and action plan</p> <p>Enrol again on United Against Bullying programme.</p> <p>Form anti bullying ambassador group(s) and get their input and ideas to maintain awareness of anti bullying.</p>	£3000	Behaviour Hubs	VP JC	<p>Increased attendance.</p> <p>All children on time for school.</p> <p>Routines established in each class which ensure prompt start to lessons.</p> <p>Children move around school calmly.</p> <p>Children aware and understand the school rules</p>	<p>New attendance monitoring system in place.</p> <p>Half termly attendance reviews set up between HT and EWO.</p> <p>Punctuality improved as gate is locked immediately at start of</p>

					and expectations. Any incident of bullying is dealt with swiftly and effectively.	school and any late pupils have to be entered into the late book for monitoring purposes. Much improved start to the day for pupils.
Support for SEND Coordinator	Improve communication between SEND Co-ordinator and all staff by developing use of google docs. Involvement of SEND Coordinator in WeSEND programme Action Plan	£400 Supply £400 Supply	Budget Budget	JC VD	Staff aware of needs and education plans in place. SEND Coordinator can monitor education plans and referrals on an ongoing basis. Support for SEND Coordinator from local group and lead teacher make SEND systems more streamlined and effective.	New system on google drive set up to share SEN documentation between HT / SENDCo and staff.
Develop outdoor learning space and activities	Develop plans and build outdoor learning classroom in wildlife area Purchase tools and equipment for outdoor learning. Develop plans and build sensory garden	£18,000	Fundraising/ grant funding	JC	Outdoor learning activities used throughout the curriculum to enhance learning, enjoyment and outcomes. Sensory garden becomes quiet space at playtimes for children who need to process / be calm which positively impacts on their concentration and ability to learn in lessons.	Planning permission granted for outdoor classroom - Sept 22 and construction begins in Spring 23.
Staff wellbeing - work life balance	Ensure that staff are released from class teaching to monitor curriculum area(s) Refurbish staffroom so that staff have area to sit to eat lunch, have food preparation area and comfortable seating.	£2000	DFC	CLS	Staff feel valued and appreciated. Staff feel more relaxed which has significant impact on pupil wellbeing and attainment.	All subject coordinators had release time in Autumn 22. Staff room refurbishment is underway and should be completed by end of January 23.
Explore and Discover Arts Awards.	Develop a whole school project so that pupils can collaborate and develop their skills whilst working towards Artsmark awards assessed by trained arts award assessor.	£1000 £200 supply for planning time	Arts funding application	IT	All pupils achieve success and their work in the arts is valued. Pupils see the arts as a career path and / or an interest to explore further. The school's link with the wider community is strengthened by an annual art exhibition in the village arts centre.	
Improve pupil safety, level of activity and awareness of sustainability.	Work with local councillor to address road surface, potholes and uneven pathways approaching school and on the entrance to school. Resurface all areas so that it is safer for scooters, bikes and pushchairs.	£12,000 Resurfacing	Fundraising / grant funding/ council contribution	VP	Children and families travel safely to school. Increase in pupils who cycle, walk or scoot, improving fitness levels. Maintain Platinum Modeshift School status.	Paths and potholes resurfaced at October half term. Safer access to school for families. Local Councillor is contributing to other improvement project within school.(IT

	<p>Promote walking, cycling or scooting to school by taking part in travel initiatives.</p> <p>Develop WoW ambassadors within school to promote active travel.</p> <p>Promote school's work on climate change, environment and recycling with local community.</p>		<p>tion?</p>	<p>Community is actively involved with the school's recycling initiatives and children understand the importance of this.</p> <p>Climate change ambassadors represent school in local partnership and Northumberland LA.</p>	<p>equipment).</p> <p>WoW Ambassadors in place who received training from Living Streets advisor - 14/10/22.</p> <p>School was highly commended at National Modeshift Awards 21/10/22 for work on sustainable and active travel.</p>
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