



School Development Plan 2023/ 2024

The Big Picture

We are focusing on these 7 main areas of development for this forthcoming year:

- Increase KS1 & KS2 Attainment and strong focus on Pupil Premium Attainment and interventions to help children close the gap across the school.
- High expectation target for all children can read to a level which matches their actual age.
- Increase Attendance by reducing the number of children who are persistently absent.
- Introduce school values and use these to support the behaviour policy.
- Children to have a greater understanding of how they learn through the metacognition project and learning life skills project.
- Implement whole school online leadership and management system to celebrate good practice within the school and share this good practice to increase teaching standards.
- Increase percentage of children achieving GLD by the end of Reception.

Targets for the year

	Outcome KS1		Outcome KS2	
	Expected +	Greater Depth	Expected +	Greater Depth
Reading	71 %	19%	77%	39%
Writing	61 %	5%	71%	18%
SPAG	N/A%	N/A%	73%	38%
Mathematics	71%	21 %	76%	39%
Combined	61%	5%	68%	16%

We use Fischer Family Trust to set challenging targets that will put us at least in the to 50th Percentile of schools

EYFS GLD	70%
Phonics Year 1	80%

QUALITY OF EDUCATION

To ensure that the quality of education throughout the school is Good or Outstanding
STANDARDS COMMITTEE

Key Priority	Success Criteria	Timescale	Person/s	Costs	Monitoring and Evaluation	Progress/ Impact Current date RAG or commentary		
						Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery	How specifically things must be done? Consider the cost, sustainability and versatility of the resource.	When are the completion dates?	Who is leading the initiative?		What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:
KS1 Attainment	Fine motor skills interventions to support with developing motor skills for writing.	Ongoing to be reviewed termly	PH/NA	Staff costs	Reviewed in termly PPR meetings. Monitoring of interventions in action by SLT. Book look of children behind in writing to establish whether progress is being made.	45 children are having funky fingers/handwriting interventions across the school.	Left handed pencils and spring loaded scissors have been purchased for identified children to support fine motor skills. Handwriting interventions are still happening weekly. 60 children are now having this intervention and 19 are PP children.	
	Quality first teaching and support for children through adaptive teaching.	Ongoing	SLT	£695 for the year.	Half termly learning looks/learning walks. Book looks. Use of nautilus alongside data to monitor attainment in KS1	Nautilus has been launched and it has been used for over 1000 pieces of monitoring in the Autumn term. Photographs of good progress are also being gathered for teachers to use.	Every year group has now had a learning conference and all subject leaders have carried out book scrutinies to check for challenges and adapting the curriculum to meet the needs of children with SEND.	
	Targeted interventions for children who are making less than expected progress	Ongoing	PH/NA/SLT	Staff Costs	Reviewed in termly PPR meetings. Monitoring of interventions in action by SLT	PPR meetings have identified key children who require interventions. Intervention timetables have been discussed in PM meetings with	SEND PPR took place and children were identified who were making slow progress. Interventions have then been adapted to meet the needs of these pupils. TAs and ISAs had training in Numberstacks, LEGO therapy, phonics and early reading.	

						teachers and TAs. Key children with interventions are on insight.		
Disadvantage attainment	Targeted interventions for disadvantaged children in writing	Ongoing	PH/NA	Staff Costs	PPR meetings Whole School termly attainment and assessment report	52 children have started the Write Away Together intervention across the school.	88 children are now having Write Away Together interventions across the school. 33 children are having name writing interventions. 6 are PP children.	
	Targeted Intervention for disadvantaged children who have a reading age below their actual age.	Ongoing to be reviewed termly	PH/NA	Staff Costs and Volunteers	Reviewed in termly PPR meetings. Monitoring of interventions in action by SLT. Collection of 'Have I been heard read' sheets	45 children are being heard read regularly by volunteer readers.	All year groups have volunteer readers weekly who read with children who are not reading at home. TAs are reading daily with all Pupil Premium children as well as any children who are not reading at home or are slow moving.	
	Quality first teaching and support for children through adaptive teaching	Ongoing	SLT	£695 Nautilus cost	Half termly learning looks/learning walks. Book looks. Use of nautilus alongside data to monitor attainment in KS1	Learning observations and book monitoring have looked at Pupil Premium children. Staff meetings planned for the spring term	All subject leaders have monitored teaching and learning through book scrutinies and speaking to children. Learning walks have taken place for some subjects and model lessons where staff have indicated on staff questionnaires.	
Increase the number of children reading at their actual age (minimum)	Reading age data collected 6 times a year.	Ongoing to be reviewed termly	PH/NA	Part of Accelerated Reader cost.	Reading ages against attainment monitored in termly PPR meetings	Reading engagement and Reading Ages were assessed and added to Insight in Autumn 1 & 2. The data was discussed during PPR meetings and teachers have put next steps into place based on this data.	The number of children reading at their actual age continues to be monitored every half term. 76 children have been identified for additional daily reading as a result.	
	Reading Age Data is a focus during the Pupil Progress Review	Ongoing to be reviewed termly	PH/NA	Part of Accelerated Reader cost.	Reading ages against attainment monitored in termly PPR meetings	Reading engagement and Reading Ages were assessed and added to Insight in Autumn 1 & 2. The data was discussed during PPR meetings	Ilana went through children's reading ages during PPR reviews. Interventions have been put in place for children who need them and this information was shared with parents	

						and teachers have put next steps into place based on this data.		
	Targeted Intervention for children who have a reading age below their actual age.	Ongoing to be reviewed termly	PH/NA	Staff Cost	Reviewed in termly PPR meetings. Monitoring of interventions in action by SLT	Reading Age data was discussed during PPR meetings. Interventions to be monitored by SLT in the Spring Term.	Ilana went through children's reading ages during PPR reviews. Interventions have been put in place for children who need them and this information was shared with parents	
	Reading awards in KS1 and KS2 to promote number of words read	Ongoing to be reviewed half termly	NA/ IR	£100	Number of words read checked using accelerated reader and bronze, silver and gold badges awarded for target number of words read.	Badges were ordered and number of words checked by English Lead. These will be awarded at the beginning of Spring 1 as badges have not all been delivered.	Reading awards have been presented to children in assembly and promoted on class dojo.	

BEHAVIOUR AND ATTITUDES

To ensure that the quality of childrens' personal development is Good or Outstanding
SAFEGUARDING, BEHAVIOUR & COMMUNITY COMMITTEE

Key Priority	Success Criteria	Timescale	Person/s	Costs	Monitoring and Evaluation	Progress/ Impact Current date RAG or commentary		
						Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery	How specifically things must be done? Consider the cost, sustainability and versatility of the resource.	When are the completion dates?	Who is leading the initiative?		What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:
Improved children attendance across the school	Motivational incentives for parents and children to	Ongoing to review termly	PH	£1000 across the school year.	Scholarpack registers EWO meetings	2 x £100 Buyagift vouchers awarded for KS1 and KS2 attendance in the Autumn Term.	Attendance has improved back to 94% now that most year groups have had chicken pox. One child received an award from Bromley Police as a	

POVEREST PRIMARY - SCHOOL DEVELOPMENT PLAN SEPTEMBER 2023 (UPDATED FEBRUARY 2024, UPDATED MARCH 2024)

	encourage attendance						'Good Ambassador' for improved attendance.	
	Set up Weekly Class Attendance Competition.	Autumn 2	PH	£600 for two classes to have a free class trip.	Class winners shared in Tree of Success Assembly. Overall Class winners to earn a free school trip.	Classes celebrated in assemblies, implementation of class competition to start next term.	The World Cup attendance competition has had a big impact with more children coming to school weekly.	
	Class attendance shared on the weekly newsletter alongside encouragement messages to parents.	Introduced Autumn term and ongoing	PH	N/A	Messages seen on the Newsletter - Overall attendance to be over 94%	Class attendance is shared every week in the Newsletter.	Class attendance continues to be shared on the weekly newsletter as well as in weekly assemblies.	
	Work with attendance officer on the children who are persistently absent.	Every half term	PH	N/A	Half termly lists of persistently absent children. Letters home. Meetings in School. Percentage of children persistently absent heavily reduced from the 28% figure from 22/23.	EWO visiting in January. New attendance policy written. New attendance team created who will meet half termly. Deputy Head now has the attendance lead position and this has been added to the job description.	EWO visited in January and February to send out letters and arrange meetings with parents. After the January visit 20 letters were sent out by the EWO and 65 by the school. After the February visit the EWO & HT held 10 meetings, 9 school letter 2's were sent out and 7 school letter 1's.	
Work towards the agreed values of the school, showing consistency across the school.	All stakeholders to learn and explain the school values and understand why we have them and how they can be implemented into the school day	Introduced Autumn term	GM & CD	N/A	Learning walks - asking children to name them. Using the values to reflect behavioural choices. Communication between everyone to show respect for these values.	The school values have been agreed and celebrated. They are displayed throughout the school and used for reflection purposes	The children were able to name the school values in assembly when asked. During the SEND learning walk the children were also able to talk about the school values. The values are displayed around the school to remind children.	
Implement a new behaviour policy that is agreed and	Behaviour policy in line with DfE guidance is implemented following discussions and	Autumn Term	GM & CD	N/A	Evaluate the current policy and adapt to meet the current climate of need. Implement the	Work on policy and share with all stakeholders including parents to ensure they are all working in a	All staff and children know the behaviour policy steps. These are followed consistently which was observed during recent learning walks.	

understood by all.	input from all staff so that everyone is involved.					consistent manner - policy was updated and shared with governors, awaiting approval.	Lunchtimes continue to be supported by the behaviour lead to ensure consistency. Governors have approved the policy.	
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PERSONAL DEVELOPMENT To ensure that children's' welfare, health and safety is Good or Outstanding SAFEGUARDING, BEHAVIOUR & COMMUNITY COMMITTEE								
Key Priority	Success Criteria	Timescale	Person/s	Costs	Monitoring and Evaluation	Progress/ Impact		
						Current date RAG or commentary		
						Autumn	Spring	Summer
What are the main objectives	How specifically things must be done? Consider the	When are the	Who is leading the initiative?		What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:

POVEREST PRIMARY - SCHOOL DEVELOPMENT PLAN SEPTEMBER 2023 (UPDATED FEBRUARY 2024, UPDATED MARCH 2024)

based upon criteria for Good or Outstanding delivery	cost, sustainability and versatility of the resource.	completion dates?						
Start the metacognition project in collaboration with other AFACT schools.	Introduce the metacognition project in Autumn term to staff via a staff meeting. Introduce strand one.	Autumn Term	Hazel D'Arcy from Edgebury	£600	<p>Staff should be encouraging the use of metacognition language in their activities.</p> <p>Tree of Success assemblies will be based around a strand to encourage children to recognise when they have shown they have achieved the strand.</p> <p>Display around the school to show the strands of the metacognition project.</p> <p>Children can tell you and are aware of the strands they have learnt/learning when asked.</p> <p>Pupil voice</p>	<p>Hazel is due in the next half term. EW to email Hazel and organise staff meeting.</p> <p>Meeting didn't happen due to time constraints.</p>	<p>Metacognition staff meeting 21/2/24 introduced learning and life skills. Hazel supported Emma with this meeting</p> <p>Next meeting to launch to children and agree 'I can' statements 17/4/24 for Learning Together unit. This will focus on working as a team and supporting each other with strategies when they are stuck with their learning. Emma will led on this staff meeting.</p> <p>Pupil voice will take place in May to get a baseline at the start of the project and then throughout every term.</p>	
	Introduce the second topic in Spring term via a staff meeting.	Spring Term						
	Introduce the third topic in Summer term via a staff meeting.	Summer Term						
Implement the Learning Life Skills Project across the school	Introduce the Learning & Life skills project in Autumn term to staff via a staff meeting. Introduce strand one.	Autumn Term	Hazel D'Arcy from Edgebury	£200	<p>Staff should be encouraging the use of metacognition language in their activities.</p> <p>Tree of Success assemblies will be based around a strand to encourage children to recognise when they have</p>	<p>EW is emailing Hazel to discuss a date for her to come in during the Spring Term.</p>	<p>Metacognition staff meeting 21/2/24 introduced learning and life skills.</p> <p>Next meeting to launch to children and agree 'I can' statements 17/4/24 for Learning Together unit. This will focus on working as a team and supporting each other with strategies when they are stuck with their learning.</p>	
	Introduce the second topic in Spring term via a staff meeting.	Spring Term						

	Introduce it to the children.				shown they have achieved the strand.		Pupil voice will take place in May to get a baseline at the start of the project and then throughout every term.	
	Introduce the third topic in Summer term via a staff meeting.	Summer Term			<p>Displays in classroom to show skills which have been learnt and 'I can' statements.</p> <p>Children can tell you and are aware of the strands they have learnt/learning when asked.</p> <p>Pupil voice</p> <p>School needs a mascot (animal)</p> <p>Learning walks to see short activities being taught explicitly and discretely.</p>			

LEADERSHIP AND MANAGEMENT

To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding

ALL COMMITTEES

Key Priority	Success Criteria	Timescale	Person/s	Costs	Monitoring and Evaluation	Progress/ Impact		
						Current date RAG or commentary		
						Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or	How specifically things must be done? Consider the cost, sustainability and versatility of the resource.	When are the completion dates?	Who is leading the initiative?		What evidence do you have, how do you review it and where is it kept?	Key Events:	Key Events:	Key Events:

POVEREST PRIMARY - SCHOOL DEVELOPMENT PLAN SEPTEMBER 2023 (UPDATED FEBRUARY 2024, UPDATED MARCH 2024)

Outstanding delivery								
New whole school online leadership and management system to capture and evaluate the teaching and learning impact across the school (Nautilus)	Training for subject leaders to use the system.	Autumn 1st Half Term	PH	Supply Costs for leadership time.	SLT to work with each subject leader the first time they carry out their monitoring check. The system will record each observation.	This has started - but there are more meetings planned for each subject leader to manage this.	All subject leaders have used nautilus for book scrutinies and pupil perceptions. All subject leaders will have had at least 4 mornings subject release by Easter.	
	Learning Conferences to use the new system rather than the old paper system.	Start Autumn 1 and ongoing.	SLT	Part of £695 Nautilus cost.	The system will record each conference. SLT will monitor the responses and the subject leads will add actions to their action plan.	Learning conferences have been successfully recorded on the Nautilus system.	Every year group has had a learning conference which has been recorded on nautilus	
	Learning Walks to be recorded on the system rather than the old paper system.		SLT	Part of £695 Nautilus cost.	The system will record each observation. SLT will monitor the responses and the subject leads will add actions to their action plan.	Learning walks have been successfully recorded on this system - highlights teachers who need more/have had more but gives a good overview.	Where learning walks have taken place these have all been recorded on nautilus including phonics, reading, SEND etc	
	Lesson Looks to be recorded on the system rather than paper and then the system used for professional dialogue around the lesson.	Start Autumn 1 and ongoing.	SLT	Part of £695 Nautilus cost.	The outcomes recorded on the system will be shared with the teacher after the lesson. Next steps may be put in place for the next lesson look.	Lesson looks have been successfully recorded on Nautilus. Lesson looks have been carried out by subject leaders, school governors and SLT. This has then been shared with teachers with next steps out in place.	Lesson observations have all been recorded on nautilus by SLT. 182 observations logged on nautilus in the last 3 months.	
Subject leaders and SLT to use the data and content on the system to	Subject leaders use the data captured as part of their allocated subject release time to plan for improvements to	Spring Term	Every subject leader for their subject	Supply Costs for leadership time.	Subject reports will include the data gained from the monitoring software. Actions may appear on the action plan to make improvements	All subject leaders had release time in the Autumn term. Reminders were sent out to staff about data being on Insight Tracker.	All subjects are recorded on Insight tracker and subject leaders follow up on any children who are not making the expected progress.	

share good practice amongst the staff and also target areas where CPD is needed to improve teaching and learning across the school.	teaching and learning.				to the teaching and learning of that subject.			
	Subject leaders ensure that photographic evidence of good practice is on the system for others to see.	Spring Term	Every subject leader for their subject	Part of £695 Nautilus cost.	Subject leaders will check during their subject release time. Sharing of good practice in a subject will form part of staff meeting CPD - some subjects only.	Photos have been uploaded for the following subjects: Phonics, EYFS Writing, Geography Feedback & Marking Maths, Science Provision	All subjects have now been uploaded onto nautilus. 237 photos of good examples of learning have been uploaded onto the nautilus gallery.	
	SLT to have a clear overview of strengths and areas for development highlighted on the system.	Ongoing - SLT meetings	SLT	Part of £695 Nautilus cost.	SLT will monitor the use of the system and how it is being used. They will also look at the data and compare subjects to have an understanding of strengths and areas for improvement.	CPD and target areas are discussed in the SLT meetings as appropriate - remains an ongoing target.	Nautilus shows that MFL is an area that continues to be worked on. The MFL subject leader is now doing model lessons and team teaching with staff this term.	

QUALITY OF EDUCATION IN THE EARLY YEARS

To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding
STANDARDS COMMITTEE

Key Priority	Success Criteria	Timescale	Person/s	Costs	Monitoring and Evaluation	Progress/ Impact Current date RAG or commentary
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						Autumn	Spring	Summer
What are the main objectives based upon criteria for Good or Outstanding delivery	How specifically things must be done? Consider the cost, sustainability and versatility of the resource.	When are the completion dates?	Who is leading the initiative?		What evidence do you have, how do you review it and where is it kept?	Key Events: Visitors for Diwali, Hanukkah & Christmas. Trip: Pantomime	Key Events: * Visitors for transport topic: pilot, taxi driver & bus driver. Trip: Waterstones	Key Events:
Increase percentage of children achieving GLD by the end of Reception.	The curriculum meets the needs of all children through a bespoke 1:1 approach.	Book scrutinies each half term to look at content	Class teachers and SLT	Staff costs	Learning walks (logged on Nautilus) show that all children are engaged with the curriculum.	Learning walks were carried out (11/11/23 and 6/12/23). During the learning walks, the activities in the learning environment had been planned to cover the curriculum, and most children were engaged. PPR meetings (7/12/23), showed that children are making good progress. Children who aren't making good progress have been identified and interventions will be put in place. Book looks and Evidence Me during EYFS Learning Conference (24/11/23). EYFS learning conference pupil voice 24/11/23	Governor, SIP, LA advisor and SLT have all completed learning walks. These are logged on nautilus as well as in reports. The focus for these was phonics and early reading PPR meetings focused on identifying children who are now a cause for concern. The SALT therapist has assessed all identified children now and put actions in place. Subject leaders have spoken to children in EYFS to gain an understanding in their subject areas. Evidence Me also shows any areas that need more support. End of Spring Term data shows: All 62 children: 53% on track to have the GLD. Reading: 68% on track, 15% just below & 18% below Writing: 55% on track, 19% just below & 26% below Number: 69% on track, 16% just below & 15% below Without the Provision 58 children: Reading: 71% on track with 16% just below Writing: 59% on track with 21% just below Maths: 71% on track with 16% just below	
	Progress is clear and children are achieving their targets.	Termly progress checks	Class teachers and SLT		Book looks (logged on Nautilus) show children are making good progress and that curriculum content is being covered cohesively and effectively.			
	Children and parents are clear what these targets are.	Termly parents meetings to share targets	Class teachers		PPR meetings show all children do well and make progress, and that targets are being met.			
					Pupil Voice shows that all children are engaged with the curriculum and know what they're learning about. Children will be able to talk about their targets.			

	Long term plans show a clear progression of skills & knowledge and medium term plans are adapted to meet the needs & interests of the children.	Long term plan on the website Autumn 23 Medium Term plans regularly updated Termly learning walks & looking at reports on Evidence Me.	Class Teachers and SLT Class Teachers and SLT SLT	Staff costs	Evidence Me, book scrutinies and learning walks show that the curriculum being taught matches the Long Term plan. Through AfL, Medium Term plans are adapted regularly and purposefully.	6/12/23 Lauren shared the long term plans with all staff so that subject leaders were aware of what they were teaching linked to the Kapow schemes of work. Medium Term plans adapted to meet the needs of the children. Evidence Me shows that children are achieving lots of the Reception Development Matters Statements	Medium term plans have been adapted to ensure that the curriculum reflects the interests of the children as well as ensuring a clear progression in skills and knowledge. Evidence Me shows that Physical Development and Personal, Social and Emotional development has the most progress since September. More children are achieving the Reception statements from development matters and some children are starting to get evidence towards the ELG.	
	PTPs and volunteers are doing weekly interventions for children who are not making the expected progress	Half termly PPRs	Class Teachers SENCO SLT	Staff costs	Half termly monitoring of interventions in place will ensure that children are making good progress.	EYFS Governors Learning Walk 10/11/23 - Governors observed phonics in EYFS, interventions in EYFS, looked at the learning environment and spoke to EYFS staff. They also looked at intervention books and folders which showed evidence of the children's work done during these sessions.	In December 55% of children were on track to achieve the reading ELG with 13% being just below. In March, 68% of children are on track to achieve the reading ELG now that children are beginning to segment and blend words. Every 6 weeks assessments are completed to identify the new phonemes that each child knows and interventions put in place to plug any gaps.	
	The learning environment inside and outside enables children to apply the skills and knowledge that they have been taught independently. Any extra resources are purchased and sustainability is considered for the outdoor area.	Half termly Learning Walks	Class Teachers SLT	£1000+	Evidence Me & Learning Walks on Nautilus show the adapted environment and that children are demonstrating the ELG in a range of contexts.	LA Adviser and Governors commented on the learning environment inside and outside during the Learning walk. 6/12/24 Sheds and outdoor resources purchased. Clear areas of learning created Most of the EYFS budget went on outdoor resources and this will be ongoing.	All 7 areas of learning are planned for in the indoor and outdoor classrooms. The outdoor area has been a significant focus for applying fine and gross motor skills. Labelled zones are now clear in the outside area for all areas of learning. Challenges are set in all areas of learning and every day staff record which children have done these challenges and direct children who haven't done them to these areas. 23/2/24 EYFS Audit was completed using the example from The Key. The only thing missing was photos of staff which had been addressed. OFSTED observed phonics, maths and computing	

Vision Statement Application Plan

Poverest is a genuine community school, providing a safe, positive and welcoming atmosphere and environment conducive to learning. We promote and support equality of opportunity for all our young people, who are nurtured and enabled in a collaborative, inclusive, and open manner. We seek to meet, challenge, and raise expectations, within our diverse and rightly demanding community.

Key Objectives	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation
Ensure that our school provides a safe environment, that supports effective teaching and learning for all, whilst also promoting sustainability	<p>Ensure all staff and Governor's role model expectations.</p> <p><u>Children's wellbeing</u>: Governors to meet with SLT fortnightly to discuss all operational matters, such as safeguarding, buildings, staffing, wellbeing of all and fresh creative ideas.</p> <p>Review policies relating to safety and wellbeing of children such as school meals, equal opportunities and diversity, participation in clubs and sports, along with ensuring the balance of learning meets the needs of all.</p> <p><u>Positive & welcoming</u>: Governors are visible in their role, and are approachable.</p> <p><u>Environmental</u>: Raise the profile of environmental/sustainability issues whole school. Move towards developing and implementing a climate action plan.</p> <p>Work with external agencies to deepen environmental awareness and enhance curriculum initiatives.</p>	<p>All</p> <p>Staff/Governors</p> <p>Chair/Vice Chair</p> <p>SLT</p> <p>FGB</p> <p>FGB</p> <p>SLT</p> <p>Nominated Teacher and</p>	<p>On going</p> <p>Fortnightly</p> <p>Reviewed Yearly</p> <p>Ongoing</p>	<p>Governors and staff play a significant role in championing and promoting the vision</p> <p>Evidence that the vision statement is embedded in the SDP objectives.</p> <p>Consistent timed-series Survey as appropriate, to involve staff, parents, and children.</p> <p>Evidence of improved environmental sustainability</p>	<p>Governor Visits Reports discussed with SLT^a and FGB^b</p> <p>FGB evaluation of the SDP^c to ensure our Vision Statement is evident throughout the plan and the school acts upon it accordingly.</p> <p>Minutes for Behaviour and Learning committee meetings published and promoted.</p> <p>School Policies listed and approved.</p> <p>Analyse survey data and respond as appropriate</p> <p>Ensure our Environmental Policy is being adhered to.</p>

		Nominated Manager	Site			
Impact:						

Our ambition for every child is for them to enjoy a positive school experience, with attention given to their emotional well-being, and individual needs met through structured learning opportunities. We strive to identify and unlock the potential of every child, hearing their voice and providing appropriate challenge amidst high quality teaching and learning environment					
Key Objectives	Actions taken	Who	When	Success criteria/impact – end of year statement	Monitoring and Evaluation

Ensure the right people in the right roles doing the right things.	Review roles and responsibilities to ensure they meet the needs of the school and provide value for money.	HT ^g FGB	Yearly	The staffing structure supports curriculum delivery through high quality teaching and learning, as well as a high level of service in all aspects of running the school.	Resources Committee reflects on staffing reviews.
	Monitor and review the Succession plan and Leadership structure Review the Performance Management procedures to ensure they can be measured against the SDP.	HT FGB	Yearly	Rigorous PM procedures support training and career development linked to the SDP and where appropriate to the Succession plan. Pay reviews to be determined upon the quality of teaching and learning.	Audit of staffing Update Succession Plan and formulate actions short and long term where possible.
	Review how staff are deployed: - Number of TLRs Number of support staff (ISA ^d /PTP ^e /HLTA ^f /Admin) and how they are distributed across the school.	HT FGB	Yearly	Staffing is deployed according to the needs of the school and is both efficient and effective, as well as demonstrating value for money.	Chair/VC ^h /Pay Performance Committee review anonymised PM ⁱ records; ensure pay awards reflect the quality of teaching and learning.
	Support the recruitment and selection process of all staff by ensuring job descriptions and levels of pay are appropriate. Governor Safer Recruitment Training as required.	HT FGB	Ongoing	New staff appointments are positive in both raising standards of teaching and learning, and are within normal budget parameters.	Named Governors to review JD ^j s of whole school staff structure.
	Continued commitment to the wellbeing of staff.	SLT FGB	Ongoing	Workload is monitored and wellbeing support is made available at all times.	Resources Committee reviews vacant posts and named Governors support the HT on the recruitment and selection process. Policy Review
Impact:					

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It is vital to seek means by which children's confidence and self-esteem can be enhanced. Curricular and extra-curricular provision offer very many inclusive opportunities. Communication technology is utilised in progressive style as an asset to learning, both inside and outside of school					
Key Objectives	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation

<p>To do everything in our power to ensure the curriculum/extra curricular provision is centred on the needs of each individual child.</p>	<p>Structured Governor Visits with specific roles in alignment with SDP. Frank and open conversations happen to support next steps of learning within the curriculum.</p>	Staff	Ongoing	<p>Governors use a wide range of evidence in order to evaluate the quality of education provided by the school. Their challenge supports the school to make further improvements.</p>	<p>Structured visits with specific roles that align to the priorities within School Improvement Plan.</p>
	<p>Learning Walks – Governors evaluate views of children via visiting lessons, deep dives, book scrutiny, and pupil conferencing sessions</p>	SLT			<p>Governors use a range of evidence to ensure they are well informed about the school's provision and curriculum including Communication Technology and extra-curricular opportunities</p>
	<p>Listening Circles of children—with teacher and governor, discussions views/issues of the school and its curriculum</p>	FGB	Ongoing	<p>Evidence that the school is nurturing, developing and stretching children's talents and interests. Children, are engaged, stretched and challenged in all lessons and are able to explain the context of the lesson and their learning</p>	<p>Minutes of Behaviour for Learning</p>
	<p>The development of a More Able Co-ordinator to support further development of teaching and learning within the school of the most able attainers.</p>	SLT			<p>Evidence of high-quality teaching and expectations, quality feedback engagement and challenge.</p>
	<p>Key snap shots of learning via termly surveys by Children and Parents, Parents Forum</p>	HT	Ongoing	<p>Development of whole school self-evaluation and improvement planning for more able provision and outcomes.</p>	<p>Time-series analysis of data capture from surveys, are responded appropriately to by SLT</p>
	<p>Governors to determine the attainment of "Pupil Premium V Non-Pupil Premium" children</p>			<p>Development of disseminating effective and proactive classroom practice with additional support for more able pupils.</p>	<p>Presentation to FGB strategies in place to support More Able Children within the school.</p>
	<p>Initiation and Development of a Creative teacher(s) within the school to further develop creativity within curriculum</p>	SLT	Ongoing	<p>Children's survey and views used to inform school action planning and next steps. Children feel valued and listened to, evident in school council minutes.</p>	<p>Regular reports to FGB by named Co ordinator.</p>
		HT		<p>Effective use of "Pupil Premium" funding to reduce the gap in attainment. Evidenced via case studies to FGB</p>	<p>Minutes of Behaviour for Learning, Resources & FGB Committees reflect attainment</p>
		HT	Ongoing	<p>Creative teacher(s) initiative in post to develop the concept of creativity within the curriculum</p>	<p>Minutes of Resources Committee reflect effective use of "Pupil Premium Monies"</p>
					<p>FGB monitors the role of creativity within the curriculum via reports from Creative Named teacher(s).</p>

Impact:	
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3 |

We invest in our staff. All have access to appropriate training, mentoring and coaching. Experienced leadership promotes a close, caring, family community, ensuring stability amidst the demands of near constant change. New and innovative approaches are trialled, applied, evaluated and celebrated

Key objective	Actions taken	Who	When	Success Criteria/Impact – end of year statement	Monitoring and Evaluation
Ensure there is an effective rich professional development programme within the school, which has a powerful impact on outcomes and meets school priorities.	CPD ^k programme includes all aspects of annual Safeguarding undertaken by all staff; opportunities for coaching and mentoring, well-being and areas of development linked to SDP and curricular needs/family community needs.	HT	Ongoing	CPD programme aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better quality of teaching and learning for children.	Reports to FGB of the impact of CPD in raising school attainment as part of the SDP
	Named Governors to sample CPD within the school.	HT	Ongoing		
	Governors will complete expected training as well as bespoke training linked to their specific area of responsibility,	FGB	Yearly	Implementation of good quality CPD supports a culture where it is embedded and both valued and desired within the school.	Anonymised PM to Pay Committee reflects a culture of good quality professional development
	Review of CPD Policy.	SLT	Yearly	CPD is the key driver behind school priorities linked to both PM and meeting targets as part of SDP. Staff have the opportunities to undertake additional qualifications to support meeting school targets as part of SDP CPD in place to support emerging and aspiring middle leaders along with other leadership training programmes	Reports to FGB of training opportunities for emerging leaders.
	NPQLBC	Mrs Dale	Starting Feb		

			2024		
Impact:					

4 |

By the time our children come to the end of Year 6, they are Secondary School prepared. They leave us as self-aware, self-confident, well-rounded individuals, ambitious and with an enquiring mind, developed to satisfy a thirst for knowledge and life-long learning

Key Objectives		Actions taken	Who	When	Success Criteria/Impact – end of year statement
<p>Every child</p> <p>a) Will be able to access the secondary curriculum possessing appropriate reading, SPAG¹, Mathematics and Science skills of a scaled score of 100 plus¹ and teacher assessments</p> <p>b) Will be prepared emotionally and mentally ready for secondary school experience.</p>		<p>- Constant review of attainment standards. Underperforming cohorts within Year 6 highlighted, and receive required additional interventions, resources and prioritisation to support underperformance.</p> <p>- School sets annual bench-marking target for cohort - Staff, Parent, Child feedback via survey/questionnaires sent start of Year 6. Provide additional evidence as to understanding where parents and their children believe should be at the End of Year 6 and what additional support is required if necessary.</p>	<p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SAT^m's Results/Teacher assessments, allow Parents to have a clear understanding of their child's skills they have mastered and their strengths.</p> <p>Committee minutes reflect attainment</p>

¹ The average score on most standardised tests is 100. Technically a score above 100 is above average and below 100 is below average; about two thirds of children will have standardised scores in the range 85 - 115

5 |

c) will have been given the opportunity if appropriate to consider sitting the 11+ selection tests	<ul style="list-style-type: none"> - Secondary Schools buddying programme developed re secondary transition – feeder schools invited to Parents Meetings and School Assemblies to discuss transition. - Opportunities in place taster sessions/1-week summer school encouraged as part of transition; - Invite former pupils back to share their experiences and concerns re transitions; - build confidence/independence/social skills – e.g., school journeys, encourage children to walk to school to promote independence summer term; PSHEⁿ sessions support emotions linked to transition and mental well-being and include such matters as relationships with the use of external visitors to support this. - Development of an “enterprise project” to support independence and learning skills development linked into named school charity. - Listening circles for children; focused discussions of small groups hopes/fear of transition to secondary. - More able children in Year 4 highlighted as option to sit 11+ tests. School develops a programme of more able children and works with parents for future of preparation of 11+ entrance. 	SLT/Year 6 Staff SLT Year 6 Staff SLT	Start of Academic Year SLT Ongoing	<p>Surveys/questionnaires support Parents/children regarding secondary school selection.</p> <p>Readiness/Confidence levels highlighted via Parents Evening to FGB & other Governing Committees</p> <p>Year 6 survey at end of Year – inform FGB of children’s experiences at Poverest. Action Plan supports what improvements can be done to improve on these experiences for future years</p> <p>Feedback from staff and Year 6 children to FGB of skills required for project, e.g., working within groups, Maths, English skills, D&T^o etc.</p> <p>Transition Booklet in Place to support all children with the next part of their educational journey.</p> <p>Increased percentage of Year 6 applying and successfully obtaining places at Grammar Schools. Statistics data available for Parents re 11+.</p>
Impact:				

Acronyms

^aSLT – Senior Leadership Team

^bFGB – Full Governing Body

^cSDP – School Development Plan

^dISA – Individual Support Assistant

^ePTP – Professional Teaching Partners

^fHTLA – Higher Level Teaching Assistant

^gHT – Head Teacher

^hVC – Vice Chair

ⁱPM – Performance Management

^jJD – Job Description

^kCPD – Continuing
Professional Development

^lSPAG – Spelling,
Punctuation and Grammar ^m

SAT – Standard Assessment
Test

ⁿPSHE – Personal, Social, Health &
Economic Education ^oD&T – Design &
Technology

