

Broadbent Fold Primary School and Nursery

School Improvement Plan 2023 – 2024



Context

The Mission Statement for Broadbent Fold Primary School and Nursery is: 'Learning Today for Tomorrow's World'. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for our pupils. The priorities within the School Improvement Plan (SIP) are the outcome of the annual school self-review in collaboration with staff and the Governing Board (GB). The areas for action from the last Ofsted Inspection in 2023 and these are incorporated into the key priorities as well as information from staff, pupil and parent questionnaires and the most recent data analysis headlines. The SIP is set in-line with the academic year, but forward planning takes place in-line with the financial year. The SIP is reviewed regularly by staff and termly by the GB when staff present the current progress, impact and next steps. The key priorities underpin appraisal objectives, staff CPD and budget implications. All staff have their own copy of the SIP on which they highlight the areas in which they are directly involved and have responsibility for. This is used to develop subject action plans and discussed at appraisal meetings.

Specific contextual challenges this academic year

Planning and teaching during the academic year 2022 – 2023 had many challenges which included:-

- Attendance issues, especially children with social and emotional needs.
- Gaps in learning, issues with working memory.
- Writing issues linked to spellings and handwriting.

Broadbent Fold Primary School and Nursery

Priorities for 2023 – 2024



To accelerate the progress of pupils across subjects, with a specific focus on spelling, grammar and punctuation.



To ensure our curriculum supports memory and transference of skills and knowledge across subjects.



To strengthen our EYFS writing by improving fine motor skills.



To support pupil's emotional wellbeing and improve attendance.

How will Broadbent Fold Primary School and Nursery implement the plan?

Area 1 Quality of Education	Curriculum Teaching and Learning Assessment Aspirations and the Future Outcomes		
Actions / Measures	Responsibility	Outcomes	Budget £
Curriculum 1. Work on our curriculum with a focus on memory recall. 2. Emphasis on reading, writing and mathematics throughout the curriculum and transference of skills and knowledge. 3. Staff subject knowledge and assessment to be developed across the curriculum, with a focus on art, music and D&T. 4. Polish to be developed and scheme progressive. 5. Subject leaders to track the progress and attainment of their subject through termly monitoring and moderation. Improve own subject leader CPD. 6. Pupil voice to impact on teaching and learning standards. 7. Spelling, grammar and punctuation to be embedded in learning.	1. All 2. All 3. HT/DHT 4. MFL Leader 5. Subject Leaders 6. SLT 7. English Leader	1. Pupils are transferring skills across the curriculum and improving their long-term memory. Teachers review last year/last week/yesterday learning. Plans show this. Key subjects have a focus throughout the year, lessons observed show good quality teaching. 2. Reading Focus – reading continues to be high profile throughout the school and in home learning. Libraries are being used effectively to develop enjoyment. KS2 library to be developed. Reading domains and weekly comprehensions in class will show pupil's understanding of texts / stamina improve. Texts are engaging and high quality. To ensure our baseline assessments are effective and children's reading books match ability (Ofsted). Writing Focus – spelling focus this year needed as key element missing alongside punctuation. This needs to be evident across the pupil's writing and consistently taught. Vocabulary Ninja training has ensured that language is rich in classrooms. Write Away training to be strengthened within lessons to drive standards and knowledge to address editing process. Talk for Writing - talk is rich in the planning of writing and staff can confidently plan a unit effectively to teach writing. Fine motor skills have improved, especially in boys. Inset	1. £0 2. White Rose Booklets - £1,800 3. National College – £894 4. £0 5. Inset Time £0. 6. Pupil Leader badges – £34.62 7. National College training. See above. SPAG.Com £ 3.75 per child

		<p>time has allowed staff to improve pupil outcomes in writing, especially greater depth.</p> <p>Mathematics Focus- School is using the White Rose and Maths Mastery resources have improved maths teaching and it has provided a range of materials to suit pupil's needs. Children in KS1 are subitising and are fluent in number sense. Pupils are talking and thinking mathematically. All of the core subjects are evident throughout other curriculum subjects and skills are transferred. Data across vulnerable groups has strengthened.</p> <p>3.CPD has focused on pupils' needs and has impacted on outcomes. National College and EEF to support CPD.</p> <p>4.Polish teacher on maternity leave – staff to ensure pupils listen/sing songs from learning.</p> <p>5.Termly meetings show the increased confidence and knowledge of staff across subjects and it displays this in the environment / books. Assessments are showing impact within lessons and summative. Subject Leaders are very clear of the EYFS curriculum and standards.</p> <p>6.Steering groups are having an impact on school life / pupil responsibility and future improvements.</p> <p>7. SPAG is embedded into lessons and knowledge has strengthened for staff and pupils.</p>	
<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. Ensure high quality teaching and learning standards across the school. 2. High expectations clear in monitoring and marking. 3. Staff CPD to provide time to research, coach and share good practice. 	<ol style="list-style-type: none"> 1. SLT / Gobs / SIP 2. SLT and subject Leaders 3. SLT 4. SENCo / HT 	<ol style="list-style-type: none"> 1. Teaching and learning policy / Marking and Feedback (Building Belief) is having an impact on daily lessons and pupil achievements. Lessons are progressive. Task is clear and knowledge based. 2. Monitoring shows improved outcomes and consistency for all learners. 3. CPD has had an impact on pupil outcomes and wellbeing. It reacts to needs. National College 	<ol style="list-style-type: none"> 1. SIP time £250 2.£0 3.National College 4.EEF Research £0 5. £0 Inset time 6.Provision Map – £795 7.£0 8.£0 9. £0 Inset time.

<p>4. Accelerate learning through interventions and additional adult support.</p> <p>5. Curriculum planning is effective Long-Term Planning / Medium Term Planning impact on knowledge and skills and give pupils time to review and learn new knowledge. (Ofsted)</p> <p>6. Ensure vulnerable pupils are effectively planned for and provision in place.</p> <p>7. Identify ways to inspire writers – gender focus.</p> <p>8. Increase parent participation in learning.</p> <p>9. To explore the Implementation process and impact on learners with a focus on knowledge retention and metacognition. (Ofsted).</p>	<p>5. DHT/ Curriculum Gvs</p> <p>6. All</p> <p>7. HT and English Leader</p> <p>8. Subject Leader</p> <p>9. SENCo and HT</p>	<p>CPD to strengthen knowledge in foundation teaching and SPAG.</p> <p>4. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. Quality First Teaching.</p> <p>5. Curriculum planning is effective and new strategies are having an impact on pupil's learning and working memory. Topics books have been divided to ensure clear progression of subject. (Ofsted)</p> <p>6. Planning shows key children / groups have the correct provision to meet their needs. Attendance has improved.</p> <p>7. CPD time to review writing and impact on learners. LTP reviewed and non-fiction writing increased.</p> <p>8. Workshops offered to support their child at home e.g. maths.</p> <p>9. Implementation process has been explored and evidence is used from the classroom to make judgements to improve outcomes.</p>	
<p>Assessment</p> <p>1. Pupil Leaders to continue to work on Marking and Feedback policy. To have impact on daily learning outcomes. Building Belief.</p> <p>2. Improve the assessment of reading from EYFS to Yr 1. (Ofsted)</p> <p>3. Peer and self-assessment accelerates learning process and</p>	<p>1. SLT/ Pupil Leaders</p> <p>2. Subject Leaders</p> <p>3. Teachers</p> <p>4. DHT</p> <p>5. DHT</p> <p>6. SLT/ Gvs</p> <p>7. SLT</p> <p>8. SENCo</p>	<p>1. It is evident in observations and books that learning is driven by teachers tackling success and next steps quickly and effectively. Accelerated learning is evident and Building Belief is evident.</p> <p>2. Pupils at the end of year 1 have improved ARE. Reading books meet the needs of pupils and they are benchmarked effectively.</p> <p>3. Purple pen in books show impact and developments in pupil's learning – this is to be</p>	<p>1.£0 – Inset time.</p> <p>2.£0 - Inset time</p> <p>2.Purple Pens £20</p> <p>3.£0</p> <p>4.£0</p> <p>5.BRP resources - £28</p> <p>6. 1 x day supply teacher needed each term</p> <p>Daily rate £175 x 3 (£525)</p> <p>7. £0</p> <p>8.£SENCo time and Arbor.</p>

<p>consolidates learning from year group to year group. (Ofsted)</p> <ol style="list-style-type: none"> Diagnostic assessments are used effectively. To show the impact of assessment during lesson time. Continue to review the impact of interventions and support within the classroom. Termly pupil review. Half termly writing reviews. SENCo to improve assessment provision for SEND pupils. 		<p>consistent from yr 1 to year 6. Observations show peer impact on learning.</p> <ol style="list-style-type: none"> Day to day planning has been altered and changed with effective use of diagnostic assessments. During lessons it is clear that questioning, editing, challenges and progression in skills / knowledge is highly effective. Task should reflect this in every lesson. Reference to previous years evident. Interventions have been successfully used to accelerate group learners within lessons. 1:1 only for specific needs e.g. BRP/Toe by Toe. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift. Assessment process has strengthened for SEND pupils. Staff able to monitor effectively. 	
<p>Aspirations for the Future</p> <ol style="list-style-type: none"> Develop a rich diverse curriculum to inspire children for the future in employment. Our curriculum and timetable show links to pupil's futures. Ensure visitors and trips inspire children and provide meaning to learning. Continue to strengthen our sporting achievements in and around our community. Link with local artists, musicians and authors. Provide a special themed week. 	<ol style="list-style-type: none"> SLT/Govs/ Parents/Teachers SLT/Govs PE Leader/SLT Subject Leaders SLT 	<ol style="list-style-type: none"> Our curriculum shows rich experiences to inspire pupils, by accessing the wider community/further education. Links are clear to our curriculum and context in the curriculum has local and wider themes. Teachers have a plan of intent for the experiences and are clear of the impact of providing these. Sporting achievements in school and out of school hours are strong and pupils attend a range of clubs and events. Visitors to school are from a range of backgrounds and display their own talents. Aspiration week inspired pupils to look at different types of future employment. 	<ol style="list-style-type: none"> £0 £0 £3,000 £0 Sports Premium to support this area. £100 General resources.

<p>Outcomes See EYFS section for separate outcomes.</p> <ol style="list-style-type: none"> 1. Continue to strengthen number of pupils achieving phonics at the end of year 1, with a particular focus on SEND. 2. Ensure pupils are leaving KS1 with phonics standard ready for KS2. 3. Ensure year 1 outcomes are strengthened in English. 4. Continue to strengthen KS1 outcomes at expected and greater depth level. 5. To improve the number of children achieving ARE in writing across school EYFS-Year 6. 6. Strengthen KS2 outcomes, with a particular focus on children achieving ARE in all three subjects. 7. Continue to improve children achieving greater depth throughout the school. 8. Increase the number of pupils achieving SPAG outcomes throughout KS2. 9. Improve the number of children achieving science outcomes across the school. 10. Vulnerable groups to track and improve outcomes for: SEND and PP pupils. Reduce the gender gap. 	<ol style="list-style-type: none"> 1. KS1 /English Team 2. KS1 Phase/Phonics Leader 3. KS1 Team/SLT 4. SLT/KS1 Team 5. SLT / All Staff 6. Year 6/SLT 7. Teachers / SLT 8. SLT/Govs 9. Science Leader 10. Govs/SLT/Teaching staff 	<ol style="list-style-type: none"> 1. Continue to strengthen phonics. Improvement on 87% target 90% end of year 1. Improvements to be evident in pupil's reading. 2. At least 90% of pupils leave KS1 with phonics. 3. At least 65% of pupils are on track in reading and writing. 4. Aim at least 80% in reading and 80% in mathematics for the end of KS1. 5. Writing across school shows significant improvement across year groups, evident of accelerated progress. Interventions from the start of year in place. 6. Effective tracking in place to pinpoint children on/not on track for core subject. Aim of cohort to achieve RWM. 7. Identification made early – NTP in place to support GD pupils. 8. Aim for 65% pupils achieving SPAG outcomes in each year group. 9. To be in line with national expectations. 10. Gap Analysis: KS1: Number of girls and boys achieving GDS across subjects. Boys writing has narrowed the gap against girls in school and nationally. Strengthen year 2 phonics outcomes. SEND – plans are in place and reviewed effectively (CCPS). SEND&PP to be targeted effectively. KS2: Boys progress across subjects to be improved. Greater depth achievement girls and boys to be improved. All: SEND progress in phonics achievements. Disadvantaged Pupils – Ensure all pupils are in line with non-disadvantaged through provision. 	<ol style="list-style-type: none"> 1.B Education £ 2.£0 3.£0 Inset time 4. £0 5.£0 Cluster Groups 6.NTP sessions (income) 7.£0 boosters/NTP 8. SPAG.com/SATS Companion £420.00 9.£0 10.Provision Mapping £795.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Disadvantaged pupils – Clear provision in place. See PP Plan. Service Pupils making progress in line with peers. Greater depth- ensure identified early across the curriculum.			
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Area 2 Leadership and Management	Vision and Ethos SLT and Governance Staff Wellbeing Staff Development Safeguarding Equal Opportunities Community		
Actions / Measures	Responsibility	Outcomes	Budget £
Vision and Ethos 1. Strengthen our school vision through class assemblies, experiences and our curriculum offer. 2. Continue to strengthen middle leadership skills and knowledge. Look at NPQ for staff. 3. Develop links with our Greater Manchester community.	1. SLT, Gavs 2. SLT 3. All, Gavs	1. Our vision is continued to be promoted. Our daily curriculum and home learning reflects this. PSHE and Wellbeing Focus each week. Experiences broaden our pupil's experiences. 2. Subject leaders have a vision for their subject and know through moderation the quality of teaching and learning. Subject leaders have time to monitor and observe. Cluster and specialist teaching has been developed. Year on year to show this is a strength with consistency and effective CPD. 3. School website / Twitter / Seesaw / Newsletters / Book Looks / PTFA Events / Progress Evenings/ Art Galleries / Consultations	1. £0 2. Inset Time – SEND/Writing/SPAG In-house or National College. Share practice between clusters. £0. 3. Seesaw £1,056 Website £500 Trips and Visits to have support for coaches £400 PTFA funded.

		/ Parent Workshops all support parents and make them feel part of our school community.	
SLT and Governance <ol style="list-style-type: none"> 1. Ensure the wellbeing of pupils, staff and the community is supported by governors. 2. The Governing Body is working to improve the financial stability of our school. 3. Governors to develop succession planning. 4. To develop subject leader and governor links with visits to school. 5. Develop governor training, with a special emphasis on induction training. 	<ol style="list-style-type: none"> 1. SLT, Govs 2. SLT, Govs 3. Govs 4. Govs and Subject Leaders 5. Chair / HT 	<ol style="list-style-type: none"> 1. Wellbeing is a standing item on meetings, with a new link governor appointed. Pupil / staff / parent voice to be reviewed and governors support in next steps. 2. A 5-year premises plan is in place reviewed and checked. Meetings look at current and future picture. Further income opportunities are found to support school. School is developing ways to share success with the wider community to entice more pupils / diverse intake. Advertising of school's achievements in the media. 3. A succession plan is in place and vacancies are addressed. 4. Subject leader links to governors have been reviewed and are in place. Subject leaders attend governor meetings to share updates and next steps for the subject. New governors are strengthening their understanding of their roles. 5. Training is effective and new governors are supported in their role. 	<ol style="list-style-type: none"> 1. Educational Psychologist Work £3,840 8 days 2. Governor Time / SLT time £0. Trust Governor £300 3. £0 4. £0 5. £ Governor Association, National Governance £119 and National College.
Staff Wellbeing <ol style="list-style-type: none"> 1. Follow DFE Staff Wellbeing Charter. 2. Review workload and impact of paperwork through continued review on planning and assessment systems. 	<ol style="list-style-type: none"> 1. SLT 2. SLT 3. Wellbeing Team 4. HT 5. All Staff 	<ol style="list-style-type: none"> 1. Charter is part of our commitment to wellbeing. Whole school ethos. 2. The importance of planning and assessment has been reviewed and linked to staff outcomes / wellbeing. 3. Throughout the year the staff have had the opportunity to bond and develop as a team e.g., lunches together, mugged, Inset times, PTFA. 	<ol style="list-style-type: none"> 1. £0 HT to dedicate time. 2. Staff Inset time. 3. £0. 4. Staff room furniture improvements. 5. Staff Inset time. £0

3. Events and strategies to support staff wellbeing and team building. 4. Environment for staff is improved. 5. Staff Voice – time to reflect.		4. Continue to review our staff room and make improvements for comfort and rest. Part of 5-year premises plan. 5. Staff feel respected to share views / vision for school and next steps in Insets / briefing.	
Staff Development 1. Reviews 1:1 with SENCo and staff to review practice. EEF support in this area. 2. Time given to staff to make changes to our curriculum and their subject leader development. 3. Focus needed on: Reading books (Ofsted) Writing – drafting, editing, spellings (data.) Subject leaders – Middle Leaders. SPAG teaching. Moderation and assessment. Foundation Subjects teacher knowledge and planning. Metacognition. Assessment. 4. Strengthen our Dukinfield Cluster Work.	1. SENCo 2. SLT / Leaders 3. SLT 4. Subject Leaders / SLT 5. HT	1. 1:1 time termly support for staff. 2. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research. 3. Staff have received training on each area and have used this to drive standards and support each other. Ensure Nursery and Lower Key Stage 2 staff have phonics training. (Ofsted) 4. Cluster meetings, learning walks and moderation has a positive influence on staff development, knowledge and confidence.	1. HLTR cover time out of class. £0 2. Inset Time £0 3. Peer Coaching / National College and Support in school. £0 4. After-school Inset time. £0
Safeguarding 1. Ensure policies and practises are reviewed. 2. Ensure staff training is updated using 7-minute briefings.	1. Safeguarding Team / Governors 2. HT	1. Policies have kept up to date with any changes from LA or government. Audit has been updated.	1. Inset Days. £0 2. Staff Briefings weekly via e-mail £0.

<ul style="list-style-type: none"> 3. Strengthen our offers to families e.g., Team Around Approach and Early Help. 4. Ensure new governor in safeguarding is trained. 5. Ensure DSL updates and Safer Recruitment accessed. 	<ul style="list-style-type: none"> 3. Safeguarding Team 4. Govs/HT 5. DSLs/HT 	<ul style="list-style-type: none"> 2. Training for whole staff; weekly for updates, termly for anything new and DSLs to attend LA updates. 3. Family support has strengthened and links with professional services in the community has supported families. have developed workshop times for parents over the year. 4. Governors have attended the relevant training. 5. DSLs have updated their training. 	<ul style="list-style-type: none"> 3. Learning Mentor time dedicated within school hours. £0 4. See above costings. 5. National College Cost
Equal Opportunities <ul style="list-style-type: none"> 1. Review objectives and set new ones. 2. Learning walks completed on provision to ensure all learners are provided for. 3. Curriculum reflects diversity. 	<ul style="list-style-type: none"> 1. SLT and Governors 2. SLT and Subject Leaders 3. SLT and Subject Leaders 	<ul style="list-style-type: none"> 1. Update our equal opportunities objectives – new targets have been set for next three years. 2. Learning walks, observations and pupil progress meetings to show all learners needs are being met. 3. Curriculum, visitors, environment, texts and planning shows diversity linked to local community and beyond. 	<ul style="list-style-type: none"> 1. £0 2. HLTR to cover staff time out of class. 3. Texts to support diversity and Equal Ops in PSHE/English/Topic budget plans.
Community <ul style="list-style-type: none"> 1. Strengthen partnership with home and school. 2. Strengthen community developments. 3. Strengthen PTFA. 4. Improve links with high schools. 	<ul style="list-style-type: none"> 1. SLT, Govs 2. All 3. SLT 4. HT / Govs 	<ul style="list-style-type: none"> 1. Families are involved with meetings, consultations of policies, reviewing CCP needs, supporting school in next steps and developments. Home learning is a family activity and ensures time together. Planned events to join teachers and parents – Book Looks/Partnerships. Complete regular surveys. 2. To develop our plant/grow/cook of our grounds with support of our community. Vulnerable families / elderly people targeted. 3. PTFA continues to strengthen and generating income into school to support provisions in reading, sport and wellbeing. 4. Links with high schools has strengthened and subject leaders seek support to strengthen knowledge of staff and pupils. 	<ul style="list-style-type: none"> 1. £0. 2. Cooking resources with D&T budget Plan and Forest Schools budget plan £ 3. Income generated. 4. Within walking distance. £0 cost to attend.

Area 3 Behaviour and Attitudes	Behaviour and Welfare Attendance Relationships Anti-bullying		
Actions / Measures	Responsibility	Outcomes	Budget £
Behaviour and Welfare 1. Update Behaviour Policy with Pupil Leaders. Improve sanctions in KS1 to reduce disruptions. 2. Support pupils with specific behavioural needs through plans and reviews. Behaviour plans need to be reviewed on a consistent basis and show impact of behaviour for learning. Parents to have a clear input into this. 3. Develop systems and strategies to support identified pupils with social, emotional and mental health needs. 4. Pupil support services in place for key pupils. 5. Improve EMHP links.	1. HT and Pupil Leaders. 2. SLT 3. SENCo, HT, Governors and Learning Mentor 4. SENCo, SLT, Teaching staff. 5. HT 6. Attendance Officer / HT 7. HT / Attendance Officer 8. Safeguarding Team – All staff 9. SLT/Attendance Officer	1. Behaviour Policy in place and being effectively followed. 2. Behaviour plans are effectively in place for pupils with specific needs and LA support for further assessment. Part of teacher’s performance Management to strengthen in key year groups. Parents directly involved in pupil’s development. 3. Our school values to support identified pupils, alongside PSHE curriculum, Forest Schools, Wellbeing Walks to Gorse Hall, Worry Champions work, Educational Psychologist involvement, NHS Worker and pupil steering groups. 4. SEND Team in LA have supported / assessed and given classroom guidance on key pupils and their needs. Teachers worked closely to make curriculum accessible. EMHP and Healthy Hyde support in various areas – Friendship / Anxiety / 1:1 support. 5. 1:1 Or group support facilitated to support vulnerable pupils on site with emotional wellbeing. 6. Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes.	1.Good to be Green Pencils £129.45 2.Buy in as and when service. 3.£0 4.The Hive Costings – £60 per session, EMHP Free and Healthy Hyde Free. 5. LA Funded. 6. Attendance Officer Time - £19.56 per hour. 7. £0 – HT/Attendance. leader time. 8. £0. 9. Attendance certificates termly from PTS £16.00 Badges £28.00
Attendance 6. To improve overall attendance and reduce PAs. 7. Tighten policy and approaches when pupil’s attendance is lowering or they are at risk of PA.			

<ul style="list-style-type: none"> 8. Identify and support vulnerable families. 9. Reward attendance and follow policies for absences to reduce persistent absence. 		<ul style="list-style-type: none"> 7. Review meeting, intervention meetings, letters are followed through and have an impact on pupil's attendance. All staff tackling this. 93% trigger / 90% meeting / Severe PA. 8. Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable. 9. Children receive attendance certificates and rewards 98%+. 	
Relationships <ul style="list-style-type: none"> 1. Strengthen relationships beyond our community to enable pupils to understand diversity. 	<ul style="list-style-type: none"> 1. SLT. Middle Leaders, Governors 	<ul style="list-style-type: none"> 1. Curriculum planning, experiences and community links show the importance of our diverse Greater Manchester Community. Our Polish Teaching links with school in Poland are effectively in place. RE visits and visitors in place, so pupils receive a wealth of experiences and culture. 	<ul style="list-style-type: none"> 1. Sports Premium to support this. Trips and Visits Budget (earlier in document) vulnerable families support.
Anti-bullying <ul style="list-style-type: none"> 1. Policy is reviewed in the classroom with pupils. 2. Rights Respecting Charter in place and effectively linked to learning. 3. Curriculum has opportunities to review and reflect this area consistently throughout education. 4. Buddy system in place for new starters / vulnerable pupils. 	<ul style="list-style-type: none"> 1. HT and governors 2. Year 5 Teacher 3. HT and DHT 4. HT 	<ul style="list-style-type: none"> 1. Pupils have been consulted on the policy and have ensured their thoughts influence practice at school. School to start the process to look at the Anti-bullying Mark Award. 2. Class Charters remain high profile and links to this made throughout the year. 3. PSHE curriculum, Circle Time all provide opportunities for pupils to speak about behaviour and highlight when it is not appropriate. P4C opportunities to be developed and staff trained to use this approach. Computing curriculum and PCSO support with digital bullying. Parents receive e-mails on how to support their child at home. 	<ul style="list-style-type: none"> 1. £0 HT to look into anti-bullying mark. 2. RRS Mark £1.25 per pupil. 3. £0 4. £0

		4. Support systems are in place when a pupil needs this.	
--	--	----------------------------------------------------------	--

Area 4 Personal Development		Pupil Physical and Mental Wellbeing British Values Contribution to society	
Actions / Measures	Responsibility	Outcomes	Budget £
Physical and Mental Wellbeing 1. Develop our work with Salford EP to support wellbeing of pupils. 2. Forest Schools to strengthen and support pupil's emotional needs. 3. Strengthen wellbeing of pupils within our curriculum through Worry Champions. 4. Support children with anxiety and issues with attendance.	1. SLT 2. Forest Schools Leader 3. HT and pupil champions 4. HT and Learning Mentor	1. The work we have completed with EP is impacting positively on staff and pupil wellbeing. 2. Forest Schools continue to be integral with pupil's emotional development. To have key nurture groups improvements. 3. Worry Champions work is within assemblies and classrooms. 4. School has supported families to improving attendance when anxiety / separation issues.	1.£0 2.Forest School Budget £50 3. £0 4. £0
British Value 1. Embed BV values across the curriculum. 2. Develop staff knowledge on using BV throughout the curriculum. 3. Staff training up to dates in Prevent.	1. SLT and governors 2. SLT 3. All	1. BV is interwoven into our curriculum. Staff have received updates and shared ideas. 2. Staff knowledge and confidence of teaching BV has improved. 3. Staff have completed Prevent training through DFE awareness course.	1.£0 2.£0 3.£0 Free
Area 5 Early Years		Teaching and Learning Provision Outcomes	
Actions / Measures	Responsibility	Outcomes	Budget £

<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. To strengthen the EYFS curriculum. 2. Continue to strengthen the early teaching of phonics and reading. 3. Ensure indoor and outdoor learning provision is of the highest quality and reinforces themes and language. 4. EYFS staff to ensure diversity is interwoven throughout the areas of learning. 5. Fine motor skills to be targeted in all areas of learning. <p>Assessment</p> <ol style="list-style-type: none"> 6. Ensure baselines are completed and tracking completed. 7. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. 8. Look at data throughout the year to ensure it is acted upon and more pupils achieve GLD. 	<ol style="list-style-type: none"> 1. EYFS Leader 2. English / Phonics Leader and SLT 3. EYFS Team 4. EYFS Leader 5. EYFS Team 6. EYFS Team, 7. Phonics Leader, Assessment Leader 8. SLT, EYFS Team 	<ol style="list-style-type: none"> 1. Curriculum impact is evident in day to day teaching and assessments. 2. Staff have strengthened knowledge and confidence in teaching phonics. Books reflect reading / phonics abilities. 3. Provision is of a high standard and supports current learning and needs. 4. Pupils experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes. 5. Fine motor has increased and writing outcome improved. 6. Baselines support teaching and planning moving forward. 7. Phonics teaching, planning and assessment has improved pupil outcomes. 8. Improved outcomes for Reception and beyond. 	<ol style="list-style-type: none"> 1.EYFS Budget £1,500 2.Phonics and reading books £1,000 3.A review of outdoor provision needed. Funds can be raised. 5.£0 6.£0 7.BEducation Training £300 8.£0.
<p>Provision</p> <ol style="list-style-type: none"> 1. High quality early education is inclusive. Children SEND needs are identified quickly. 2. Ensure learning areas develops: 	<ol style="list-style-type: none"> 1. SENCo and Governors 2. EYFS Team, Middle Leaders. 	<ol style="list-style-type: none"> 1. Learning areas are inclusive and adult supports ensures pupils use areas to the best of their abilities and potential. Areas linked to assessments and needs of pupils. 	<ol style="list-style-type: none"> 1.£0 SENCo time. 2.£1,500 EYFS Budget

<ul style="list-style-type: none"> - Pupil's language - Fine motor skills - Reading - Phonics - Mathematics. 		2. Environment is rich in key areas of focus. Middle Leaders have chance to observe this and support in developments. Governors to observe and give feedback.	
Outcomes <ol style="list-style-type: none"> 1. Children receiving interventions are tracked effectively. 2. Continue to strengthen the number of pupils achieving Good Level of Development. 3. Continue Improve outcomes for boys. 4. Improve Literacy area of learning. 	<ol style="list-style-type: none"> 1. SLT and SENCo 2. EYFS Team, governors and SLT 3. EYFS Team 4. EYFS Team. 	<ol style="list-style-type: none"> 1. Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps. 2. GLD shows improvement on 75% and in line with national. Prime Areas have improved following a Literacy / Physical Development focus. 3. Boys have improved outcomes across areas – closed the gap with girls. Physical Development, Literacy and Communication improvements. 4. Fine motor skills have been targeted and improvement in outcomes evident. 	1.£0 2£0 3.£0
Other <ol style="list-style-type: none"> 1. To continue to have January and Easter intake into Nursery where needed. 	<ol style="list-style-type: none"> 1. EYFS Leader, SLT and governors 	<ol style="list-style-type: none"> 1. Numbers have increased to our nursery setting. 	1.Advertising £200 Poster in our community

Acronyms: EYFS – Early Year Foundation Stage PP – Pupil Premium

KS1 / KS2 – Key Stage One and Two

GLD – Good Level of Development

PSHE – Personal, Social and Health Education

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities

ARE – Age Related Expectation

CCP – Child Centred Plan

**Please see individual subject leader action plans for in depth targets into curriculum subjects and focus.*