



Tomorrow's Future Starts Here

# **HAMPTON HARGATE PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN**

**2023 - 2024**

## Hampton Hargate Primary School - Vision Statement



At Hampton Hargate Primary School we are committed to the academic, personal, social and emotional development of all of our pupils. We create an engaging environment where successful and inspiring teaching, enthusiastic learning, tolerance and mutual respect towards others is valued above all else.

In pursuit of excellence, we will always endeavour to demonstrate best practice, promote the spiritual, moral, cultural, mental and physical development of pupils - in our school and in society - and prepare the children for the opportunities, responsibilities and experiences of later life.

We ensure pupils experience a broad and balanced curriculum which supports, challenges and extends their self-discipline, motivation and self-esteem. By working closely with pupils, parents and the wider community, we will support and encourage the children to develop into confident, independent, successful and responsible individuals who have an appreciation and an appropriate sense of Citizenship.



## Hampton Hargate Primary School's Aims

Our aim is to foster the development of inquisitive and well-informed children who are able to think for themselves and act in a responsible, independent way. We aim to develop enquiring open minds, self-disciplined work habits and a search for excellence in all things.

### We will strive to:

- create a whole school atmosphere which has high aspirations, values achievement, celebrates success and places importance on the learning process as well as learning outcomes
- establish a happy and stimulating environment in which each child will be motivated and nurtured to achieve their potential
- develop each child's ability to study, question, think critically and discuss rationally
- set standards of behaviour, effort, attainment and challenge which exercise each child's capabilities to the full and prepare them for the next stage in their education
- encourage every child to think and act responsibly, appreciating and considering the needs and feelings of others
- promote equal opportunities taking account of differences (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help to overcome barriers to learning in order to raise achievement and fulfilment for all our children
- stimulate a sense of natural curiosity, excitement and enjoyment about the world
- monitor and evaluate our teaching and learning to continue to raise expectations and ensure the highest outcomes for all pupils
- develop effective working partnerships with pupils, parents, staff, governors and the wider community to further enhance the life of the school

### The principle curriculum aims are:

- to provide a curriculum that inspires and excites our pupils to achieve excellence and motivates them to succeed
- to master key skills in reading, writing and maths that can be applied to a range of contexts and purposes and strengthened in all curriculum areas
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning
- to help each child use language effectively across all subjects within a creative, broad and balanced curriculum, where meaningful links are maximised
- to foster a love of reading within a text rich environment in order to access all curriculum areas, unlocking their imagination and potential to succeed
- to provide an environment which fosters spiritual growth and respect towards all races, cultures and ways of life
- to provide opportunities for all round physical development through creative, competitive and challenging activities

## Organisation / Projected Numbers & Staffing 2023-2024:

	REC (4+)	YR1 (5+)	YR2 (6+)	Total FS/KS1	YR3 (7+)	YR4 (8+)	YR5 (9+)	YR6 (10+)	Total KS2	TOTAL
<b>2023 – 2024</b>	90	90	90	270	90	90	90	90	360	630

Year Group:	Class:	Teacher: (at Sept 2023)	Number on roll (Oct 2023)
Reception	RMH	Laura Mills / Sharon Heron	30
Reception	RHT	Hannah Thorold	30
Reception	RAC	Lucy Colley / Beki Arora	30
Year 1	1LJ	Lydia Jordan	30
Year 1	1BC	Sarah Barks / Debbie Cordes	30
Year 1	1JG	Jade Griffin	30
Year 2	2RW	Roxanne Wilding	30
Year 2	2HI	Hollie Ismail	30
Year 2	2RK	Rebecca Kelly	30
Year 3	3HB	Heidi Bethel	30
Year 3	3RR	Rachel Reid	30
Year 3	3GT	Gemma Turner	30
Year 4	4BW	Clare Bayliss/Julie Wilmot	30
Year 4	4EA	Ellisha Asplin	30
Year 4	4EW	Ebony Welch	30
Year 5	5NM	Natasha Mohan	30
Year 5	5CW	Lyndsey Williamson/Rosie Carter	30
Year 5	5AJ	Holly Ashton-Jones	30
Year 6	6DM	Duncan Milner	30
Year 6	6LS	Laura Smith	30
Year 6	6AS	Amelia Shepherd	30
Maths Intervention		Tessa Brooker (0.6)	
Every Child A Reader		Estella Todisco (0.6)	
1.0		Emma Davies – EYFS/KS1 SENCO (0.5 teaching in Rec)	
0.6		Hayley Firth – KS2 Music	
0.6		Julie Wilmot (1.0 Class teacher; ECT release/support, Attendance, PPA cover, Team Leader)	
0.4		Clare Mear (PPA / subject release)	
0.5	(Mat. Leave)	Katie Tomson (PPA/subject release/intervention & catch-up KS1)	

**REVIEW SECTION**

**FOR 2022-2023**

[illegible][illegible]

		<ul style="list-style-type: none"> <li>Our own EoY expectations document is ongoing. Reading evidence gathered and collated and scrutinised across year groups and fed back to teams in team meetings along with new updates on Reading Framework.</li> <li>Website as above.</li> <li>LW Reading Practice training delivered to all new and 'new to' staff as well as any staff wanting a refresher. All staff received top-up training and Reading Lead dropped into Rec team meeting for weekly training. Lowest 20% and those at risk of falling behind identified for support in all year groups, feeds into Pupil Progress Meetings. In EYFS, KS1 the most experienced teachers (including reading specialist) teach these groups. Y3/4 experienced TA teaching LW Catch up assessments to inform targeted phonics intervention/reading practice/comprehension intervention for those WTS. Tutor-led programme for PP, SEND Y1-6 and Recovery Premium Catch up (R-Y6). KS2 pupils in Lowest 20% have Lexia and option of Lexia club. All year groups, target readers, precision teaching, boosters</li> <li>GD writing – writing grids set clear GD expectations. Y2 13% at GD (Nat 8%); KS2 18% (Nat 13%)</li> <li>Curriculum Evenings, Curriculum statements, information on website.</li> <li>Reading bookbands in Y1 have been 'Little Wanded' so that they tie to our reading practice. This needs to be progressed to Y2 bookbands.</li> </ul>		
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>Reading, writing and GPS results at KS1 and KS2 make identified gains at each assessment point. Reading, writing and GPS results show children are making expected progress and more than expected progress for those identified.</li> <li>Phonics testing in Y1/2 remains above National</li> <li>At least 85% at expected standard in Reading, Writing and GPS at KS2 and 80% at KS1</li> <li>Identified pupils reach challenging targets in GD in Reading and Writing</li> <li>Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities</li> <li>Data above National in Reading, Writing and phonics (Y1/2) across all year groups. Within the wider picture, pupil groups have been identified within each year group which need to be targeted. Provision mapping used to record and review provisions to analyse what works and to improve/adapt provision accordingly.</li> <li>Pupil Premium KS2 SATs data: Reading 61%, Writing 70%. PP narrowed the gap to overall attainment at GDS in Writing (17% vs 18%); in Reading 22% vs 39%)</li> <li>Overall attainment KS2: Reading 85%, Writing 85%. High proportion of pupils at GDS in Reading (39%)</li> <li>KS1: Reading 77%, Writing 71%</li> </ul>		

2	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Review and revise the English policy and ensure the strategic vision underpins planning, teaching and assessment</p>	<b>Date/Timescale:</b>	Embedded for Sept 2023
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>Audit and improve the English policy in line with current guidelines and statutory requirements</li> <li>Introduce <i>Letterjoin</i> from Reception to Y4 (and Y5/6 for children still requiring support)</li> <li>Refresher training, sharing of good practice through lesson observation and monitoring of the delivery of LW, giving particular support to ECTs and new staff</li> <li>Further CPD for staff on Word Aware to build on Phase 1 training last academic year to provide ideas and practical guidance on how to interweave into the curriculum.</li> <li>Providing a spelling teaching progression that builds from phonics teaching in Rec and Y1.</li> <li>Monitor how each year group follows our Progression and skills documents to ensure children know more and remember more to improve their reading, writing and GPS, tying this to <i>No Nonsense</i></li> </ul>	<b>Cost:</b>	<p>(CPD budget costs)</p> <p>Letterjoin= £600</p> <p>Spelling Shed Subscription £450</p>

		<p><i>Spelling and Spelling Shed.</i></p> <ul style="list-style-type: none"> <li>• Training on how to teaching spellings through exploring patterns, structures and word origins in order to read, write and spell with confidence</li> <li>• Look at opportunities through staff/team meetings to assess prior learning at the beginning of a unit to inform planning and track progress and further develop skills in line with year group expectations and GD opportunities.</li> <li>• Publish policy on the website and additional material to communicate to stakeholders</li> <li>• Share policy with teaching staff and governors</li> <li>• Policies updated and staff meetings used to gather information from staff and best practice and also to communicate final draft of policies, linked with audit of curriculum coverage.</li> <li>• Reading and Writing work scrutiny evidenced a wide range of text types, engaging activities and clearly mirrored our progression of skills and National Curriculum Coverage. This was fed back to all staff.</li> <li>• Reading lead supporting one ECT with planning Literacy and differentiating, also team teaching/ support with planning with another ECT and new to HH teacher for Text Detectives.</li> <li>• All staff using 15 minutes a week PPA to 'drop in' to see colleagues teach.</li> <li>• Word Aware staff training on the 'Teach' 'Activate' and 'Review' part of the programme and evidencing the impact across the year. Word Parade for World Book Day – again, high participation amongst staff and pupils. Vocabulary is a high priority as part of Little Wandle</li> <li>• Letterjoin implemented for whole class teaching and interventions from R-Y4</li> <li>• Spelling Shed used from Y1-Y6, however after auditing impact and usage, will continue with Y3, 4, 5 ongoing.</li> </ul>		CLPE Subscription - £350
	Impact & Evaluation:	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>• Consistency of language, resources, policies informing precise learning outcomes for pupils and progression through school leading to best outcomes for children</li> <li>• Lesson observations, book scrutiny and pupil discussion to quality assure and ensure evidence that teaching and learning is following progression documents and building on prior learning and making links across the curriculum,</li> <li>• All pupils will have consistency in pencil grip and letter formation, developed over time, to enable fluent, fast, automatic writing to free up working memory for composition</li> <li>• Maintained quality of teaching in new SSP and reading practice including as an intervention in Y3/4</li> <li>• Staff report feeling more 'joined up' and aware of what is going on in other year groups, supporting progression (what comes before and after my year group).</li> <li>• Staff report the 'revisit' training for Word Aware helped to reinvigorate their practice</li> <li>• Culture of discussing language/ favourite vocabulary across school.</li> <li>• Assessment of prior learning and 'sticky knowledge' to inform 'next steps' in teaching and learning is embedded and evident in work scrutiny as well as lesson observations.</li> <li>• Consistency in letter formation and pencil grip is ongoing and emphasis on early writing is a priority.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Improve the outcomes for writing across school, in particular children achieving Greater Depth.	<b>Date/Timescale:</b>	All year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Using the English policy, skills and progression documents and curriculum overviews to annotate assessment judgements to ensure year on year development of writing skills and the opportunity for writing for different genres and styles and for varied purposes and audiences</li> <li>Track and monitor the writing opportunities from above point to evaluate and review the balance of writing opportunities</li> <li>CPD for Y1, Y3/4, Y5 on writing moderation and expectations for these year groups</li> <li>Develop our own end of year expectations document and build evidence files (standardised evidence) with exemplars of writing outcomes for each year group</li> <li>Regular writing in-house moderation &amp; cross school cluster moderation to quality assure own writing samples. Whole school writing task, e.g. write a fairy tale, to highlight the progression in skills and how teaching is adapted to differentiate and challenge according to need.</li> <li>Publish writing policy, links to resources, handwriting, spelling schemes, activities, exemplars of writing of writing outcomes on the website to communicate to stakeholders</li> <li>Reading and Writing work scrutiny evidenced a wide range of text types, engaging activities and clearly mirrored our progression of skills and National Curriculum Coverage. This was fed back to all staff.</li> <li>Worked with each group to agree EOY expectations for TAF.</li> <li>All staff using 15 minutes a week PPA to 'drop in' to see colleagues teach.</li> <li>Word Aware staff training on the 'Teach' 'Activate' and 'Review' part of the programme and evidencing the impact across the year. Word Parade for World Book Day – again, high participation amongst staff and pupils. Vocabulary is a high priority as part of Little Wandle which feeds into writing.</li> <li>Letterjoin implemented for whole class teaching and interventions from R-Y4 to support handwriting</li> <li>Spelling Shed used from Y1-Y6, however after auditing impact and usage, will continue with Y3, 4, 5 ongoing.</li> <li>Regular moderation in school. Cross-curricular moderation with local schools. CPD attended for new staff and staff in Y2 and Y6 to support SATs.</li> </ul>	<b>Cost:</b>	Release costs £1000
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children meeting ambitious targets in writing at GD across year groups</li> <li>Children KS1 and KS2 are above national and the results show they are making expected and more than expected progress for those identified children.</li> <li>Writing results at KS1 and KS2 make identified gains at each assessment point.</li> <li>Identified pupils reach challenging targets in GD in Writing</li> <li>Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities</li> <li>Writing standards were above National at KS1 and KS2 at expected and GD.</li> <li>Standards at the end of Reception were good and inline with previous year's. Expected to remain above National once data is out.</li> <li>Moderation throughout the year matched expectations and targets.</li> <li>Writing TAF grids now in place from R-Y6.</li> <li>Moderation with local schools- supporting judgements and sharing of good practice.</li> <li>Interventions and support in place to both challenge and reinforce writing to ensure targets were met.</li> <li>Writing moderation within the KS1 moderation process was positive and judgements were inline with the class teacher</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Further develop reading for pleasure	<b>Date/Timescale:</b>	On-going
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Distributing the leadership of this element of reading to some other members of staff in order help to further widen the team of people have a leadership role within reading.</li> <li>Staff meetings around new authors including from diverse backgrounds with suggested units of work (e.g. through CLPE)</li> <li>Increasing opportunities for pupils to access books from the school library</li> <li>Involve pupils in recommending books to others and giving reasons e.g. developing reading ambassadors;</li> <li>Whole school reading reward system to increase reading at home</li> <li>Pupils questionnaire results about reading at home shared with parents and ideas for reading for pleasure shared with parents</li> <li>Whole school events to celebrate reading for pleasure</li> <li>Further develop and resource a reading spine to establish a core set of quality texts children read across school</li> <li>Two members of SLT completed 'Reading for Pleasure' workshops/research project at Peterborough University</li> <li>Staff meeting to share ideas for R4P which led to pupils sharing favourite books/authors, giving verbal and written recommendations, some of which are displayed in school via QR codes. Also, some ideas to make reading 'fun' including staff becoming 'Masked Readers' shared in assemblies.</li> <li>Purchased Picture books for all year groups and, following CPD, all classes used their book as a starting point to link to cross-curricular subject, including inspirational writing, art, PSHE</li> <li>Book list collated by Y1 staff of their pupils' favourite books – shared with parents. Share with school.</li> <li>Reading reward systems in place across the school</li> <li>World Book Day and Roald Dahl Day well supported in school.</li> <li>All subject leads are making genuine links to quality texts across the curriculum. Sharing of resources on google sheet.</li> </ul>	<b>Cost:</b>	£500- Reading rewards and events
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Teachers and parents report pupil enjoyment of reading increased Quality discussion between pupils and staff about favourite authors, books including journals and magazine <ul style="list-style-type: none"> <li>Research project deepened staff understanding about the pedagogy behind reading for pleasure and what works at a deeper level (rather than lip service)</li> <li>Teachers report pupils are highly motivated to share love of books, discuss books, asking if they can read and share them in school.</li> <li></li> </ul>		

<b>Any other expected costs/expenditure to be aware of for 2021 - 2022?</b>	<b>Cost:</b>
Audit and replenish Year 1 Book Corner books (to ensure fully decodable)	£2500- complete

### PHONICS: REVIEW OF SCHOOL DEVELOPMENT PLAN 2022 - 2023

1	<b>Intent:</b>	<b>What do you intend to do?</b>  Continue to fully embed the new Little Wandle Letters and Sounds scheme across Reception and Year 1, and as a year 2 intervention. To achieve a consistent, well-structured and systematic programme across the entire school.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Train new staff to Reception & KS1 staff on new Little Wandle Scheme. Prepare and organise resources allowing for easy access and consistent use. Audit existing book-banded books for home readers and monitor the blend between 100% and 90% decodable books which the children have access to. Allow time for observation, coaching and mentoring to take place at regular intervals from the Phonics/Reading Lead and for feedback to be delivered and followed-up on with continuous training. Ensure scheme's plans are being followed and correct resources are being consistently across all year groups to give the greatest opportunity for success. Meet with Little Wandle Rep to discuss adding more titles/quantities to reading practice library.	<b>Cost:</b>	£1250 per year £2000 per year ongoing for adding to and replenishing books etc. £250 per year for ebooks. £250 replenishing resources (whiteboards, pens etc.)
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Thorough analysis has taken place to ensure that children are making expected or better than expected progress. LC This has been carried out via observations, mentoring and coaching. In Reception LC observed phonics sessions across the whole year group and gave feedback to individuals and as a team during team meeting. Discussion has taken place, as well as tips and advice during weekly team meetings to further develop our phonics teaching and delivery. LC By ensuring that the phonics teaching is high quality and there is fidelity to the scheme the children are making at least expected but many better than expected progress. LC  Successes demonstrated in school's Phonics Screening Check results and interim assessments. Year 1 Phonics Screening Check results – 91% pass rate Year 2 Phonics Screening Check Retake results – 82% (9/11 pupils) KS1 Phonics Screening Check results – 98%  Phonics Lead training for new to year group staff – phonics and reading groups. Phonics Lead released from teaching to observe other groups. Liaised with Collins Rep and purchased more reading banded books.		

2	<b>Intent:</b>	<b>What do you intend to do?</b> Improve parental engagement and phonics awareness to support child's phonics at home.	<b>Date/Timescale:</b>	Ongoing Workshop/meeting to be held in Spring term.
	<b>Implementation:</b>	<b>How are you going to do it?</b> Continually update and improve information and support provided through the school website. Invite parents to attend phonics/reading workshop for year 1 - lesson observation/lesson recording and meeting in the autumn term to provide information on scheme, correct use of terminology and pronunciation and further support/ideas to help their child at home (virtual and face to face opportunities) Securing incentives to encourage parents to attend phonics workshop (free books). Flash cards provided to use at home for lowest 20% children. Reception to hold class visits demonstrating Little Wandle lesson and provisions to give ideas to use at home. Reception welcome packs sent out prior to new intake. Communicate with parents via reading records/Dojo/Tapestry to praise and prompt for next steps in reading journey.	<b>Cost:</b>	N/A
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <p>The use of our reading reward scheme did have an impact on the amount of reading that children were doing at home. We saw evidence of this in the children's reading records which then had a significant impact upon both the children's reading ability but also their enjoyment for reading. LC</p> <p>We held both our parents lesson visit in October part of which was watching a phonics lesson being taught and then our EYFS reading meeting in January which helped to both engage parents in their children's learning and also gave them tips and boosted confidence. Parents were continually reminded that support was available from both class teachers and LC as EYFS phonics lead- many parents did seek this support. We had lots of positive feedback following both these events with parents stating that they were more confident to support their child. Which therefore had a really positive impact on the children's progress. LC</p> <p>Increased reading take-up at home with parents being more equipped to provide suitable support – particularly those children in lowest 20%.          Improvements to phonics assessment results – half-termly assessments and termly screening check practise assessments.          Improved communication and relationships with parents, opening a two-way dialogue.</p> <p>Reading and phonics parent meeting – in person.          Flash cards given out to lowest 20%.          Printed versions of phonics screening practise words sent home with lowest 20%.          Reading at home tracked through a running record across the year and children rewarded for each 20 times read. Celebrated at the end of the year for children who had read the most times.          School website updated Sept 2023.</p>		

3	<b>Intent:</b>	<b>What do you intend to do?</b> Accurately assessment of all children using summative and formative assessments to maximise progress and focus keep up sessions for the bottom 20% in Reception, Y1 and Y2.	<b>Date/Timescale:</b>	Termly
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	<p><b>Implementation:</b></p> <p><b>How are you going to do it?</b></p> <p>Use the Little Wandle assessment sheets at termly intervals throughout the year to assess where children in Reception, Year 1 and those children who did not pass the Screening Check in Year 2 are working at.</p> <p>Use the Little Wandle tracking sheet to see how the children are progressing through the phonic phases and analyse whether there are any children who are not making expected progress.</p> <p>Use this data to adjust groupings at each assessment point to ensure accurate delivery and to inform 'Keep-up' sessions.</p> <p>Use of previous Phonics Screening Checks as an additional assessment too (termly) and use to inform phonics teaching. Use assessment tools above to highlight lowest 20% in cohort and target with 'Keep Up' support accordingly.</p> <p>Teachers to complete practice Phonics Screening Checks throughout the year (December, April, May).</p> <p>Teachers to complete a mock Phonics Screening Check in April (under same conditions as the real check in June).</p> <p>Identify specific children that need interventions to support them in achieving the pass mark or higher in the check.</p>			
	<p><b>Impact &amp; Evaluation:</b></p> <p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <p>Throughout the year, leading up to the check, children will make progress.</p> <p>Year 1 will achieve 90% in the Phonics Screening Check.</p> <p>Year 2 children who did not pass in Year 1 will achieve 90% (or more) in the Phonics Screening Check retake.</p> <p>Those children who do not pass in the retake will continue to have support with their phonics and reading throughout the school, including screening for dyslexia and other barriers to learning.</p> <p>Staff CPD will be identified and regular opportunities so all staff are confident in their own teaching.</p> <p>Reception children's phonics assessments show that 87 (90% target) of children made expected progress and 62% (target 20-25%) made better than expected progress. This shows that through close monitoring and with quality teaching both in phonics sessions and with keep up this has had a significant impact upon the rapid progress that the children in Reception made. LC</p> <p>Termly Little Wandle Assessments (end of half terms) carried out and used to inform groupings - including after school phonics booster and in school phonics 'keep up' support.</p> <p>Practise phonics screening checks (end of full terms) carried out and used to inform grouping – including after school phonics booster and in school phonics 'keep up' support.</p> <p>Mock phonics screening check completed (released from class) in May – used to identify target children for extra support before official Phonics Screening Check.</p> <p>Phonics Lead released 1 afternoon a week to deliver specific interventions to children identified through assessments.</p>	<b>Cost:</b>		<p>Supply Cover for Year 1 for Mock Screening Check (April)</p> <p>Phonics leads release time for additional booster sessions ahead of June check (1hr per week in April/May).</p>

4	<b>Intent:</b>	<b>What do you intended to do?</b> Support all identified children in Key stage 2 (working below expected level in reading) with their phonics and reading. Children not passing screening check in year 2 will continue to be monitored into year 3, using phonics strategies and interventions throughout KS2. Continue to roll-out Little Wandle scheme in KS2.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> Key staff member is KS2 to be identified as 'Phonics Champions' and Little Wandle trained in spring Term. Complete assessment checks in year 3 and 4 in September to identify phase and teaching programme needed for those children who should have completed the Phonics Recheck. Continue to track their progress in phonics (Integris & Little Wandle assessment sheets) termly. Lowest 20% year 5 and 6 pupils in reading identified to give tailored support, for example through 'Snip' programme, precision teaching, reading through whole texts, on-set and rhyme and target readers. Discuss with class teachers the children's progress and identify clear support programme for those children. Retest children at the end of Year 3/4 to see if they would now pass the Phonics Screening Check. Refer children to appropriate pathways for SEND assessment.	<b>Cost:</b>	N/A unless CPD identified
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Children will continue to make good progress in their phonics. Children will pass the Phonics Screening Check in Year 3/4 and support provided to continue progress. Children in year 5 and 6 to make progress and access SEND support.  Little Wandle phonics interventions delivered in year 3/4 using catch up planning. Planning targeted to ensure closing gaps. Differentiated groups across years 3 and 4. Regular assessments of children receiving interventions, used to inform groups and planning.		

5	<b>Intent:</b>	<b>What do you intended to do?</b> Developing a structured approach to phase 1 skills for children who aren't blending by Christmas in Reception.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> All children to be exposed to phase 1 learning in early autumn term (oral blending, rhyme, rhythm, repetitive text, sequencing, listening games). Trial activities in book ' <i>Phonemic Awareness in Young Children: A Classroom Curriculum</i> '. CPD for reception Phonics Lead, KS1 SENDCO, Reading Lead, Early Years Team Leaders (Emma).	<b>Cost:</b>	Release time for key staff members identified.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Phonological awareness and readiness for phase 2 has improved significantly, particularly for the lowest 20%. LC Through following a phase 1 programme with specific games, song and activities children's phase 1 skills developed well and improved their readiness for phase 2 phonics. These sessions also helped to foster the enjoyment of and confidence for pre reading skills. LC		

<b>Any other expected costs/expenditure to be aware of for 2022 - 2023?</b>	<b>Cost:</b>
Continue with Phonics Play Subscription	£120

## MATHS: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Continue to focus on ensuring that all pupils make at least expected progress based on their needs and starting points and at least 90% of pupils make expected progress (6 steps) in Maths in each year group and at least 85% of pupils to reach the expected age-related standards in Maths for each year group.</p> <p><i>Standards at the end of Academic year 2023 were as follows:</i></p> <p>EYFS – 78% at ELG (EOY)</p> <p>Y1 Summer 2 - 77% reached age related or above standards</p> <p>Y2 Summer 2 – 84% reached age related or above (EOY)</p> <p>KS1 81% expected+ 29% Greater Depth (Sats)</p> <p>Y3 Summer 2 – 74% at age related or above</p> <p>Y4 Summer 2 – 73% at age related or above</p> <p>Y5 Summer 2 – 61% at age related or above</p> <p>Y6 Summer 2 – 89% at age related or above (EOY)</p> <p>KS2 89% expected + 39% Greater Depth</p> <p>Overall results EYFS Number 80% expected+ 25% Exceeding</p> <p>Numerical patterns 83% expected + and 22% exceeding</p> <p>KS1 81% expected+ 29% Greater Depth</p> <p>KS2 89% expected + 39% Greater Depth</p>	<b>Date/Timescale:</b>	Sept 2022 to July 23
	<b>Implementation:</b>	<p>How are you going to do it?</p> <ul style="list-style-type: none"> <li>1. access analysis of standards as provided by head teacher to SLT and also analysis of data collected by MSL from termly assessments and use these to advise staff to plug any gaps and pinpoint any pupils making negative progress (in consultation with team leaders, SENCO, TB interventions lead teacher and T.A.s for NC and Pupil Premium)</li> <li>2. Book scrutiny opportunities</li> <li>3. Feedback to Team Leaders and teachers to make necessary changes to planning, teaching &amp; targeted support groups where necessary</li> <li>4. Pupil Progress Meetings</li> <li>5. Encourage use of appropriate intervention strategies &amp; targeted use of TAs to address any gaps</li> <li>6. Review to track progression and identify any gaps/next steps paying particular attention to the bottom 20% to ensure they are receiving the best provision</li> <li>7. Promote a maths mastery approach across the school</li> <li>8. Attend relevant CPD and promote relevant CPD for staff</li> <li>9. Provide relevant inset where necessary.</li> </ul> <p>Point 1 – Bottom 20% in each class were identified by teachers. Interventions and support were put in place for these targeted children (See provision map) and children were monitored by teachers accordingly</p> <p>Point 2 – Detailed book scrutiny was presented to HT, DHT and SLT with analysis of the books from each year group during SLT meeting on 7.11.22 given by RR and TB. Feedback given to all year groups and a staff meeting given to ask teachers to identify their own areas for development by sharing the book scrutiny using Ofsted criteria -</p> <p>Point 3 – See above</p> <p>Point 4 and 5 are ongoing and TA training was given by TB to support this</p> <p>Point 6 – see point 1</p> <p>Point 7 – training was provided with the Maths Hub by TB to support Y1 teachers, resources were bought and added to the list to promote mastery</p> <p>Staff inset given for CPD for mastery teaching and ideas across all year groups including models and images, keeping their classroom practice current.</p>	<b>Cost:</b>	<p>Costs to cover Supply cover during Maths subject leader days /CPD out of classroom for staff</p> <p>(from the CPD budget)</p>

	<p><b>Impact &amp; Evaluation:</b></p> <p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>1. Y2 and Y6 Standards will improve and this will show on the end of KS data.</li> <li>2. Teaching and learning will continue to be adapted and improved to match the demands of the mastery approach, which will raise standards and improve progress.</li> <li>3. Evidence will be from SATs results and overall development of maths teaching throughout the year and in subsequent years, to embed this approach.</li> <li>4. Evidence will also be from book scrutiny to evidence how staff are adopting a combined approach to build on current teaching and learning and implementing mastery where appropriate</li> </ul> <p>Point 1 – KS1 and 2 Sats were above National (KS1 70% National HHPS 81%) (GD National 16%, HHPS 29%) (KS2 Expected National 73%, HHPS 89%)</p> <p>Point 2- results were supported by varied problem solving and reasoning opportunities</p> <p>Point 3 – The impact was that quality of provision was reflected in end of year results</p> <p>Point 4 – The impact was that SLT, HT and teaching staff identified areas to develop.</p> <p>Y2 moderation after Sats ensured that teachers collected evidence and formative assessment of all of their pupils.</p>
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2	<p><b>Intent:</b></p> <p><b>What are you intending to do?</b></p> <ul style="list-style-type: none"> <li>1. Reinforce and embed the cohesive use of mathematical language in lessons and develop classroom talk and stem sentences.</li> <li>2. Develop pupil's reasoning skills using written explanations in lessons.</li> </ul> <p>Point 1 - TT education vocabulary lists were shared with all teachers at a staff meeting and reminders.</p> <p>Development of cohesive use of mathematical language will need more time to embed</p> <p>Point 2 - Staff were encouraged to show evidence of reasoning and written explanations of mathematical thinking in books and evidence was collected and shared to support staff.</p>	<b>Date/Timescale:</b>	Sept 2022 to July 23 Continuing into Sept 2023 to July 2024
	<p><b>Implementation:</b></p> <p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>1. RR and TB to re-introduce the TT education vocabulary lists and link them to year groups.</li> <li>2. Highlight the progression of vocabulary from EYFS to Year 6 and recommunicated this expectation to staff</li> <li>3. Develop the use of a common vocabulary alongside the use of stem sentences for all staff to use in lessons</li> <li>4. Ask teachers to continue to develop written mathematical explanations in children's books and show exemplars of this to support them to do this.</li> <li>5. Link this use of vocabulary to E Todisco's Word Aware where appropriate. Ensure mathematical displays showed an increasing focus on vocabulary across all Key Stages to support its everyday use and link this into teacher's planning.</li> <li>6. Ensure that children are offering explanations rather than giving one -word responses and are beginning to realise that is what is expected from them.</li> <li>7. Provide training for T.A s and two teachers (SKTM) to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.</li> <li>8. Monitor the use of the green pen for self-reflection and evidence of reasoning in books</li> </ul> <p>Point 1- Teachers included more vocabulary in their planning/slides and on their working walls so that they and children could express their ideas using mathematical language in a whole school context from year group to year group</p> <p>Point 2 - Staff were encouraged to use cohesive language between year groups but this needs to continue to be developed on the next SDP</p> <p>Point 3 – staff were encouraged to use stem sentences and display stem sentences were given out. This will need more reinforcement in the next academic year.</p> <p>Point 4, 5 and 6 - Ongoing</p> <p>Point 7 – training was provided for Year 1 teaching staff, with Maths Hub Sustaining work group and TA</p>	<b>Cost: unknown</b> Training costs for sessions to train TA s. CPD budget	<p><b>Costs to cover Supply cover during Maths subject leader days /CPD out of classroom for staff</b></p> <p><b>(from the CPD budget)</b></p>

		<p>training including highlighting vocabulary was given by TB</p> <p>Point 8 - Green pen usage is developing well across all year groups in KS2 and Y2 for self-assessment</p>		
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>• More sophisticated classroom talk feedback from staff and pupil voice to monitor what effect this is having</li> <li>• Better and more detailed reasoning and written explanations in books – book scrutiny to provide this evidence</li> </ul> <p>Use cohesive mathematical vocabulary within classes and sets at an appropriate level. (It will be difficult to judge the success of this until year groups go up to the following year so this can be a point to evaluate on the next development plan 2023/24 when it has become more embedded and teachers and children can discuss its effect).</p> <ul style="list-style-type: none"> <li>• Use of stem sentences and repetition in whole class and group work should improve understanding and push up standards particularly in the WT/WA groups (possibly the bottom 20%)</li> </ul> <p>Point 1 and 2 children have explained their reasoning in their maths books and their thinking verbally and in writing. Mathematical displays showed an increasing focus on vocabulary across all Key Stages, to support its everyday use. It will need further development in the next year.</p> <p>Point 3 – Use of mastery resources such as White Rose and Classroom Secrets, have helped to encourage teachers and children to develop their use of stem sentences in lessons and whole class chanting.</p>		
3	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Put together an arithmetic and fluency policy and a staff handbook for new members of staff and share it with all teaching staff.</p> <p>Documents were developed and made available through the staff shared area for all to access, they were updated as necessary and staff were made aware of their usefulness. Some documents needed further developing before printing but it is anticipated that this will be given to staff members by Christmas 2023.</p>	<b>Date/Timescale:</b>	Sept 2022 to July 2023
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>• Research other school's arithmetic and fluency policies</li> <li>• In collaboration with teachers begin to write an arithmetic and fluency policy to reflect the resources used in school and recognising our good practice.</li> <li>• Share it with the staff explaining why we need it and highlighting the salient points, ask for feedback and make improvements before putting a finalised version onto the school website</li> <li>• Arithmetic and fluency policy developed for Y1 and 2 to align to the Numbersense maths programme that is used in KS1</li> <li>• KS2 arithmetic will need to be developed and policy and updates will be shared with staff - ongoing</li> </ul>	<b>Cost: Supply cover for 3RR during Maths subject leader days with TB</b>	
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>• Cohesion in use of resources and language will make for improved classroom practice and classroom talk and promote fluency and reasoning.</li> <li>• The policy will express our beliefs as a school in how and why arithmetic and fluency should be taught.</li> <li>• Evaluate through staff feedback and offer support as needed</li> <li>• The impact was we used Numbersense to develop their arithmetical proficiency or gain.</li> <li>• KS1 Teachers gave positive feedback about Numbersense and children talked about strategies in their lessons. Elements of this are carried on into Year 3</li> <li>• Evaluation and feedback from staff will be ongoing</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Continue to develop the maths area on the school website, with guidance for parents and children and access to policies and exemplars of work etc <i>The school website was updated with all of the policies, documents and guidance shared with parents</i> <i>This will need to be updated as documentation and teaching develop further</i>	<b>Date/Timescale:</b>	Sept 2022 to July 2023/Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Add up to date documentation, exemplars and other materials which support the other points in the SDP. These will be shared on the website as they are finalised, for example bespoke vocabulary lists, policy for arithmetic and fluency, examples of work and written calculation methods to guide parents</li> </ul> <i>Up to date documentation has been put on the website</i> <i>Development of vocabulary lists and exemplars tbc on next SDP</i>	<b>Cost:</b>	Supply cover for 3RR during Maths subject leader days with TB
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Parental involvement should improve Homework and expectations for maths should be easier for parents to understand Parent's evenings, reports at the end of the year and communication between parents and teachers will improve when discussing maths and supporting pupils <i>Website has current documentation available for all to facilitate discussions between parents, children and teachers about maths if needed</i>		
<b>Any other expected costs/expenditure to be aware of for 2022 - 2023?</b>				<b>Cost:</b>
Cross-curricular opportunities to be developed in maths either as a whole school day or in buddy groups. TB and RR to run a Key Stage 2 peer to peer maths				£150.00 to facilitate this.
Buy/replace any mathematical resources required by the staff as they request them (not including the annual subscriptions for maths)				£1200.00

**SEND: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b> Replenish and ensure that resources and training are up to date and available for staff and children. Update and develop coordinated plans through using the provision mapping software.	<b>Date/Timescale:</b>	<b>2022-2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Ensure there is quality first teaching taking place. Training will be given where required-this will reflect the needs of the children and the staff. Observations will take place. Book scrutiny. Ensure the audit is always up to date and they are all labelled up so that TAs and teachers have direct access to the resources to use at their leisure. Resources will be stored centrally for easy access but AC and EP will monitor them to ensure they are made available for all. Resources to accompany recommendations and interventions will be readily available for OT, S&L, Educational Psychologist etc. New teachers and teaching assistants will be trained how to use the provision mapping software. Provisions and targets will be created and updated on the provision mapping software.	<b>Cost:</b>	<b>£8000</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Through quality first teaching all children have made progress throughout the year. Resources have been easily accessible to support the needs in the classroom effectively which has had a positive impact on attainment (refer to Insight date), progress both academically and from a nurture PoV (refer to APDR). Earlier and more accurate identification means the needs of the children are better met. Coordinated plans have been much more informative and useful as a working document. They have provided a better measure of progress. Interventions have been closely monitored and their impact measured through Provision Map.		
2	<b>Intent:</b>	<b>What are you intending to do?</b> To continue to involve outside agencies.	<b>Date/Timescale:</b>	<b>2022-2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> We will continue to assess the children's needs when highlighted by staff members and move them onto SEN support if necessary. The appropriate agencies will then be brought in. Children who are already a coordinated plan or EHCP will be monitored and outside agencies brought in again if necessary. Children who need community paediatrician referrals will be following the required pathway which may be medical or behavioural. Children's mental health and emotional needs will be assessed and access appropriate agencies for children who need extra support.	<b>Cost:</b>	<b>£3500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> SEN children's needs have been met by following the expert recommendations and also reviewed and referred back if necessary. Outside agencies have provided advice and these recommendations have been used in the classroom. AC and EP have shared information with the staff so that there is a whole school awareness of needs and provisions. Teachers have been given ideas and strategies to implement in class. Where necessary referrals to the Community paediatrician have been made following the pathway-refer to EHA table.		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Form termly reports on progress of SEN children and carry out termly progress meetings with year groups. Provision mapping software will assist with this.	<b>Date/Timescale:</b>	<b>2022-2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> AC and EP will continue to monitor the progress of children on the SEND register but also monitor data to ensure any undiagnosed children are monitored. Discussion with teachers and TAs to identify these children will be logged and then monitored. We will use IntegrisG2 and provision mapping to track data and challenge staff. Boxall profile will be used to produce a baseline assessment of the children and then reviewed. This will form part of the progress meetings. Where relevant, meetings with PP TAs/lead will also take place. Individual provision maps will be provided for every SEND child and reviewed alongside their coordinated plans. All curriculum areas will be differentiated to meet the needs of every child so they can make progress. All children will have a curriculum which is tailored to their needs but which also pushes them.	<b>Cost:</b>	<b>£3500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Teachers have ambitious expectations of ALL children's progress. Progress has been closely monitored and challenged through pupil progress meetings. By having regular meetings focusing on SEND the children have been targeted for additional support where in KS2 (Upper) AC has carried out interventions and boosters. Any unidentified SEND have also been tracked and monitored so that teachers are more aware of targets and progress for this group of children, especially since the new framework has more of a focus on SEND. Tracking children has assessed the impact of boosters and interventions. Targets have been set and teachers are better aware of these children with their planning. Impact of the interventions have been closely monitored. Provision map provides a clear picture of interventions across the school and what interventions are in place for others to join including the nurture groups.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Improve pupil participation in coordinated plan reviews.	<b>Date/Timescale:</b>	<b>November 2022</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Collecting views of the children before coordinated plan reviews and meetings. Where appropriate allow the children to attend the meetings.	<b>Cost:</b>	<b>£100</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Pupils have regular opportunities to give feedback and participate in decision-making and we note the pupil's perspective in review meetings and transition planning. Where appropriate children's views have been collected before the meetings. Success has been measured through children's confidence in their own targets and what help they request.		

5	<b>Intent:</b>	<b>What are you intending to do?</b> To become a dyslexia-friendly school and become more confident/knowledgeable in supporting staff and children with dyslexia.	<b>Date/Timescale:</b>	<b>Spring 2023 Summer 2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Register for the BDA Dyslexia Friendly Quality Mark. Audit current provision across the standards in Leadership and management, Quality of learning, Creating a climate for learning and Partnership with parents/carers. Termly staff meetings held to update and train staff appropriately. Teaching and learning policies and marking policies to be updated. Next year's SDP will include a dyslexia-friendly target in every subject. AC and EP will work alongside the dyslexia hub for advice and any training to ensure we are up to date. Create a register of children at risk of dyslexia from Reception to put early support in place. Interventions/support includes: Reading Recovery type intervention, precision teaching, multisensory interventions such as alphabet arc, hear say and see approaches to spelling, word maps, SNIP, target readers, phonics boosters, reading practice for KS2 children, Toe-by-Toe and Wasps, Lexia. Whole class strategies using talk for learning, gamification (learning through games), mind mapping. Assemblies, PSHE, Circle time discussions around neurodiversity, growth mind set, learning how to learn. Assessment in curriculum subjects will not rely on pupils' literacy skills, but on that particular subject knowledge, e.g. Science, DT etc using Insight	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Data analysis measures the impact of dyslexia-friendly strategies showing a higher achievement in subjects across the Curriculum because subject specific skills will not be linked to Literacy skills (where appropriate). Those tracked as being at risk of dyslexia access support sooner and therefore show better progress. Boxall Profile has been a measure of soft data. Increase in the number of children identified as being at risk because of enhanced staff awareness of dyslexic characteristics. Those identified show an increase in confidence in pupil voice interviews because their strengths are recognised and can still access appropriate level of challenge, while their difficulties are supported. :Pupils more widely can explain how they learn best and what they find difficult. Greater awareness of celebrating neurodiversity.  In-house dyslexia assessor has been able to support staff to identify, screen and formally assess for dyslexia and meet with pupils, parents and staff to give recommendations for support. We will be accredited/recognised for our efforts in providing support for the children with dyslexia through the award and this will be a measure of success.		

6	<b>Intent:</b>	<b>What are you intending to do?</b> Train staff in areas they feel they need support in.	<b>Date/Timescale:</b>	<b>July 2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Send out staff questionnaire about training to see what is required. Hold regular TA meetings where training is offered. Use the AET staff competencies to carry out an audit of staff skills.	<b>Cost:</b>	<b>£2000</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Staff feel confident to teach and work with the children they are involved with. We show a commitment to continuing professional development on autism across our staff and ensure they receive ongoing training that is appropriate to their role. Teachers take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. We audit staff confidence levels, understanding and knowledge of autism, and the changes staff make to their practice as a result of undertaking professional development. Staff confidence will improve after training has been given.		

### SCIENCE: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Monitor WS strands to gain an informed insight into how the WS strands look across the school to ensure progression.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• By regular learning walks</li> <li>• Regular lesson Observations</li> <li>• Regular book scrutinies</li> <li>• Checking the new WS assessment sheets at the end of each topic</li> <li>• Add a WS target to Performance Management</li> <li>• Pupil voice</li> <li>• Staff voice</li> </ul>	<b>Cost:</b>	Subject release time one day per half term each at the same time £1500
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  We will have a clearer understanding about what the WS strands look like at each year group to ensure full coverage that shows progression. Ensuring each WS is covered will also give the staff a clearer confidence in assessing the children's WS abilities. Updated WS skills for single year group to show progression and to make it child friendly with 'I can' statements. Staff meeting 10.10.23 to discuss expectations for these in books / use in lessons. KS1 A3 version on working wall and science ambassador/adult to tick when completing as a class. KS2 each child to have a copy in their science book and short date acknowledge when using the skill. This will also support teachers when planning.		
2	<b>Intent:</b>	<b>What are you intending to do?</b>  To ensure that children with SEND are being supported and challenged and staff understand that if they are LA in literacy/ maths they can still be working at in Science.	<b>Date/Timescale:</b>	Ongoing JB INSET TBC?
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Look at end of topic assessment data and WS strands and see who is working below expected level and see if they are SEND. We will speak to the staff to see how we can support their learning. Organise for Jane Banham to lead a staff meeting on SEND in Science. <b>TBC – JB did a staff meeting but the focus was what a good science lesson looks like.</b>	<b>Cost:</b>	£500
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Staff will have a clearer picture on how they can support SEND children and their learning from the inset. This will be reflected on planning and in children's books. Learning walks / book scrutinies highlighted that pupils with SEND are being supported and challenged in lessons in a variety of ways. Science in my pocket resource set up now need to place an emphasis on these being utilised to support SEND / staff to take into consideration these resources when planning.		

3	<b>Intent:</b>	<b>What are you intending to do?</b> More curriculum enrichment activities to supplement and enhance the curriculum	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Science club – KS1 Spring Term &amp; KS2 Summer Term <b>KS1 science club CREST Awards. KS2 TBC.</b></li> <li>Playground Science led by science ambassadors <b>Up &amp; running.</b></li> <li>Organise WOW science visits/ workshops <b>Science week. Enrichment timetable updated October 2023.</b></li> <li>Continue subscriptions for TWIG science reporter and WHIZZ POP BANG Magazine <b>Continued.</b></li> <li>Science Week in MARCH 2023 <b>Achieved.</b></li> <li>Develop Stem Ambassadors <b>TBC – work in progress</b></li> <li>Continue to develop the school pond <b>TBC – work in progress</b></li> <li>Resources - £500 <b>Actioned within budget.</b></li> <li>Primary science network meetings <b>Attended.</b></li> </ul>	<b>Cost:</b>	WHIZZ Pop BANG - £200 TIG TAG subscription - £300 Resources - £500 Science week - £2500 Workshops - £1500 Meetings - £200 Pond - £500 Crest Awards - £40
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> The curriculum will be enhanced providing children with quality science teaching which in turn will develop their science capital. Children will be inspired within the classroom and this will transfer outside of school too. <b>Buzz for science acknowledged via children and parents at the curriculum evening.</b> Working with stem ambassadors will enrich the children so they are aware about the different jobs and opportunities available to them. <b>Work in progress.</b> Our science week and gadget shop will continue to raise the profile. <b>Carried out with the support of science ambassadors.</b>		

### EYFS: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  To introduce and follow Wellcomm to aid children's communication and language skills	<b>Date/Timescale:</b>	September 2022 - July 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Train all members of staff to understand what Wellcomm is and how it can help improve children's language skills. Train Julie Braithwaite to complete Wellcomm assessments and to understand how to follow the programme Complete assessments on selected children and then start the programme	<b>Cost:</b>	£600 for Wellcomm
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will have improved outcomes in communication and language and also literacy skills. Wellcomm helps support receptive (understanding) and expressive (speech) language skills. Wellcomm supports very early language skills, to support other areas of the curriculum. Children will achieve ELG's in communication and language Julie Braithwaite and other members of the reception team were trained to use Wellcomm. Emma Brown supported Julie in her new role throughout the year Julie worked with selected children in small groups twice a week progressing through Wellcomm. (group work for 20 minutes twice a week) Assessments continued throughout the year to make sure the intervention was supporting the children in the best way At the end of the year 84% of the cohort met the ELG for listening and understanding compared to 54% only meeting the expected level at the beginning of the year. At the end of the year 86% of the cohort met the ELG for speaking compared to 56% only meeting the expected level at the beginning of the year. This shows the effect that Wellcomm had on the children's communication and language skills		
2	<b>Intent:</b>	<b>What are you intending to do?</b>  To successfully integrate all the children with additional needs into our Reception unit and classes	<b>Date/Timescale:</b>	September 2022-July 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>The Adventurers to be set up to support children with ASD and an EHCPs</li> <li>The Adventurers to spend time in the Reception classes where-ever possible (assess on each child's needs and abilities)</li> <li>Make sure all members of the Reception team are trained to meet all the needs of all the children within the Reception unit</li> <li>Work alongside multiple agencies to makes use staff are able to best support all the children and their additional needs in the Reception unit.</li> <li>Support staff and their well being due to demands being placed upon them.</li> <li>Rotate staff working in The Adventurers to help support staff development within the unit</li> </ul>	<b>Cost:</b>	Supply cover for members of staff to attend courses. Release time to observe adults and to meet with outside agencies. £300 to make additional resources for the children.

**What will be gained/achieved from this? How will you measure this success?**

All children in the Reception unit make the expected progress.  
All children in the Reception unit are happy and settled and their additional needs are being met at their current stage of development.  
Staff feel confident to support the wide range of additional needs within the unit.  
Team meeting minutes reflect that staff feel confident in their roles.

The adventurers worked really well throughout the whole year. It was able to support all the children in Reception that had EHCP and also some additional children that had other emotional needs as well as academic.

Two of the children have stayed in Adventurers for another year

Two of the children are now in year one following the same timetable as their peers

One child moved abroad

One child has moved to a special school

Table below shows the progress the whole cohort made and progress made without the adventurers (their progress steps can't be measured in the same steps as other children).

Staff worked well together and SENCo provided support for all members of staff and their training needs



PROGRESS	Reading	Writing	Number	Numerical Patterns
Expected progress	31%	25%	44%	38%
Better than expected progress	64%	69%	50%	54%
Expected or better progress	95%	94%	94%	92%
*adventurers have not been included in this data as their progress steps will be very different				



PROGRESS	Reading	Writing	Number	Numerical Patterns
Expected progress	29%	25%	41%	35%
Better than expected progress	61%	66%	49%	53%
Expected or better progress	90%	91%	90%	88%
*with adventurers				

**Impact &  
Evaluation:**

3

<b>Intent:</b>	<b>What are you intending to do?</b>  To continue to develop continuous provision to support learning in all areas of the EYFS curriculum	<b>Date/Timescale:</b>	September 2022-July 2023																																																																																																																																																
<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"><li>• Visit other schools to see how they plan and manage their continuous provision with an emphasis on making all children are accessing different areas and understanding that they are making progress and developing their skills and knowledge</li><li>• Staff members to support children in the Autumn term to help them to be able to play and interact with each other, develop social skills and speaking and listening skills</li><li>• Team meetings to discuss what we are putting out during continuous provision and what we hope the children are going to gain from the activities. Reflect on previous learning and how can we build on this, give children opportunities to embed their learning</li><li>• Reflect on our practice in team meetings and where we feel the gaps are in the children's learning and how we can meet them during our play and learn time</li><li>• Continue the use of continuous provision challenge cards from January onwards</li></ul>	<b>Cost:</b>	Supply cost to visit other schools £500																																																																																																																																																
<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"><li>• Children are focused and learning during their play and learn time</li><li>• Children make good progress throughout the year and achieved the ELG's (expected standard in all areas of the curriculum)</li><li>• Children are able to build on what they have been taught, listened to and read and show this in their play</li><li>• Progress data shows that children have made progress throughout the year</li><li>• Team meeting will help to show the progress children are making</li><li>• Visit from Sally Atkinson helped us to really focus our thinking on Continuous Provision. We made sure that in the final term all the children were given set task to complete across all the areas of the curriculum.</li><li>• All children knew expectations and were constantly embedding their learning from previous lessons.</li><li>• Confidence increased and all children were able to work independently on tasks.</li><li>• Impact was shown in the progress the children with writing being a particular strength</li></ul> Table below shows the progress the children made from the start of the year to the end of the year. <table><tr><th>COHORT</th><th colspan="3">PSED</th><th colspan="2">COM &amp; LANG</th><th colspan="2">PHYSICAL</th><th colspan="3">LITERACY</th><th colspan="2">NUMBER</th><th colspan="3">UNDERSTANDING THE WORLD</th><th colspan="2">EXP ART&amp;DES</th></tr><tr><th>Baseline</th><th>SR</th><th>MS</th><th>BR</th><th>LAU</th><th>S</th><th>GMS</th><th>FMS</th><th>C</th><th>R</th><th>W</th><th>N</th><th>NP</th><th>PP</th><th>PCC</th><th>NW</th><th>CWM</th><th>BIE</th></tr><tr><td>Number on track</td><td>48</td><td>54</td><td>55</td><td>48</td><td>50</td><td>64</td><td>44</td><td>38</td><td>36</td><td>29</td><td>43</td><td>40</td><td>50</td><td>41</td><td>32</td><td>39</td><td>45</td></tr><tr><td>% on track</td><td>54%</td><td>61%</td><td>62%</td><td>54%</td><td>56%</td><td>72%</td><td>49%</td><td>42%</td><td>40%</td><td>32%</td><td>48%</td><td>45%</td><td>56%</td><td>46%</td><td>35%</td><td>44%</td><td>51%</td></tr></table> <table><tr><th></th><th colspan="3">PSED</th><th colspan="2">COM &amp; LANG</th><th colspan="2">PHYSICAL</th><th colspan="3">LITERACY</th><th colspan="2">NUMBER</th><th colspan="3">UNDERSTANDING THE WORLD</th><th colspan="2">EXP ART&amp;DES</th></tr><tr><th>End of Year</th><th>SR</th><th>MS</th><th>BR</th><th>LAU</th><th>S</th><th>GMS</th><th>FMS</th><th>C</th><th>R</th><th>W</th><th>N</th><th>NP</th><th>PP</th><th>PCC</th><th>NW</th><th>CWM</th><th>BIE</th></tr><tr><td>Number on track</td><td>74</td><td>75</td><td>75</td><td>74</td><td>76</td><td>84</td><td>79</td><td>72</td><td>75</td><td>70</td><td>70</td><td>69</td><td>75</td><td>72</td><td>71</td><td>77</td><td>77</td></tr><tr><td>% on track</td><td>84%</td><td>85%</td><td>85%</td><td>84%</td><td>86%</td><td>95%</td><td>90%</td><td>82%</td><td>85%</td><td>80%</td><td>80%</td><td>78%</td><td>85%</td><td>82%</td><td>81%</td><td>88%</td><td>88%</td></tr></table> <p><b>GLD 75%</b></p>			COHORT	PSED			COM & LANG		PHYSICAL		LITERACY			NUMBER		UNDERSTANDING THE WORLD			EXP ART&DES		Baseline	SR	MS	BR	LAU	S	GMS	FMS	C	R	W	N	NP	PP	PCC	NW	CWM	BIE	Number on track	48	54	55	48	50	64	44	38	36	29	43	40	50	41	32	39	45	% on track	54%	61%	62%	54%	56%	72%	49%	42%	40%	32%	48%	45%	56%	46%	35%	44%	51%		PSED			COM & LANG		PHYSICAL		LITERACY			NUMBER		UNDERSTANDING THE WORLD			EXP ART&DES		End of Year	SR	MS	BR	LAU	S	GMS	FMS	C	R	W	N	NP	PP	PCC	NW	CWM	BIE	Number on track	74	75	75	74	76	84	79	72	75	70	70	69	75	72	71	77	77	% on track	84%	85%	85%	84%	86%	95%	90%	82%	85%	80%	80%	78%	85%	82%	81%	88%	88%
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**EYFS BUDGET 2022-2023 £2,850**

SUMMER /AUTUMN TERM	SPRING TERM	SUMMER TERM
Reading shed £200	Chicks £400	Butterflies £50
Tapestry subscription £230	Pancakes £25	Fruit Kebabs £40
Cakes /ingredients £20	Chocolate nests Easter £20	End of term picnic £30
Art resources £100		Ice poles after sports day £15
New resources / replacement resources £200		
Christmas word problems £20		
Replacement sand / water tray £200		

### MUSIC: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Challenge and develop MAGT students' musical attainment	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Create a G and T performance in the summer term with the support of Peripatetic staff</li> <li>Organise a "Battle of the Bands" or "Talent Show" in the Spring / Summer Term</li> <li>Investigate the opportunity for students to achieve an award from a regulated board (e.g. Arts Award, Trinity, ABRSM etc) in order to further the attainment of those pupils. Discussions with Peris to see if a wider range of exam board qualifications can be used</li> </ul>	<b>Cost:</b>	TBC
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Raised profile of music throughout the school, through promotion by MAGT students' performances.</li> <li>MAGT students take part in more challenging activities, promoting personal management of time, rehearsals, selection of repertoire etc.</li> <li>Students receive recognised certification in their instrument / performance</li> </ul> <b>PARTIALLY COMPLETED</b> <ul style="list-style-type: none"> <li>G and T students gave performances independently throughout the year. These included Christmas Assembly concert, assemblies to whole school community, and the summer concert. ALL G and T students were offered the chance to performing the massed number at the end of the summer concert, most opting to sing and not play. The number at the end of the concert was challenging, therefore stretching those students, building confidence and also performing experiences.</li> <li>A talent show was not possible, as alternatively we took the KS 2 choir to Young Voices. Again, this impacted the students by challenging their musical ability, and also expose them to a large-scale performance opportunity.</li> <li>Many individuals took regulated board exams, entered by the peri staff. Results were celebrated where possible in assemblies. Again, students were challenged and stretched to further develop their musical skills.</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> Implement a new curriculum for KS1, including a rigorous assessment process.	<b>Date/Timescale:</b>	July 23
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Investigate different "buy in" schemes of work for music at KS1</li> <li>Implement scheme within years 1 and 2, including training and support for VB</li> <li>Look at possibilities of Assessment at KS1, to ensure limited work load</li> <li>Implement assessment to ensure accurate record of students' progress</li> </ul>	<b>Cost:</b>	£312 for KAPOW Possible training costs for HLTA
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Most students will be working at or beyond the expected levels</li> <li>Progress from previous lesson / schemes of learning / years will be obvious and evident in work / videos evidence</li> <li>Students will be confident to tackle the challenging curriculum at key stage 2</li> </ul> <b>COMPLETED</b> <ul style="list-style-type: none"> <li>All KS1 students are now taught through the KAPOW scheme of learning. In year 2, 87% of children were making expected or greater depth progress. As it is the first year, it is not possible to comment on the impact it has yet had on the movement into year 3, although initial teaching of this year group is demonstrating a stronger and quicker grasp of the musical concepts expected than previous year groups.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Develop links with Music hub / Other primary schools under the new National Plan for Music Education	<b>Date/Timescale:</b>	July 23
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Email Music hub and discuss support offered / offer support to other schools</li> <li>Attend meetings / training throughout the year</li> <li>Review music offerings across the local authority</li> <li>Implement support for staff / students where possible</li> </ul>	<b>Cost:</b>	TBC Possible cover requirements
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Raise profile of music within school / local authority community</li> <li>Shared resources across the Local Authority</li> <li>Moderation of curriculum to ensure statutory requirements are consistently met.</li> </ul> <b>PARTIALLY COMPLETED</b> <ul style="list-style-type: none"> <li>I have delivered training to other primary school music leads, allowing them to develop their curriculum. Through the music hub, shared experience has enabled our curriculum to be developed and students to access different opportunities. The hub have provided two different year groups with external opportunities fulfilling the NPME, and developing the children's musical learning and experience.</li> <li>-</li> </ul>		

Any other expected costs/expenditure to be aware of for 2022 - 2023	Cost:
Young Voices Resources / Performance	£95 initially plus concert fees
School Productions	Licence per year group
Cover for concert attendance / rehearsals	TBC

### COMPUTING: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Ensure EYFS and KS1 and KS2 school Computing curriculum offers most effective progression paths. Lesson plans and resources to be assessed and adapted where necessary, Lesson sequences and topic areas to be assessed and adapted across all year groups.	<b>Date/Timescale:</b>	November 2022 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Meet with EYFS staff to greater understand the offer given to pupils in Reception year and ensure this feeds in effectively into KS1.  Ensure lesson plans and resources are updated from the National Centre for Computing in Education website for updates and for future downloads of material.  Liaise with each year group in KS1 and KS2 in particular the teacher responsible for Computing planning.  To carry out lesson observation in each phase.	<b>Cost:</b>	No cost
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  More effective teaching and learning in Computing, especially among staff who have less confidence due to the comprehensive nature of the material on offer. Better progression for children with the spiral curriculum ensuring the topics covered are revisited regularly allowing both skills and knowledge to be built on each year.  <b>Teachers more confident about the transition from EYFS to KS1 and using this to more effectively teach the topics on the Computing curriculum for KS1.</b> <b>Subject co-ordinator has a better over view of the teaching of Computing in KS1 and in lower KS2.</b> <b>Logistic issues e.g. with Chromebook log ins resolved to make teaching smoother and therefore more effective.</b>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> To further improve and maintain effective use of assessment in Computing by most effectively utilising the new Insight whole school assessment tracking platform.	<b>Date/Timescale:</b>	September 2022 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Teachers to use the Insight system to record assessment information on a termly basis.  Computing Co-ordinator to utilise Insight to more effectively analyse standards across all yr grps.  Where inconsistencies appear in data to investigate and support teachers in improving	<b>Cost:</b>	No cost
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Better analysis and greater understanding on assessments across the school becoming more impactful on teaching and learning. Standards improved and maintained by giving teachers and Computing Co-ordinator a clear picture on the standards and progress in Computing. Gaps can be identified and addressed in individual classes as well as on a school-wide and KS level  <b>Subject co-ordinator has a better understanding of the overall standards in Computing.</b> <b>Weaknesses in certain areas identified and addressed with year group teachers to support the teaching.</b>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Better understand the latest e-safety issues across the school and support better targeting of e safety messages.	<b>Date/Timescale:</b>	Sept 2022 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b> Teachers to survey Internet usage by pupils Information used on a class and year level and a school wide level to target Parents to be given more updates/reminders on e-safety through communication/parents meeting in school. Take part in Safer Internet Day Feb 2023	<b>Cost:</b>	No cost
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children have a clear understanding of ways to stay safe online at home and in school. Parents have the understanding and knowledge on how to support their children in staying safe while using the Internet. E-safety receives greater prominence within school Children better equipped to stay safe online Children clear about how to deal with e-safety issues <b>Survey of children shows good understanding of esafety issues,</b> <b>PSHE scheme now supporting the teaching of esafety</b> <b>Safer internet day activities raised the profile of esafety.</b> <b>Messages sent home to parents reminded them of the importance of monitoring and discussing esafety with their children</b>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Maintain ICT and replace promptly any equipment that is out of date or can't be repaired. Subscriptions reviewed & renewed where appropriate and where wide use of the online resource	<b>Date/Timescale:</b>	Sept 2022 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b> Purchase 90 new Chromebooks (3 sets) for new to Year 3 children (July 23) Purchase 10 new teacher/staff laptops to replace out of date equipment (January 23) Use of ICT technician from Ark (ongoing) Maintain effective use of ICT communication and use of email to report problems by staff effectively enabling repairs and replacements to be made promptly. Subscription renewals – Website, broadband, Athletics, Education City, TT Rockstars, Junior Librarian, Twinkl, Spelling Shed, Windows licences.	<b>Cost:</b>	Misc repairs £1000 Chrombooks £22,000 Laptops 10 @ £350 = £3500 Website £300 Broadband £5,029 Mathletics £2413 Education City (Maths and Literacy and French) £1685 Windows Licences £996 Testbase £240 Junior Librarian £582 Twinkl £874
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  ICT infrastructure is robust and staff and pupils have confidence that it will work effectively and therefore use the resources on offer where appropriate and where its use will be support teaching and learning in Computing and other subjects. Downtime on equipment and online resources are kept to a minimum without any extended out of order periods. In the event of a lockdown a range of online resources is available to support the continuity of learning. <b>Good communication and close working relationship with ICT technician supported smooth running of technology in school.</b> <b>Issues raised addressed in a timely manner. Unresolved issued quickly escalate to tier 3 support via Ark.</b> <b>KS2 Chromebook issues resolved in timely way allowing pupils to use devices on a regular basis in both Computing and to support learning in other subjects.</b>		

## ART: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

<b>1</b>	<b>Intent:</b>	<b>What are you intending to do?</b>  ARTSMARK – ongoing target. To raise the profile of art and inspire pupils by organising artist workshops in school including opportunities for MAGT pupils to partake in smaller artists workshops/question and answer sessions.	<b>Date/Timescale:</b>	Over the duration of the next academic year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>JG to send out links for CPD opportunities and useful art-based websites to staff at start of academic year.</li> <li>JG to organise 'art week' WB 26.9.22 – hand out postcards of pride – each teacher to nominate x1 pupil to receive award in assembly. As part of week, every pupil in school to decorate feather and JG to organise with arts council making a whole school piece of artwork. SB to organise 'art week' / 'art skills day' for the start of the next academic year – ask for WB 25.9.23 to be put into the school diary for art week / begin looking for an artist or artists to come into school for this (will need artists booked by summer 2 of this academic year).</li> <li>JG to organise for artist Ian Brealey to carry out art workshops for Year 2 – Year 6 in September 2022.</li> <li>JG to organise for MAGT Y5/Y6 question and answer session with Ian Brealey</li> <li>JG to organise for artist Ian Brealey to carry out art workshops for EYFS and Year 1 in the final term of the academic year (summer 2)</li> <li>JG to organise for 'Korp' to work with Y5/Y6 MAGT pupils</li> <li>JG and SB - Hold at least one meeting a term with Arts council (x3 each over the academic year)</li> <li>JG to organise gallery session – inviting parents/guardians into school to celebrate artwork</li> <li>SB to organise PP &amp; Arts Council pupils to work with Jane Morris to create mosaic artwork</li> <li>SB to speak with AL/SH about adding gallery of artwork in school to art section of website / regular posts via school Twitter accounts celebrating artwork in school</li> <li>JG and SB to organise - run at least three art competitions (one each term) – led by Arts ambassadors               <ul style="list-style-type: none"> <li>JG Term 1 - 'This is me' → arts council from previous year decided upon this. Winners to go in frames around school</li> <li>JG Term 2 – Christmas based competition – calendars (whole school to take part in lessons)</li> <li>SB Term 4 – Easter competition &amp; 15<sup>th</sup> April World Art Day</li> <li>SB Term 6 – Memories based competition</li> </ul> </li> </ul>	<b>Cost:</b>	£2,000.00  Staff meeting time allocated for CPD session – 27.922
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Pupils will enjoy art lessons and this will be evident through pupil voice, teacher feedback and in pupil sketchbook/work outcomes. There will be a buzz about art within school and pupils will feel a sense of pride for their artwork through certificates (postcards of pride) during art week, for competitions and for being selected as e.g. 'star of the week' due to artwork, effort in art etc. Further pupils will apply to be on arts council toward the end of the academic year (after receiving an incredible volume of applicants in 2021). <b>JG Arts week implemented. Ian Brealey artist workshop and CPD for staff training. Children participated in a range of activities across the week. Display to showcase artwork.</b> <b>SB met with school council to discuss/ design whole school mosaic mural. Children contributed ideas and discussed what they would like to see/do in next years arts week. Buddy groups/ draw your teacher competition discussed.</b> <b>SB organised mosaic workshop with Jane Moris. Jane worked with children across the school from reception to year 6 (PP/G&amp;T) to produce artwork. Finished mosaic is on display outside the front of school and parents informed in the newsletter.</b> <b>SB held staff meeting on implementing new sketch books and what is expected from them.</b>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> To enhance the 'art' section of our library by purchasing further art texts.	<b>Date/Timescale:</b>	Texts available in library and class reading areas by March 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>JG to speak with JW about auditing texts already owned</li> <li>JG to research quality arts-based texts</li> <li>SB to hold arts council meeting and through pupil voice, find out what pupils' desire / arts ambassadors could take away several text options and ask their teachers to hold a vote for texts pupils would like to see in the library / in book corners (this in itself would raise the profile of the art by getting pupils talking about art-based texts)</li> </ul>	<b>Cost:</b>	£400  Release time allocated to audit library stock
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Pupils will have access to a great diverse range of high-quality art-based texts. These will inspire curiosity, creativity and hopefully have an impact upon the artwork they explore/produce in sketchbooks and both in and outside of school. Pupils will enjoy reading these texts – evident through pupil voice – and JG to ask JW if it is possible to monitor via the library Reading Cloud how often pupils are choosing to borrow these texts from the library → this will better inform next steps of further purchases showing which e.g. text styles, authors etc. pupils enjoy reading. JG Liaised with Julie W to discuss art texts we could order for the library.		

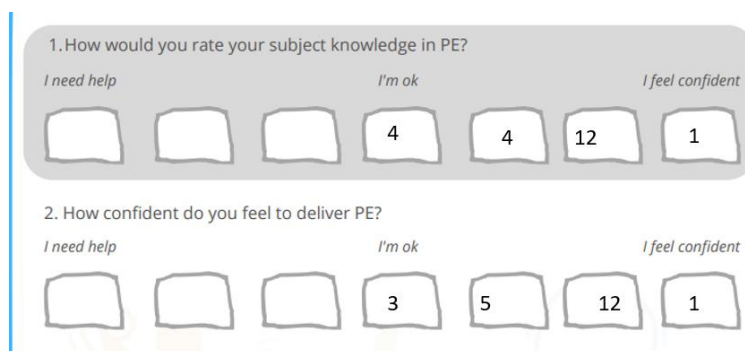
3	<b>Intent:</b>	<b>What are you intending to do?</b> ARTSMARK – ongoing target. To improve how sketchbooks are used within school	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  SB held staff meeting in previous academic year on goal after, JG, JW & SB met to discuss sketchbooks and JG's desire to move away from sketchbooks being a place to stick in final pieces. They should be a book with only pupil marks and showcasing the process of getting to a final piece. JG to ask all teaching staff to model use of sketchbook by having their own sketchbook the same as pupils. Modelling can be done under visualisers etc. JG and SB to monitor use of sketchbooks – regularly complete learning walks and scrutinise sketchbooks	<b>Cost:</b>	Release time allocated to carry out learning walks, lesson observations & collate work.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Pupils will have an enriched experience of art at school as they will value the process of art significantly more due to recording this process and teachers placing a greater emphasis upon the importance of the build up to a 'final piece'. Pupils will have a greater sense of freedom to explore in a creative manner without teacher marks in their sketchbooks. Feedback will be instant in the sense of in the lesson to support, inspire curiosity and challenge pupils' skills and knowledge. Success will be measured through the outcome in sketchbooks, teacher feedback upon the developed view of sketchbooks, through pupil voice and during sketchbook scrutinises. Regular book scrutinies highlighted that teachers and pupils understand that the use of sketchbooks is for recording the learning process. KS2 good at annotating their ideas. Also evident that KS1 children are beginning to use annotations to show thought process. Sketchbooks demonstrate the progression of art skills.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Audit and replenish art resources	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>JG and SB to audit stock at least once a term – to update one another before purchases signed off/made</li> <li>JG and SB to gather information from staff with regards to low stock and resources required for lessons, clubs, seasonal activities and internal displays</li> </ul> JG and SB to monitor costs and budget	<b>Cost:</b>	£2,100.00  Release time allocated to audit and replenish stock.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Pupils will have access to mediums teachers plan to use in sequence of learning. This will enable pupils to acquire, develop and enhance skills / knowledge of different mediums which will inform their artistic abilities.  Resources ordered to allow teachers to implement the curriculum effectively. Art cupboard needed organising/tidy as new resources comes in.		

**PE: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN**

1	Intent:	<b>What are you intending to do?</b>  Continue to develop a whole school approach for assessing and monitoring children's progress Within PE.	<b>Date/Timescale:</b>	Continue to build on previous year and continue throughout the year.
	Implementation:	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Provide each year group with criteria to assess their children against an assessment frame work, accessible through Get Set for PE website.</li> <li>• All teachers to be aware of the GS4PE skills progression ladder from Reception up to Yr6.</li> <li>• Liaise with InSight to organise the curriculum map to have data inputted on each sport taught.</li> <li>• Children's' data on progress to be updated and put on our new assessment tool on InSight.</li> <li>• Teachers will be able to access children's entry data and eventually will be able to see prior attainment in a given sport.</li> <li>• More prescriptive PE lessons with clear learning objectives and success criteria.</li> <li>• PP, SEND and EAL added to assessment tool to track patterns and easily collect data</li> <li>• Staff CPD on assessment and data (Staff meeting).</li> <li>• Y3 and 4 Sports coaches will continue to assess children in taught sports.</li> <li>• Ensure coaches providing CPD/<u>PPA</u> have the correct assessment criteria in line with our provision map.</li> </ul>	<b>Cost:</b>	£600 PE Scheme GetSet4PE £3705 Just Do Sport Coaches £441 Martin Radmore Gymnastic CPD
	Impact & Evaluation:	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• This will provide us with a clear picture of the standard of PE across the whole school.</li> <li>• It will ensure progress is being made in PE from Reception up to Year 6.</li> <li>• Teachers can use information to inform their future planning to make sure appropriate support/challenge is put in place for every child.</li> <li>• This will be measured through planning, photos and assessment, evident in PE portfolio and folder.</li> <li>• Better teacher understanding of skill development to help ensure progress is made, accessible GS4PE assessment tool.</li> <li>• Clear success criteria and learning objectives will help to assess children's progress.</li> <li>• Track target groups in more detail.</li> <li>• Coach able to liaise with teacher about how the children are performing where children are at.</li> <li>• Liaise with Sport Coaches so they are aware of GS4PE lesson plans and assessment criteria to allow continuity.</li> </ul> <ul style="list-style-type: none"> <li>• All lessons have a success criteria which are differentiated by year group and therefore progressive as children go through the school. This has been achieved through submitting end of topic and termly assessments on to Insight.</li> <li>• Staff have been shown the progression ladders for sports, they are on PE displays in the hall and used to show where children should be at different stages of their learning.</li> <li>• Data for last year is on Insight and checked by PE leaders, this will build up over the years so we have an accurate picture of children's progress in sports.</li> </ul>		

- The staff meeting, covered how to log PE data and instructions were emailed and individual support was given where necessary.
- There has been and is a clear success criteria for WT, WA and GD. This means teachers assessments are more accurate and ensures the children are progressing.
- Getset4PE has objectives for every lesson which builds up physical, social, emotional, and thinking skills thus developing the whole child.
- Teachers are aware of children's prior sporting abilities helping us to support and challenge individuals further.
- Specialist sports coaches have observed and assessed children in sports taught and assessments are shared amongst teachers to input data.
- Pe coaches have access to how we plan and deliver sessions – this has been communicated with Mark Downing and he has passed this on to the coaches.
- Insight has been much easier to track progress of groups of children,
- The school store all data in the same way (On Insight) – meaning data is in one place and easily analysed.
- Staff questionnaire results show staff feel confident teaching PE and have good subject knowledge.



2	<b>Intent:</b>	<b>What do you intend to do?</b>  Promote, encourage and provide opportunities for all children to become more active.	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Continue to target our least active children, identified through pupil questionnaires.</li> <li>Continue to offer a wide range of sports during PE and extra-curricular clubs.</li> <li>Provide opportunities for children to participate in physical activity and sporting opportunities such as sports week, weekly PE lessons, Sports Day, Hampton Festivals, opportunity for external competitive sport, lunchtime and afterschool clubs.</li> <li>Promotion of core values and updates on PE board. <u>This is included on School Games event letters.</u></li> <li>Weekly information sent to parents about sport in the local area encouraging children to become more active. <u>Also, on the school website.</u></li> <li>Introduce PE leaders to help increase pupil's physical activity levels and organisation of some sporting activities.</li> <li>Liaise with Deb Wilding and Samuel Sly to ensure PE is lead to a high quality in line with the School Games award.</li> </ul>	<b>Cost:</b>	£1590 Hampton College Festivals £5,500 Sports Week £3705 Premier Sport Lunchtime Coaches £1250 School Funded POSH Y3/4 club £1,575 School Funded Premier Y5/6 club £200 Sports Day Replacement Equipment £540 Least Active children club £1800 Visit from external provider £99 Sports Leader Program £240 Just do Sport - Sport Leaders training
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>More children will be active on a daily basis.</li> <li>It will improve the physical and mental health and wellbeing of children.</li> <li>Enjoyment of PE and sport will increase.</li> <li>More likely to develop physical literacy</li> <li>Building school to club links sent out on school website</li> <li>This will be measured through timetables, assessment, informal observations, planning and photos.</li> <li>Ensure all teachers have completed the PE staff audit</li> <li>Ensure a selection of pupils have completed pupil PE questionnaires</li> <li>Achieving the Gold School Games Mark</li> <li>Attending Hampton College Festivals and entering events and competitions for all, targeted and competitive sport.</li> <li><u>We've identified least active children through a pupil questionnaire so we can target children.</u></li> <li><u>Clubs have changed more frequently and we have introduced girls' football, therefore children have more clubs to attend.</u></li> <li><u>Sports have been changed more regularly, which has ensured children have experienced a variety of sports.</u></li> <li><u>We have attended more School Games events this year, alongside the Hampton College festivals.</u></li> </ul>		

		<ul style="list-style-type: none"> <li>• We carried out 3 sports days in Summer 2023.</li> <li>• We attended some sessions which have been aimed at children who would benefit most, SEND or taking our most competitive team (GD)</li> <li>• Led a successful Sports Week.</li> <li>• Led a whole school active travel to school month, to encourage children and families to be more active.</li> <li>• We identified our least active children with the hope of promoting physical literacy and they were invited to Sport Stars – this was for fun physical activity and games, pupils' interests were taking into account when sessions were planned.</li> <li>• There was an increased pupil enjoyment evident in pupil voice 15/16 pupils said they enjoy PE.</li> <li>• Local clubs are on display in the hall and the school website so children and parents can see what clubs are offered in the local area.</li> <li>• Staff audit was carried out by all teachers to understand teacher views towards PE and School Sport</li> <li>• Pupil voice has been completed to gain views and interests of pupils.</li> <li>• Gold School Games Mark achieved for 22/23.</li> </ul>
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3	<b>Intent:</b>	<b>What do you intend to do?</b> To ensure children are provided with a wide-range of sporting activities and experiences.	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Sports week to continue providing sporting activities not usually accessed during the PE curriculum.</li> <li>• Continue to provide a variety of after school clubs for both KS1 and KS2.</li> <li>• A broad and varied PE curriculum map.</li> <li>• Organise more competitions and festivals against other schools by engaging in Hampton College Festivals and School Games Events.</li> <li>• Lunchtime sports sessions</li> <li>• Each class timetabled to have 2 hours of PE a week.</li> <li>• Sports Day to take place in the Summer of 2023</li> <li>• Swimming lessons provided for years 3, 4, 5 and 25% of the least confident swimmers in Y6 to have top up sessions.</li> <li>• Organise activities/sessions with outside agencies to promote positive experiences when taking part in sport.</li> <li>• Continue to run a year 3/4 and 5/6 club funded by the school – to be changed termly to allow children to experience different sports.</li> <li>• Y6 Play leaders to be continued allowing children to play different games lead by peers.</li> <li>• Least active sessions sports activities guided by pupils' voices.</li> <li>• Introduce Golf for Y6 in the curriculum.</li> <li>• <b>Bex Raynor a female professional footballer did an assembly with children and led pupil sessions.</b></li> </ul>	<b>Cost:</b>	1590 Hampton College Festivals £5,500 Sports Week £3705 Premier Sport Lunchtime Coaches £1250 School Funded POSH Y3/4 club £1,575 School Funded Premier Y5/6 club £1500 Golf Equipment £540 Least Active children club £1800 Visit from external provider £99 Sports Leader Program £240 Just Do Sport Sport Leaders training £500 Top up Swimming

**Impact & Evaluation:**

**What will be gained/achieved from this? How will you measure this success?**

- Children will have the opportunity to take part in a variety of sports in order to widen their experiences.
- Children will be active on a daily basis and be able to improve their fitness levels.
- They will be able to develop their competitiveness, sportsmanship and teamwork skills, helping to develop them develop the whole child.
- This will be measured through careful planning, observations, assessments and photographs in PE portfolio.
- Play Leaders developing their leadership skills and providing different activity session for their peers during play time.
- More opportunities to take part in competitive sport
- More opportunities for our most vulnerable to take part in sport festivals and events.
- Supporting our least confident y6 swimmers to have extra swimming sessions so more likely to take part in water activities later on in life.
- Sporting role model to visit and inspire and motivate the children to become more active.
- Least active children more likely to find sporting activity more enjoyable if pupils have some say over activities.
- To teach a new sport (golf) widening children's sporting experiences thus more likely to find a sport they love.
- **Please see curriculum map of variety of sports offered in PE**

2022/2023						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Introduction to PE : Unit 1	Introduction to PE : Unit 2	Dance : Unit 1	Gymnastics : Unit 1	Games : Unit 1	Ball Skills : Unit 1
	Fundamentals : Unit 1	Fundamentals : Unit 2	Fundamentals : Unit 1	Fundamentals : Unit 2	Fundamentals : Unit 1	Fundamentals : Unit 2
Year 1	Fundamentals	Gymnastics	Dance	Fitness	Yoga	Team Building
	Ball Skills	Invasion Games	Net and Wall Games	Sending and Receiving	Athletics	Striking and Fielding Games
Year 2	Fundamentals	Gymnastics	Dance	Fitness	Yoga	Team Building
	Ball Skills	Invasion Games	Net and Wall Games	Sending and Receiving	Athletics	Striking and Fielding Games
Year 3	Football	Fundamentals Y3/4	Ball Skills Y3/4	Dance	Swimming*	OAA
	Fitness	Hockey	Netball	Cricket	Rounders	Athletics
Year 4	Fitness	Fundamentals Y3/4	Ball Skills Y3/4	Gymnastics	Dodgeball	OAA
	Hockey	Football	Swimming*	Basketball	Cricket	Athletics
Year 5	Fitness	Dance	Yoga	Gymnastics	Athletics	OAA
	Swimming	Basketball	Hockey	Netball	Cricket	Rounders
Year 6	Netball	Fitness	Dance	Dodgeball	Athletics	OAA
	Tag Rugby	Football	Basketball	Hockey	Cricket	Golf

- Children were able to attend a variety of lunch time clubs, PE sessions, after school clubs, break and lunch netball and basketball has been introduced due to pupil voice.
- Values of Sport are shown on our PE display, sent out on School Games and other sporting letters. PE sessions focus on physical,

		<p>thinking, social and emotional development not just physical, helping to develop the whole child.</p> <ul style="list-style-type: none"> <li>• Evidence of the variety of sports offered can be found in the PE portfolio, assessment data on Insight, parents evening comments, end of year reports, observations in PE, curriculum statements and end of term newsletters.</li> <li>• Sports leaders led a variety of sessions and games for KS2 which were carried out during Autumn and Spring Term.</li> <li>• Hampton Hargate was more involved in School Games Events this year.</li> <li>• More clubs on offer which change more regularly so lots of opportunities for children to try new sports.</li> <li>• We recognise and praise children for external sporting achievements too and we hope may encourage others to try the sport aswell.</li> <li>• Children took part in sports day with a range of different events.</li> <li>• Active travel to school month which was a class competition to encourage children to walk, bike, scoot or skate to school instead of using the car.</li> <li>• We hosted 'Sports Stars' clubs whereby the least active children guided and influenced physical activity sessions.</li> <li>• In the pupil voice survey for Sport Stars, 27/30 pupils said they enjoyed their sessions.</li> <li>• Catch up swimming sessions for 25% of Year 6 (those identified as our least confident swimmers) had extra sessions in the Summer term to help them become water safe and provide positive experiences in the water.</li> <li>• Golf resources bought and introduced in the curriculum for year 6 in Summer Term.</li> </ul>
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4	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Advocating to key stakeholders how physical activity, physical education and school sport makes a meaningful difference to the lives of children and young people, including engaging and educating their parents.</p>	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>• Communicate with parents through parent pay, school website, reports, curriculum statements, clubs and trip letters, parents' evenings and notice boards.</li> <li>• Make sure the school website is up to date with all relevant information and our PE offer.</li> <li>• Communicate to parents' what clubs are available in our local area.</li> <li>• <b>Yes, and available on school website and PE notice board.</b></li> <li>• Communicate with staff and governors about what has been achieved in PE and what are plans are through governor's presentation.</li> <li>• Meetings with our PE Governor</li> <li>• <b>We had a Governors presentation and communicated with the Head Teacher and Finance Manager as last year we didn't have a Governor who oversaw PE.</b></li> <li>• Meetings with our Finance Manager to support us with spending Sport Premium.</li> <li>• Celebrate pupil participation and success in sport.</li> <li>• Send out useful guidance and activities about being healthy and active to parents.</li> <li>• Yr grps to send out termly PE curric statements about what children will be learning in PE.</li> <li>• Year/ class newsletter at the end of term to inform parents what the children have learnt including in PE.</li> </ul>	<b>Cost:</b>	<p>£0</p> <p>This is mainly sharing events, competitions, festivals, trips, local guidance, relevant information about staying active and information on how to live healthy lives. Sharing the intent of events and how the children have got on.</p>

	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable parents able to support children on being active and making healthy choices.</li> <li>• Raising the profile of physical activity, physical education and school sport.</li> <li>• Staff aware and can contribute and ask questions about our PE vision and targets</li> <li>• Promote sport and inspire others to take part in physical activity.</li> <li>• Parents have easily accessible information about PE and school sport.</li> <li>• Parents aware of what the children will be learning in their PE sessions.</li> <li>• Information of clubs in the local area to guide parents if they are wanting their child to participate in external sporting opportunities.</li> <li>• Celebrating participation and success within sport through the PE display and assemblies.</li> <li>• Parents and children worked together to promote active travel to school.</li> <li>• Guidance and support shared with parents regarding healthy and active lifestyles.</li> <li>• Link to PSHE and healthy eating was a focus at the curriculum evening.</li> <li>• We had a female footballer role model in school which we shared information with parents.</li> <li>• Shared local sporting events and activities in the local areas.</li> <li>• Asked parents to share sporting photos of their children for the wall of fame.</li> <li>• Sports days where parents can watch and support.</li> <li>• Sharing with parents' events from sports week and raise PE profile by asking children to come to school in their PE kits.</li> <li>• PE information has been kept up to date on the website.</li> <li>• Staff were in Governors meeting therefore aware of our achievements, goals, and targets.</li> <li>• Letters and information go out on Parent Pay and School website.</li> <li>• PE staff meeting to share information on PE, assessment and Sports events e.g. Sports Week and Day.</li> </ul>
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Any other expected costs/expenditure to be aware of for 2022-2023	Cost:
Resources (Items which maybe requested by teachers during the year)	£200
Strap and foot for gym bench (One of our Neil Larson PE benches are no longer fit for purpose sort replacement straps and foot)	£150
Release time for PE co-ordinations to observe PE sessions	£370
Sports leader badges (30 Badges Sports leader Badges for selected Y6 Children)	£48

**PSHE: REVIEW OF SCHOOL DEVELOPMENT PLAN 2022 - 2023**

1	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>To create and distribute a detailed vocabulary sheet for RSE for parents and staff to refer to. This will ensure consistency throughout EYFS- Yr 6.  Sheet written and agreed to – just need to double check content now we have a new scheme especially for EYFS. Should be sent out after half term.</p>	<b>Date/Timescale:</b>	Autumn 2022
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>Advice gathered from the scheme leaders with their list to discuss with staff the appropriate vocabulary we wish to use throughout each year group which correlates with the scheme.</li> <li>Discuss with SLT staff then within staff meeting setting to finalise and agree vocab.</li> <li>Distribute vocabulary sheet via Parentpay for all to see on a yearly basis.</li> <li>Meet with foundation team to establish vocabulary suitable for age. Age appropriate vocab.</li> </ul>	<b>Cost-</b>	0
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>All staff, chn and parents will be clear on the vocabulary used throughout to ensure a clear understanding of the necessary vocab needed referring to safeguarding guidance.</li> </ul>		

2	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>To attain the Bronze behaviour mark and focus on anti-bullying across the school.  Evidence continuing to be collected for portfolio – PSHE lessons, peer mediation continuing throughout UKS2 on the playground plus antibullying weeks etc.</p>	<b>Date/Timescale:</b>	Whole of school year
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>PSHE coordinator to liaise with HB to collate evidence towards the behaviour mark.</li> <li>Children across the school to have regular reminders about being kind to others. This will be displayed in classrooms as part of class rules and discussed during PSHE lessons as linked to the Cambridgeshire scheme. School council &amp; lessons about class rules. Assembly linked to class rules. Themed assemblies about kindness.</li> <li>PSHE coordinator to discuss with HB – continue Peer Mediation.</li> <li>HB/AC/RK to attend anti-bullying courses in order to gain information on receiving the mark. HB attended a course on Anti-bullying. Staff updated during staff meeting on updates.</li> <li>AC/RK to network with other PSHE coordinators using the Cambridgeshire scheme to compare how it is being implemented in other schools and discuss ideas of ways to move forwards. Attended 2 courses with other people on our scheme and talked through teaching, evidence and assessing the subject.</li> <li>RK/AC/HB to meet with AL/SM/AC to discuss the behaviour policy and ensure that the behaviour policy is clear to all staff and is being used correctly throughout the school. TA to send a teacher questionnaire to gather feedback before meeting. Feedback meeting in staff meeting to ensure all staff are following the same procedures for certain behaviours.</li> </ul>	<b>Cost:</b>	£0

	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>When gathering evidence for the behaviour mark it will highlight the areas of behaviour that we are addressing well in school and this can be reported back to staff in staff meetings. It will also help highlight any areas that we need to address and improve on. This will ensure that a high level of expected behaviour is maintained and also it will raise the profile of PSHCE and in particular behaviour amongst both staff and pupils. The success of this will be measured by the achievement and attainment of the Bronze Behaviour mark and the behaviour of the pupil in school.</li> <li>Children will feel confident in what to do if they feel uncomfortable in a situation with their peers. Peer mediators will be able to provide support for younger children to help them to solve problems before they escalate.</li> <li>RK/AC will have a broader understanding of behaviour and anti-bullying across other schools and will be able to implement useful techniques in school. This will be measured by children having a calm, safe experience in school. Introducing SEAL themes, circle times, assemblies to discuss approaches and resolutions to behaviour. Anti-bullying week was a success with lots of activities and assemblies.</li> <li>All staff will be clear on the behaviour policy and what steps should be taken with certain behaviours, resulting in well-managed classrooms. This will be measured by staff feedback later in the year and the behaviour of pupils in school.</li> </ul>
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3	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>To gather evidence towards 'Healthy Schools' Silver award.  <b>Award system has changed and is no longer available to be achieved. Investigating other awards for PSHE/SMSC or similar</b></p>	<b>Date/Timescale:</b>	Autumn 2022
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>Work alongside the Peterborough and Cambridgeshire Healthy Schools team to RAG rate areas within our school and identify areas of improvement focusing on one whole school area and one set of students (eg. PP, SEND, etc) to target.</li> <li>Using the toolkit, once these areas are identified, implement actions.</li> </ul>	<b>Cost-</b>	Free
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>Guided through process</li> <li>Progress measured and monitored once areas have been decided.</li> </ul>		

Any other expected costs/expenditure to be aware of for 2020-2021?	Cost:
Nurture group resources	£100
Life bus	£1000
Water safety assembly	Free
More books linked to MH, Diversity & wellbeing	?
CPD – courses	£100

## DESIGN & TECHNOLOGY: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Improve Teachers' choice of resources to aid their planning and delivery of DT across school.	<b>Date/Timescale:</b>	Spring 1 Jan staff meeting Ready for Sept 23?
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Staff meeting in January to show Plan Bee website and units offered.</li> <li>Explain this does NOT mean removing areas currently working well but improving or allowing for a change to rejuvenate.</li> <li>Slow roll out – Leaders may want to implement this from Sept '23 for the new year/change curriculum overview.</li> </ul>	<b>Cost:</b>	£12/£16 per new unit. Depends on staff feedback from staff meeting <i>*Needs reviewing for next year.</i>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Success will be measured on a long-term basis. Depending on when staff what to try new units. If from Sept 23, curriculum will need adapting. Talk to team leaders.</li> <li>Staff feedback through online form specifically targeting this area – Q. How has this unit impacted teaching and learning?</li> <li>Student questionnaire (snapshot from classes)</li> </ul> <i>Completed staff meeting. We have now gone to one-year roll per year group. This will be a target for next year – monitoring new units and checking objectives are being covered.</i>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> Audit and replenish resources for D&T in school (On going but facing possible budget cuts?)	<b>Date/Timescale:</b>	Ongoing through until Spring 2.
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Ensure resources are well organised and clearly labelled for all to access.</li> <li>Ask teachers/TAs to report to D&amp;T lead any resources that they have used and need to be replenished. Resources were maintained and audited.</li> <li>Teachers to request additional resources through the D&amp;T lead.</li> <li>Teachers to look at forward plans and topics, preparing a list of resources needed through the year to complete these.</li> </ul>	<b>Cost:</b>	£600-£700
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>D&amp;T resources readily available for teachers whenever needed.</li> <li>Teachers aware of which resources are available. D&amp;T lead aware of proposed units of work throughout the year with an awareness of resources needed.</li> <li>Evidenced in the planning of using high-quality resources.</li> <li>Questionnaire states over 80% staff know where resources are.</li> <li>Photographs showing where and when resources are being used.</li> </ul> <i>All staff know where resources are kept and how to enquire about 'missing' items or purchasing.</i>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Explore assessment across year groups in DT (from questionnaire)	<b>Date/Timescale:</b>	July '23
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Make termly checks on assessments in school.</li> <li>• Look at how Teachers are making assessments across the year. Are all 4 key areas being addressed? How are judgements made?</li> <li>• Are we moving to the new data- based assessment method?</li> </ul>	<b>Cost:</b>	£0
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• <i>Common assessment</i></li> <li>• <i>All data logged onto insight</i></li> <li>• <i>Interpretation of data easier for lead</i></li> </ul> <b>Continue to monitor insight and check for assessment data. The new system is working and people are confident with the methods for logging their assessments.</b>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Understand how EYFS DT builds into and through our Primary curriculum	<b>Date/Timescale:</b>	July '23
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Meet with EYFS lead and discuss what DT looks like in EYFS</li> <li>• Propose a second meeting to build on any outcomes from initial meeting.</li> </ul>	<b>Cost:</b>	Supply cost to cover release £150-£200
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Progression through from EYFS to year 6 understood by lead.</li> <li>• Lead has more understanding of DT and needs in EYFS</li> </ul> <b>Met with Emma (past lead) to discuss what DT looks like in EYFS. This was really helpful and not only gave me an insight into the general feeling of DT in EYFS it also helped me to understand the EYFS to year 1 links and progression.</b>		

## HISTORY: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> <b>Resources</b> <ul style="list-style-type: none"> <li>Re-evaluate the resources that teachers have to produce outstanding quality lessons and purchase equipment to restock and extend especially with the number of we have in school. <b>We have replaced any broken equipment brought to our attention.</b></li> </ul>	<b>Date/Timescale:</b>	<b>July 2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Email around school asking if anyone has any History resources in their classrooms/cloakrooms.</li> <li>Collate the resources together – including those in the Art cupboard</li> <li>Make a registry for the resources that we have in school.</li> <li>Ensure all the teachers have an up-to-date list of the resources that we have access too.</li> </ul>	<b>Cost:</b>	Cost of shelving. Release time sorting resources. <b>£500 for resources and storage.</b> Staff meeting time
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Better storage and use of the resources available</li> <li>Improved use of our resources</li> <li>More frequent use of resources</li> <li>Better quality use of our resources</li> <li>The resources can be included in the planning progress to ensure they are being used.</li> <li><b>Partially achieved. We have been able to organise and sort through the current stock of History resources. The impact of this is the pupils are able to receive a hands-on experience when delving into their history lessons.</b></li> <li><b>We are yet to organise a full registry of what resources we have, but each Topic box will be ready for them to include for their next History topic.</b></li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> Develop the monitoring procedures across the school for History. Ensure the skills and knowledge indicated on the curriculum progression map are being accessed and developed via the delivery of the curriculum in the classroom.	<b>Date/Timescale:</b>	<b>July 2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Ensure that History is being taught in accordance to our overview. <b>New curriculum map 23-24</b></li> <li>Book scrutiny against progression map objectives for each year group. <b>Completed alongside Geography Feb 2023</b></li> <li>Liaise with class teachers about the use of the progression map and amend / adapt objectives where appropriate <b>New curriculum map implemented for 23-24</b></li> <li>Ensure staff are using the vocabulary for each topic to ensure coverage and progression. Survey the on their thoughts about History and what they remember. <b>Completed in July 2023</b></li> <li>Survey the staff to gauge their thoughts on CDP, resources, planning, activities, enhancement activities etc</li> <li>Update all paperwork for all folders</li> <li>Complete lesson visits/observations and drop-ins and include discussions with pupils (Observe at least one teacher per phase (KS1, LKS2, UKS2) to observe the teaching of History within the school)</li> <li>Continue to share good practice and offer peer observations</li> <li>Meet with link governor to update, share developments, overview of subject area <b>Met with Governor in April 2023</b></li> <li>Collect evidence of History work at the end of units (MAGT,HA,MA,LA) and cross reference against the objectives on the progression map.</li> </ul>	<b>Cost:</b>	<b>Release time to allow for scrutiny</b>

		<ul style="list-style-type: none"> <li>Try to monitor that staff are using the new system of Insight to assess History. <b>Monitoring</b></li> </ul>		
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>will have access to a broad and balanced curriculum with clear historical subject knowledge and skills.</li> <li>This will ensure that there are no gaps in learning throughout each key stage.</li> <li>Subject leaders will ascertain whether knowledge is retained and built on at each key stage</li> <li>Update to progression maps where appropriate in discussion with class teachers. As a co-ordinator we will have an up to date knowledge of the planning, content, activities, enhancement work across the school are viewed ed by both children and staff</li> <li>Subject leaders more able to support colleagues more directly in their delivery of the History curriculum.</li> <li>An up to date understanding of: What the children enjoy about history in both terms of what and how they enjoy learning.</li> <li>CDP needs of my colleagues, if we need to support colleagues in their delivery, recording of history etc</li> <li>Governors will develop a good understanding of History provision and expectations across our school</li> <li><b>Met with our Governor link Ian Pratt in April 2023. As History co-ordinators we felt that the History curriculum needed to be structured more efficiently, leading to our new curriculum map 23-24. Two Year cycle became a one-year cycle to give equal weighting to history and Geography and to cover year group objectives. Met with team leaders to explain and agree curriculum changes, and discussed topics and our rationale for each. We took on feedback. Have supported some colleagues with planning. More enquiry questions need to be developed through our topic planning, to enhance 's understanding. Questionnaires completed which has shown us some knowledge, what children enjoy and it has helped us to understand what areas we need to develop.</b></li> <li><b>Progression maps updated to support teachers in planning and delivery of skills.</b></li> </ul>		

3	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Broaden subject leaders' knowledge and confidence in leading subject through CPD and Network opportunities</p>	<b>Date/Timescale:</b>	<b>Spring 2023</b>
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>As two new History leads (Heidi Bethel and Ebony Welch) there is a need to have meaningful CPD to ensure confidence in leading History.</li> <li>Find CPD opportunity courses across the year</li> <li>Attend courses. Take away at least 3 action points from each event and ensure this is implemented.</li> <li>Get membership to The Historical Association <b>Membership to the Historical Association achieved.</b></li> </ul>	<b>Cost:</b>	<p><b>Course costs</b></p> <p><b>Cover release</b></p> <p><b>Membership Historical Association £77</b></p>
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>Greater confidence in role as a subject lead.</li> <li>Broader and deeper understanding of History as a subject across the school.</li> <li>Implement or act on 3 new points of information to ensure the CPD is put into practise.</li> <li>Can further support other staff in school – feedback any appropriate ideas to staff in a staff meeting if feels required.</li> <li><b>After re-mapping the History subjects across the school, our understanding and knowledge of History across the school is very secure. Our ability to support staff based on this has improved and therefore the impact and learning that the pupils are receiving is greater. Had meetings with external visitors, Gary Perkins on how to lead a subject and Clare Drake our LA School Improvement Advisor who discussed our role and asked/challenged us on how/why we did our role and what the impact is. Positive feedback given. This led to us to have greater confidence in role as subject leads.</b></li> <li><b>We worked closely with Geography to look at the curriculum and to discuss changes moving forward. This was really beneficial to develop both our subject areas. We will continue to work closely with the Geography leads to support each other, carry out work scrutiny and try and make links where possible. We were able to really think about our whole school curriculum and how we wanted it to look.</b></li> </ul>		

		<ul style="list-style-type: none"> <li>We now have a broader and deeper understanding of Geography as a subject across the school We feel we need to look at more CPD courses to develop our skills in order to enhance our History knowledge and any updates relating to our subject, this will also link with our new SDP.</li> <li>Membership to the Historical Association which gives us access to CPD, this is ongoing.</li> </ul>
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4	<b>Intent:</b>	<b>What are you intending to do?</b> Re-evaluate our current planning in terms of: <ul style="list-style-type: none"> <li>Coverage of appropriate curriculums</li> <li>Objectives</li> <li>Progression of skills and knowledge</li> <li>Key questions</li> <li>Wow days/ activities</li> </ul>	<b>Date/Timescale:</b>	<b>July 2023</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Meet with EYFS and spend as session with EYFS during release time to gain first hand experiences of history in the Early Years <b>Met with EYFS (HT) to understand what History looks like in Early Years.</b></li> <li>Set up meetings with KS1 Upper KS2 Co-ordinators to discuss all aspects of planning /coverage / resources</li> <li>Go through examples of the planning across the school to make sure that all aspects of coverage and delivery are being considered</li> <li>Update curriculum mapping</li> <li>Update school History Policy</li> <li>Try to spend a session in EYFS</li> </ul>	<b>Cost:</b>	<b>Supply to cover release</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Update History Policy accordingly to be inclusive of the whole school.</li> <li>Collate evidence which will be added to the evidence folder across the year.</li> <li>History leads will have a clearer understanding of how History is being implemented across the whole school.</li> <li>As a school we make sure that we are covering the appropriate curriculum regarding the areas stated above.</li> <li>As subject leads will have an up to date knowledge of the planning, content, activities, enhancement work across the school.</li> <li>Use findings to secure a better understanding of how we need to move forward in forthcoming years</li> <li><b>In our first year as subject Leads we have updated the History policy, skills progression map and collated evidence for our portfolios.</b></li> <li><b>We also have access to both UKS2 and Early Years History plans and lessons and are able to compare this with our curriculum map.</b></li> <li><b>Our knowledge of History across the school has become secure.</b></li> <li><b>We feel far more confident with the awareness of how the EYFS curriculum is run. There were many links of children accessing History throughout the year and are starting Y1 with a good range of knowledge.</b></li> </ul>		

## RE: REVIEW 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Review curriculum overview and planning changes.</li> </ul>	<b>Date/Timescale:</b>	End of each term
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Look at and collect examples of planning <b>Examples of planning collected in the summer term 2023</b></li> <li>Look at and collect examples of children's work <b>Carried out work scrutiny Summer term 2023</b></li> <li>Speak with team leaders</li> <li>Check teachers have the resources they need <b>New agreed syllabus emailed out to staff Autumn 2023</b></li> </ul>	<b>Cost:</b>	£200 for any resources that need ordering
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>It will ensure there is progression across the whole school</li> <li>Ensure the changes are being put into place and the teachers are confident teaching the RE topics</li> <li>It will highlight any resources that need to be ordered</li> </ul> <p><b>Planning and work examples showed progression across the school, however some gaps were identified in some year groups with how much RE is being taught each term which will be addressed. Planning matched up to the RE curriculum overview which ensures progress is being made and the topics are being covered. Staff haven't requested any resources which implies they have what they need for the planning and teaching of RE, however KT and DC to look into ordering more books to support teachers with their RE planning and teaching.</b></p>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Create more links with the community</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Contact the vicar at the CSK local church to organise visits/trips <b>Organised for the vicars from the CSK local church to come in and do a whole school Harvest assembly. Have also contacted them about organising a visit for Rec, Year 1 and Year 2 children to visit the church in December.</b></li> <li>Contact other religious venues in the community to find out about visits/trips</li> <li>Encourage visitors to come into school to talk with the children, including any parents</li> <li>Find out the cultural diversity within our school <b>Have identified the cultural diversity within the school via Integris.</b></li> </ul>	<b>Cost:</b>	£400
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Good community links</li> <li>Celebrate all the faiths and religions within our school</li> <li>Children get a well-rounded curriculum and get a better understanding of different faiths and beliefs in our school and community</li> <li>More involvement from parents and families, first hand experiences to share with the children.</li> </ul> <p><b>Good links with the CSK local church has helped to raise the profile of RE within the school and community. The Harvest festival has enabled children to gain an insight into a religious celebration and to also take part and to support the local community by donating to the local food bank. Plans to further involve other religions/the community/parents to continue this academic year to allow children to get a well-rounded curriculum. Gaining an understanding of the cultural diversity across the school has helped us to plan for future visits/links.</b></p>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Gain an understanding of pupil and staff views and knowledge of RE.</li> </ul>	<b>Date/Timescale:</b>	End of the school year.
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Get pupils to complete a questionnaire <b>Prepared questions at the end of Summer term 2023 ready to send out during Autumn term 2023</b></li> <li>Get staff to complete a questionnaire about their confidence and understanding of the RE curriculum <b>Prepared questions at the end of Summer term 2023 ready to send out during Autumn term 2023</b></li> <li>Provide support to staff with the teaching and planning of RE. <b>Planning ideas sent to staff</b></li> </ul>	<b>Cost:</b>	£0
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>We will have a good understanding of staff and pupil views and knowledge of RE.</li> <li>We can support staff with any gaps or lack of confidence with teaching and planning RE.</li> <li>Ensure that the coverage of RE suits the needs and beliefs of the pupils in our school.</li> <li>We can purchase any resources that staff request.</li> </ul> <p><b>Questions prepared at the end of Summer term 2023- we felt it would be more beneficial to wait until the next academic year to send the questionnaires out to allow time for staff to implement and get used to the new curriculum and to allow for staff changes at the end of the year.</b></p> <p><b>Gaining an understanding of the cultural diversity across the school has helped us to ensure the RE coverage suits the pupils within our school.</b></p>		

## GEOGRAPHY: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Ensure the skills and knowledge indicated on the curriculum progression map are being accessed and developed via the delivery of the curriculum in the classroom.	<b>Date/Timescale:</b>	Summer 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Ensure that Geography is being taught every term in every year group</li> <li>• Book scrutiny against progression map objectives for each year group. <b>Book moderation Feb 23</b></li> <li>• Liaise with class teachers about the use of the progression map and amend / adapt objectives where appropriate <b>New curriculum map implemented for 23-24</b></li> <li>• Ensure staff are using the vocabulary for each topic that were provided to ensure coverage and progression.</li> <li>• Collect evidence of Geography work at the end of units (H,M,L) and cross reference against the objectives on the progression map. <b>(Geog portfolio + digital evidence logged)</b></li> <li>• Try to observe one teacher per phase (KS1, LKS2, UKS2) to observe the teaching of Geography within the school</li> <li>• Monitor that staff are using the new system of Insight to assess Geography – <b>Data collated and chased where appropriate on Insight</b></li> </ul>	<b>Cost:</b>	Release time to allow for scrutiny
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children will have access to a broad and balanced curriculum with clear geographical subject knowledge and skills.</li> <li>• <b>New curriculum implemented – this is to ensure clear progression in every year group. A heavier focus on skill based learning linked to Geographical skills in new units.</b></li> <li>• This will ensure that there are no gaps in learning throughout each key stage.</li> <li>• Subject leaders will ascertain whether knowledge is retained and built on at each key stage <b>Design of new curriculum</b></li> <li>• Update to progression maps where appropriate in discussion with class teachers. <b>Design of new curriculum – on school website. Staff share folders. Helping support staff with future planning.</b></li> </ul> <p><b>LJ and AS felt that the curriculum had some fantastic content in at present though there was not an equal weighting given between History and Geography across all year groups. Additionally, the skills-based knowledge wasn't continually being revisited in each year group. In the new curriculum design, a 6-week unit of Geography will be taught termly and children will experience 3 broad topics across the year – including 1 UK study that is skills based ensuring children are revisiting, revising and building on skills.</b></p> <p><b>Met with team leaders to explain and agree curriculum changes, and share ideas for how each topic could be taught.</b></p>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> Ensure the EYFS curriculum feeds into KS1 schemes of work	<b>Date/Timescale:</b>	July 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Meet with EYFS leads and discuss what Geography looks like</li> <li>Update school Geography Policy</li> <li>Try to spend a session in EYFS during release time to gain first hand experiences with learning.</li> </ul>	<b>Cost:</b>	Supply to cover release
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Met with L Colley (EYFS) in March 23-. Discussed how EYFS feeds into whole school Geography map. Documents included on website. <ul style="list-style-type: none"> <li>Update Geography Policy accordingly to be inclusive of the whole school Updated November 2022.</li> <li>Collate evidence which will be added to the evidence folder across the year Evidence in folders. Digital folders</li> <li>Geography leads will have a clearer understanding of whole school Whole school overview map created</li> </ul> <b>Feel</b> far more confident with the awareness of how the EYFS curriculum is run. There were many links of chn accessing Geography throughout the year and children are starting Y1 with a good range of knowledge.		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Broaden subject leaders' knowledge and confidence in leading subject through CPD and Network opportunities	<b>Date/Timescale:</b>	Spring 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>As two new Geography leads (AS + LJ) there is a need to have meaningful CPD to ensure confidence in leading subject</li> <li>Find 2 CPD opportunity courses across the year – 1 informative, 1 network meeting</li> <li>Attend courses. Take away at least 3 key points of action from each event and ensure this is implemented.</li> </ul>	<b>Cost:</b>	Course costs? Cover release?
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Greater confidence in role as a subject lead</li> <li>Met with Claire Drake for mock Ofsted questions. Session with Gary Perkins – how to lead a subject. Worked closely with History to discuss changes moving forward. This was really beneficial as LJ and AS have both been new to the subject leader role. We were able to really think about our whole school curriculum and how we wanted it to look.</li> <li>Broader and deeper understanding of Geography as a subject across the school</li> <li>Update of skills based document has allowed us to become more familiar with how skills progress across the school.</li> <li>Implement or act on 3 new points of information to ensure the CPD is put into practise.</li> <li>Can further support other staff in school – feedback any appropriate ideas to staff in a staff meeting if feels required – Supported staff with content to include, where to find resources, resources available. Supported new ECT with planning geography for their year group.</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Ensure that pupil voice is considered and acted upon within Geography raising the status of Geography.	<b>Date/Timescale:</b>	Summer 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Continue with previous successful events – Map Skills Day, Airport Day</li> <li>Gain feedback through pupil voice questionnaires across the year</li> <li>Following Airport Day, Map Skills Day, Geography generally – <b>Map Skills day run June 2023 - success</b></li> <li>Gain an insight into what children feel they have learnt, the lesson styles they have particularly enjoyed.</li> <li>Feedback this information to teaching staff to support the learning process within school.</li> </ul>	<b>Cost:</b>	None
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Whole school pupil voice opportunities <b>Digital questionnaire KS2 following map skills day. Collate data online.</b></li> <li>Ensure that all pupils are being challenged within Geography and gaining new skills – <b>Ensure there is the opportunity for extension tasks</b></li> <li>Identify activities children have enjoyed most <b>Map skills day well received, enjoy research-based learning and hands on map skills.</b></li> </ul> <b>Emphasised that chn should be aware that they are learning geography, not just 'topic'.</b>		

<b>Any other expected costs/expenditure to be aware of for 2022 - 2023?</b>		<b>Cost:</b>
Any year groups planned trips linked to Geography?		
Purchase of Oddizzi membership		
Resources from phases to order? Check		

**MAGT: REVIEW OF SCHOOL DEVELOPMENT PLAN 2022 - 2023**

1	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Attend regular CPD opportunities to ensure that my subject area knowledge is up to date and that staff have access to up to date information and training regarding teaching, planning for and challenging the most able children in our school.</p>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <p>By researching and then arranging to attend CDP courses in this area. Then passing this on through staff training to ensure maximum benefit and impact across the school.  <i>Booked some courses that were then pulled.</i></p>	<b>Cost:</b>	<b>£300</b>
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <p>This has will add value to the teaching skill set at our school to benefit all pupils across the school. This helps to make stretch and challenge evident across lessons and learning tasks.</p> <p>Success will be measured through planning scrutiny to evidence the provision for the more able children across school. Also, through the collection of work samples to assess challenge.  <i>Courses that were booked for the beginning of last year were unfortunately cancelled, instead I researched for any new ideas and techniques to challenge the more able and passed these on to the relevant staff members. This has helped to add value in the ways set out above.</i></p>		
2	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>To continue to research and find useful resources to help teachers to cater successfully for their most able children.</p>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <p>To research and obtain new resources to help teachers provide learning at greater depth for all children when required and the more able children.</p> <p>To assess and access the NACE website to see what benefits membership will bring across the year to help enhance the ability of staff to cater for our able children. To provide staff with login details so they can explore the resources and details themselves also.  <i>I reviewed how much the resources on the NACE website were being used and how much benefit the school was receiving for the cost of the subscription. After this review I decided not to continue with this resource as we weren't seeing enough of an impact and benefit for the cost.</i></p>	<b>Cost:</b>	<b>£400 (NACE membership £300)</b>
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <p>This allows teachers to use their skills and resources to ensure that all children are challenged at the correct level including more able children.</p> <p>Resources will be trialled and feedback from teachers and children obtained to make sure that they are successfully fulfilling their purpose. <i>See above</i></p>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> To continue to enrich the curriculum wherever possible for our MAGT children in a variety of subject areas.	<b>Date/Timescale:</b>	Across the academic year
	<b>Implementation:</b>	<b>How are you going to do it?</b> By continuing to take opportunities for the Most able children to speak to experts that may visit the school and to access other enrichment activities that may become available over the course of the year. <i>We attended a number of MAGT challenges including football tournaments and the Fourfields and Kings Maths Challenge which we won.</i>	<b>Cost:</b>	£200
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> This type of activity will provide the MAGT pupils with some challenging and interesting experiences. The MAGT pupils have been exposed to learning opportunities that are not always achievable within school, from experts, helping to enhance their overall learning experience. These activities will be evaluated and feedback obtained from children and teachers. Progress of more able pupils will be monitored through the school's tracking systems. <i>The children took away valuable experience from these events and were able to take this confidence and learning into lessons, this then was transferred to other pupils in these lessons and motivation to be involved net time there was a challenge available encouraged other children to keep working hard also.</i>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> To use our new Insight Tracking system to monitor our MAGT children even more closely.	<b>Date/Timescale:</b>	Across the academic year
	<b>Implementation:</b>	<b>How are you going to do it?</b> Ensure my knowledge of Insight is sufficient to be able to track the children successfully and produce the data need to assess the quality of MAGT provision across the school. <i>Insight groups were set up and reviewed over the course of the year to track pupils across subjects.</i>	<b>Cost:</b>	£0
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Ensure that any children not making the progress expected are caught early and that conversations can be had with class teachers to ensure these children are back on track as soon as possible. To generate suitable names for enrichment activities that become available over the course of the school year. <i>Allowed for quick identification of any pupils who weren't making the progress expected based on their ability.</i>		

## PRIMARY LANGUAGES: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To develop competence, confidence in at least one modern language (all French speaking) to lay the foundation for enjoying language learning, building a progression of skills and knowledge across KS2</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Follow the <a href="http://www.Languagenut.com">www.Languagenut.com</a> progression of skills and knowledge across key stage 2, in speaking, listening, reading and writing and plan for assessment of progress within lessons</li> <li>Develop opportunities (particularly for speaking and writing) through role-play, games, songs to blend the online learning with more interactive learning opportunities</li> <li>HLTA delivering language lessons will integrate opportunities to enjoy and achieve in their language learning by speaking, listening, reading and writing for a practical purpose,</li> <li>Track progress using individual logins for children to use in class and to practice at home. Monitor which groups require scaffolding and may need support beyond the programme</li> </ul>	<b>Cost</b>	£333
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children demonstrate continuous progress in languages and retaining and building on previous skills and knowledge measured on Languagenut and teacher's formative assessments Languagenut provides a measurable indication for each unit tackled. This complements HLTA's formative assessments which involve some written work and records of spoken language. The drawback of doing a mix and match is that a lot of item vocabulary has to be taught for Languagenut. We balance the need for assessment with providing a richness/variety of learning opportunities with a Language specialist.</li> <li>Children demonstrate confidence in and enjoyment of conversing in French and learning about other cultures in pupil interviews.</li> <li>Pupils report enjoyment of both elements of the lessons (online learning and face-to-face). Opportunities to use French with visitors during languages week was well received. Visitors who spoken other languages also reported children's openness to speaking a new language ('not self-conscious – even for Y6 children – which is not the case in other schools I've visited')</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To nurture positive attitudes about language and identity within all pupils and promote an international outlook on learning across the curriculum.</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Highlight the languages spoken by children at Hampton Hargate and link them to the principles of learning a language and being part of different cultures. This is an on-going regular topic of debate in lesson, comparing and contrasting vocabulary, written script, rites of passage etc.</li> <li>Alongside the EAL subject lead, use 'Language Buddies' to teach classes about their language and culture</li> <li>High profile International Languages Week where Language Buddies are again used to help organise and deliver events, e.g. Airport Day, they take on the role of airport staff, alternated with another high profile event every other year, e.g. 'This is Us', a cross-curricula project (Art, Reading, Intercultural Understanding, PSHE) to celebrate our school community</li> <li>Make links to language and culture through special events, language weeks, assemblies, watching daily Newsround, show and tell, visitors and stakeholders within school sharing their cultural capital etc.</li> <li>Use role-play, song, quality texts in a foreign language, stories from other countries (in English) and games to bring languages and other cultures into the classroom. For example, Airport Day, class book</li> </ul>	<b>Cost</b>	£1000 languages week  £500 role play costs, e.g. food,  £150 cover for release time

		linked to another country/culture, twin with a school abroad, invite visitors so children can use the spoken and written skills to practical use <ul style="list-style-type: none"> <li>Meet with subject leads to reflect on potential for cross-curricular activities, inc cultural capital</li> </ul>		
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Pupil interviews show enjoyment around speaking foreign languages, Languages events and having more than one language spoken at home.</li> <li>Feedback after Languages Week was very positive across year groups as was the feedback from parents who took part in the week, raising the profile of EAL pupils.</li> <li>Children share an understanding of other cultures and their own place within the world, contribute towards and celebrate cultural capital. Having the parents of pupils in school come to talk to children enabled all pupils to be enriched by the knowledge and skills of our school community, widening cultural capital. As result, a link was also made with the local Hindu temple.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To promote life-long strategies for learning new vocabulary, building on previous learning to ensure children remember more over time.</li> </ul>	<b>Date/Timescale:</b>	On-going
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Include assessments at the start of each unit and revisit prior learning.</li> <li>Make explicit links with prior learning and 'sticky knowledge'</li> <li>Ensure progression of skills means that pupils have the opportunity to consolidate and build on skills in a meaningful way.</li> <li>Develop multisensory learning and opportunities for meta-cognition on how we learn languages</li> <li>Investigate and compare languages (English and foreign languages) to develop an awareness of root languages and foster a curiosity for language processes and different word-learning approaches, e.g. etymology and morphology.</li> </ul>	<b>Cost:</b>	£0
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Pupil interviews show enjoyment around speaking foreign languages, Languages events and lessons. As above – positive view of using languages, having a second (or more) language.</li> <li>Discussion about learning styles and activities lead to pupils being able to reflect on how they learn best in language learning and also applicable for life-long learning (meta-cognition). Children build on each other's ideas and discuss how they learn best.</li> <li>Children have agency over their ability to learn and to overcome challenges and become resilient learners. Ongoing discussions in lessons about 'how we remember' and making links with what we know already (about our own language, or making links).</li> <li>Evaluate through discussion and questionnaires, which learning styles and activities engage children and help them remember</li> <li>Assessments at the start of unit show that prior learning is transferred into new units Pupils prior knowledge is 'activated' and teacher able to assess which vocabulary/skills are embedded over time and which need revisiting.</li> <li>Post unit assessments show language learning is retained.</li> <li>The way units have been organised allows for some knowledge (e.g. colours, numbers) to be transferred and build into new topics (e.g. clothes, pets, food)</li> </ul>		

### LIBRARY: REVIEW OF 2022 - 2023 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Continue to ensure stock is up to date and relevant to ensure the library is a bright and inviting place for our readers.	<b>Date/Timescale:</b>	On-going
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Continue to sort through the library sifting out the old and out-of-date books and replacing with new books that have already been purchased. Adding or removing books from the electronic system as necessary. Continue to make the library a bright and inviting space and encourage all classes to visit each week for the children to borrow books.	<b>Cost:</b>	None
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Library will contain relevant texts that the children have help to choose and want to read and in turn this has a positive impact on the reading data at the end of each year. Children enjoy reading for pleasure and become independent and confident.  <i>The library stock has regularly been sorted and any old, out of date or ripped books have been removed both from the library and the electronic system. Newly purchased and donated books have been sorted, bar coded and added to the electronic system, making our library a place with books that interest the children. I have continually encouraged all classes to use the library with a weekly timetabled slot and assisted any staff that needed help with the electronic system. I have endeavoured to keep it bright and inviting to enable the children to become enthusiastic readers.</i>		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  Organise the fiction books for ease of choice.	<b>Date/Timescale:</b>	Autumn term
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Purchase acrylic alphabetical blocks for fiction shelves to organise the books clearly.	<b>Cost:</b>	£180 ex VAT per 20 blocks x2 = <u>£360</u>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will be able to locate the author of their choice more easily and allow them to find books recommended by their peers or from the Like? Try... Why? Display.  <i>This will be purchased in the next academic year as not enough money was allocated to the library.</i>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Continue to nurture a love of reading and provide children with the opportunity to voice opinions	<b>Date/Timescale:</b>	On-going
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Purchase additional resources from BookSpace- Like? Try...Why? display -Enables children to try out different authors and new ideas. Postbox- Gives the children the opportunity to post ideas about how to make their reading space even better, recommendations for their friends of what to read and Suggestions for new books they would like to see. Me to You- display for writing book reviews for children to share their thoughts and feelings around what they have read.	<b>Cost:</b>	£150 ex VAT £95 ex VAT £215 ex VAT <u>£460</u>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will have a wider repertoire of authors to choose from and start to read more books which enable them to have a wider range of vocabulary which will in turn impact on their own writing and use of grammar. Pupil voice is enabled. Experiences shared with peers. Children have the opportunity to nurture a love of reading by making more choices for themselves.  This will be purchased in the next academic year as not enough money was allocated to the library.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> To foster children's love of reading by developing own professional knowledge of Reading For Pleasure	<b>Date/Timescale:</b>	Autumn and Spring terms
	<b>Implementation:</b>	<b>How are you going to do it?</b>  To be part of Peterborough Teacher's Reading Group (CPD) which aims to 'develop evidence informed practice, widen own knowledge of children's literature and enrich our Reading for Pleasure Pedagogy.'	<b>Cost:</b>	Free
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Be more informed of what literature is available and be more confident in nurturing a love of reading within children.  I attended the Peterborough Reading for Pleasure Open University group with SM and had some interesting discussions around reading for pleasure. We started to develop teacher's own knowledge of children's literature and pointed staff in the direction of new literature eg. Books for topics, Book Trust, Puffin. This will be on-going as new books and interests are ever evolving.		

<b>Any other expected costs/expenditure to be aware of for 2022-23?</b>	<b>Cost:</b>
Capita Software licence covered by whole school Licence agreements.	

**DEVELOPMENT SECTION**

**FOR 2023-2024**

## DYSLEXIA FRIENDLY QUALITY MARK: DEVELOPMENT 2023 – 2024 SCHOOL DEVELOPMENT PLAN

<b>1</b>	<b>Intent:</b>	<b>What are you intending to do?</b> Intent: To integrate Dyslexia Friendly principles into teaching and learning of every curriculum subject	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Work with SEND team on training opportunities to develop dyslexia-friendly teaching environment/practices and identify which are suited to this subject. Evident in planning, teaching pedagogy, marking and assessment</li> <li>• Use multisensory teaching and learning opportunities frequently, e.g. giving instructions, overlearning vocabulary, 'show us as well as tell us'</li> <li>• Begin lessons with recap of prior learning (sticky knowledge), summarise we know at 'check-in' and at the end of each lesson.</li> <li>• STAR Topic/Literacy (Word Aware) to teach vocabulary in multisensory ways. Key spellings are displayed and left on display over medium term; individualised crib sheet for identified pupils.</li> <li>• Homework provided on separate sheets, or recorded on voice notes and discussed with parents as required. 'You chose the best way to show me what you know for this task' approach.</li> <li>• Science, Maths is assessed by unit and Curriculum subjects are assessed, so that strengths are captured as well as areas for further support.</li> <li>• Pupils are encouraged to develop 'life skills' such as problem solving, decision making, stress management, communication and emotional literacy.</li> <li>• Self esteem is promoted through valuing the individual, praising their effort and achievement, promoting strengths and providing a stress-free learning environment.</li> <li>• Monitoring: BDA checklists are used for lesson observations, book scrutiny, planning scrutiny, learning walks</li> </ul>	<b>Cost:</b>	-
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Impact: All children are able to reinforce previous learning and use strategies to support, so they learn and remember more.</li> <li>• Dyslexic pupils achieve identified gains at each assessment point.</li> <li>• Soft data and pupil questionnaires evidence:</li> <li>• Pupils have strategies to support memory (e.g. multisensory ways to recall instructions, task boards)</li> <li>• Pupils are independent and reflective learners (pupils discuss how they learn best and what helps overcome any difficulties)</li> <li>• Pupils are resilient, engaged and enjoy learning. They are resourceful - using aids independently to support learning – and able to show their abilities in all subjects</li> <li>• Curriculum subject assessment is recorded and tracked on Insight and feeds into pupils' end of term reports, celebrating strengths, building self-esteem</li> <li>• Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities</li> <li>• Monitoring cycles show all teaching staff adopting dyslexia-friendly strategies across all subjects designed to suit all learning styles and with adaptations to match each subject's particular needs</li> </ul>		

## ENGLISH: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

<b>1</b>	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>• Ensure children are at the expected standard in Reading, writing and GPS and remain at least inline with National standard at greater depth in all.</li> <li>• Identify needs of the cohort to ensure interventions and support match need</li> <li>• Ensure all children make their targeted progress or above in reading, writing and grammar</li> </ul>	<b>Date/Timescale:</b>	<b>Summer 24</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Ongoing assessments for all children to measure the starting point for teaching and learning. (Using LW tracker, PM Benchmark, Headstart assessments, NFER teacher assessments, writing assessments.) These will be scrutinised termly.</li> <li>• Ensure all assessment data is both formative and summative so we have the information to set both individual next step targets and identify the pitch for teaching to meet the needs for all learners, with clear differentiation identified.</li> <li>• Regular writing in-house moderation and cross school cluster moderation to quality assure own writing samples. Whole school writing task, e.g. write a fairy tale, to highlight the progression in skills and how teaching is adapted to differentiate and challenge according to need.</li> <li>• Regular team meetings to monitor reading and writing to ensure a consistency to teaching and provision.</li> <li>• Y3/4 introducing class texts to promote reading fluency/prosody. Meet teams to share good practice.</li> <li>• CPD for Y2 and Y6 on writing moderation and expectations for these year groups</li> <li>• Develop our own end of year expectations document with exemplars of reading outcomes for each yr grp</li> <li>• Use inhouse writing grids to support teacher judgements</li> <li>• Share the above with parents, e.g. in Curriculum meetings and on the website as well as information and resources to support Spelling (<i>No Nonsense Spelling</i> and <i>Spelling Shed</i>), Handwriting (<i>Letterjoin</i>) and Phonics and Reading (<i>Little Wandle</i> and <i>Text Detectives 1 &amp; 2</i>)</li> <li>• <b>Identify those children who are at risk of falling behind or are already behind yr grps expectations and design appropriate intervention with 'smart' targets. (Identify in Autumn PP meetings)</b></li> <li>• Meet at least half termly with team leaders and identify groups, targets and set a programme of monitoring to assess the level of success and adjust intervention where necessary.</li> <li>• Feed data into pupil progress meetings where specific children/groups of children will be targeted.</li> <li>• Use focused time-limited and measurable intervention strategies to support the targeted groups.</li> <li>• Use Lexia for SEND pupils and children identified in the lowest 20% as an intervention to support phonics, spelling and reading comprehension in KS2</li> <li>• Recovery Premium programme for children identified for 'Catch Up' Rec-Y6</li> <li>• Reading Intervention to offer both quality first teaching and support for the lowest achieving pupils</li> <li>• Reading specialist working with children identified within the lowest 20% in Y1 and Y2 for reading practice 3 times a week and Reception pupils during reading practice.</li> <li>• LW Reading and Phonics intervention for Y3/4 and training for staff delivering when needed</li> <li>• EYFS and Y6 staff to attend statutory training with the local authority to ensure all staff are up to date with current statutory guidance and changes to the testing.</li> <li>• Audit Y2 reading book bands- Little Wandle them- supplement where needed</li> <li>• Literacy Shed to be purchased for 2023/2024 to support teaching and planning.</li> <li>• Quality texts for Reception- children to take home a quality picture book, alongside the fully decodeable reading book, to promote a love of reading. This is a shared text to be enjoyed with parents/carers.</li> </ul>	<b>Cost:</b>	<p><b>£474- Literacy Lead</b> <b>£300- Phonics Lead</b></p> <p><b>Y2 books- £1000</b></p> <p><b>(Use Book fair funds to purchase quality reads for Reception and identified gaps)</b></p>

	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Reading, writing and GPS results at KS1 and KS2 make identified gains at each assessment point. Reading, writing and GPS results show children are making expected progress and more than expected progress for those identified.</li> <li>Phonics testing in Y1/2 remains above National</li> <li>At least 80% at expected standard in Reading, Writing and GPS at KS2 and 75% at KS1</li> <li>Identified pupils reach challenging targets in Reading and Writing at both expected and GD</li> <li>Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities</li> <li>Observations and class discussion report improvement in fluency leading to better comprehension and enjoyment of reading.</li> </ul>
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2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Improve the outcomes for writing across school, in particular children achieving Greater Depth.</li> <li>Audit our spelling provision across the school to further support writing outcomes.</li> </ul>	<b>Date/Timescale:</b>	<b>Summer 24</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Using the English policy, skills and progression documents and curriculum overviews to annotate assessment judgements to ensure year on year development of writing skills and the opportunity for writing for different genres and styles and for varied purposes and audiences.</li> <li>Audit teaching of spelling from Rec - Y6. Review provision and look at any resourcing and CPD needs</li> <li>Track and monitor the writing opportunities from above point to evaluate and review the balance of writing opportunities</li> <li>Regular team meetings to monitor writing to ensure a consistency to teaching and provision.</li> <li>Consistently use our own end of year expectations document and build evidence files (standardised evidence) with exemplars of writing outcomes for each year group</li> <li>Regular writing in-house moderation &amp; cross school cluster moderation to quality assure own writing samples. Whole school writing task, e.g. write a fairy tale, to highlight the progression in skills and how teaching is adapted to differentiate and challenge according to need.</li> <li><b>Publish writing policy, links to resources, handwriting, spelling schemes, activities, exemplars of writing of writing outcomes on the website to communicate to stakeholders</b></li> </ul>	<b>Cost:</b>	<b>£500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children meeting ambitious targets in writing at GD across year groups</li> <li>Children KS1 and KS2 are above national and the results show they are making expected and more than expected progress for those identified children.</li> <li>Writing results at KS1 and KS2 make identified gains at each assessment point.</li> <li>Identified pupils reach challenging targets in GD in Writing</li> <li><b>Parents are better informed of the expectations for their children's writing ability and how they learn to spell, raising engagement with homework activities</b></li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Further develop reading for pleasure provision within school</li> </ul>	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Develop the role of the Reading Ambassador. Elect a class reading ambassador and meet regularly to equip them with the skills and agenda to develop a 'reading for pleasure' culture within the classroom.</li> <li>Staff meetings to share texts and reading recommendations to widen knowledge and texts used within school (contemporary authors, classics and more diverse authors)</li> <li>Complete an audit of books to support R4P and 'top up'</li> <li>Celebrate and inform parents on the school website with information and links.</li> <li>Increasing opportunities for pupils to access books from the school library</li> <li>Involve pupils in recommending books to others and giving reasons e.g. developing reading ambassadors to develop the reading display and QR coded recommendations.</li> </ul>	<b>Cost:</b>	<b>£500- Supporting R4F and purchasing book recommendations</b>  <b>Class texts £1500</b>

		<ul style="list-style-type: none"> <li>Whole school reading reward system to increase reading at home</li> <li>Pupils questionnaire results about reading at home shared with parents and ideas for reading for pleasure shared with parents</li> <li>Whole school events to celebrate reading for pleasure- including Book Fair.</li> <li>Further develop &amp; resource a reading spine to establish core set of quality texts chn. read across school</li> <li>Whole school focus on fluency in reading with a particular focus in Y3/4. This includes introducing class texts to promote reading fluency/prosody, to further develop comprehension and enjoyment.</li> <li>Author visit- to work with whole school. Consider Christian Darkin- cross-curricular focus.</li> <li>Quality texts for Reception- children to take home a quality picture book, alongside the fully decodeable reading book, to promote a love of reading. This is a shared text to be enjoyed with parents/carers.</li> </ul>		
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Reading display- regulated updated and interactive- using QR codes and celebrating reading successes.</li> <li>Teachers and parents report pupil enjoyment of reading increased</li> <li>Quality discussion between pupils and staff about favourite authors, books including journals and magazine</li> <li>School environments reflect a rich Reading for Pleasure culture</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To raise the profile of 'Speaking and Listening' – Oracy</li> </ul>	<b>Date/Timescale:</b>	<b>Research 2023-24- and initial training</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Research project- Look at projects, including Voice 21</li> <li>What is good practice?</li> <li>How to support and develop within our existing curriculum?</li> <li>Work with EYFS lead to look at making links to existing Wellcomm</li> <li>Link to word aware and vocabulary development</li> <li>Read 'Helicopter Stories- and look at role and purpose within existing EYFS teaching.</li> </ul>	<b>Cost:</b>	<b>£250 for resources</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Staff more confident in delivering and celebrating good oracy</li> <li>Pupils more confident in contributing to lessons and expressing own feelings and thoughts</li> <li>An improvement in pupil engagement within all lessons</li> <li>Improved pupil wellbeing as pupils can express how they feel more clearly and confidently</li> </ul>		

Any other expected costs/expenditure to be aware of for 2023 - 2024?		Cost:
Little Wandle		£1250
Literacy Shed		£571.25
Letterjoin		£390
CLPE		£385
<b>Subscriptions Total</b>		<b>£2596.25</b>
<b>SDP Total</b>		<b>£4524.0</b>
<b>Overall TOTAL</b>		<b>£7120.25</b>
<b>Book furniture and supports to showcase 'good reads'</b>		<b>£500</b>

## PHONICS: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Ensure that the Little Wandle phonics scheme continues to be followed throughout reception and year 1, and as an intervention in year 2.	<b>Date/Timescale:</b>	End of year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Train new staff to Reception &amp; KS1 staff on new Little Wandle Scheme.</li> <li>• Prepare and organise resources allowing for easy access and consistent use.</li> <li>• Allow time for observation, coaching and mentoring to take place at regular intervals from the Phonics/Reading Lead and for feedback to be delivered and followed-up on with continuous training.</li> <li>• Ensure scheme's plans are being followed and correct resources are being consistently across all year groups to give the greatest opportunity for success.</li> <li>• Liaise with reception phonics lead.</li> </ul>	<b>Cost:</b>	Potential release time (Covered by HLTA)
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children will receive phonics teaching in line with the Little Wandle scheme</li> <li>• Staff will be confident in following the scheme</li> <li>• Resources will be organised and easy to access</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> Continue to work on ways in which to improve parental engagement with and support for phonics.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Continually update and improve information and support provided through the school website.</li> <li>• Invite parents to attend phonics/reading workshop for year 1 - lesson observation/lesson recording and meeting in the autumn term to provide information on scheme, correct use of terminology and pronunciation and further support/ideas to help their child at home (virtual and face to face opportunities)</li> <li>• Securing incentives to encourage parents to attend phonics workshop (free books).</li> <li>• Flash cards provided to use at home for lowest 20% children.</li> <li>• EYFS to hold class visits demonstrating Little Wandle lesson &amp; provisions to give ideas to use at home</li> <li>• EYFS welcome packs sent out prior to new intake.</li> <li>• Communicate with parents via reading records/Dojo/Tapestry to praise and prompt for next steps in reading journey.- as last years- have added the below</li> <li>• As well as parent lesson visits and reading meetings in reception we will use Tapestry as more of a live means of support. As well as weekly phonics overviews LC will regularly add tips and advice for the teaching of phonics, especially relating to any new additions to the phonics plans which parents may be unfamiliar with, e.g. the introduction of digraphs.</li> <li>• Parents will be reminded of the support available both on Tapestry (for ease of parents) and in person in a informal 'drop in' way.</li> </ul>	<b>Cost:</b>	No cost
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Parents will have increased confidence to support their child with their phonics which will then have a positive impact upon the progress that their child makes.</li> <li>• Misconceptions will be addressed which again will have a significant impact on progress.</li> <li>• The number of parents/amount of support being accessed will be monitored. Discussions with parents both at parents evenings and informally to check that support is accessible and helpful.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Use the Little Wandle assessment tools to ensure that all children are receiving the necessary and relevant phonics to ensure they are making the best progress possible (including keep up sessions for the lowest 20%)	<b>Date/Timescale:</b>	<b>Half termly</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Use the Little Wandle tracking sheet to see how the children are progressing through the phonic phases and analyse whether there are any children who are not making expected progress.</li> <li>• Use this data to adjust groupings at each assessment point to ensure accurate delivery and to inform 'Keep-up' sessions.</li> <li>• Use of previous Phonics Screening Checks as an additional assessment too (termly) and use to inform phonics teaching. Use assessment tools above to highlight lowest 20% in cohort and target with 'Keep Up' support accordingly.</li> <li>• Teachers to complete practice Phonics Screening Checks throughout the year (December, April, May).</li> <li>• Teachers to complete a mock Phonics Screening Check in April (under same conditions as the real check in June).</li> <li>• Identify specific children that need interventions to support them in achieving the pass mark or higher in the check.</li> </ul>	<b>Cost:</b>	<b>Release time for phonics leads for booster sessions.</b>  <b>Release for teachers for mock screening check.</b>  <b>(Use HLTA)</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Throughout the year, leading up to the check, children will make progress.</li> <li>• Children will receive the most appropriate phonics teaching to their current level of attainment.</li> <li>• Year 1 will achieve 90% in the Phonics Screening Check.</li> <li>• Year 2 children who did not pass in Year 1 will achieve 90% (or more) in the Phonics Screening Check retake.</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Broaden new subject leaders' knowledge and confidence in leading phonics through CPD and Network opportunities	<b>Date/Timescale:</b>	<b>End of year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Need for CPD for the two new phonics leads</li> <li>• Attend phonics network meetings</li> <li>• Release time for collaboration</li> <li>• Collaborate with current English subjects leads</li> <li>• Use of information provided by previous phonics lead</li> </ul>	<b>Cost:</b>	<b>Release time for phonics leads</b>  <b>(Use HLTA)</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Greater confidence in leading a subject</li> <li>• Greater confidence in leading phonics as a subject</li> <li>• Networking opportunities – discussing ideas with peers from other schools</li> </ul>		

<b>Any other expected costs/expenditure to be aware of for 2023 - 2024?</b>	<b>Cost:</b>
Phonics play subscription	£90

### MATHS: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Ensure children are at the expected standard in Maths and remain at least in line with National standard at greater depth at end KS2.</li> <li>Identify needs of the cohort to ensure interventions and support match need</li> <li>Ensure all children make their targeted progress or above in Maths</li> </ul>	<b>Date/Timescale:</b>	<b>Summer 24</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Ongoing assessments for all children to measure the starting point for teaching and learning. (Using Headstart assessments, teacher assessments) These will be scrutinised termly.</li> <li>Ensure assessment data is both formative and summative to feed into individual next step targets and identify the pitch for teaching to meet the needs for all learners.</li> <li>Maths moderation across school and during a maths meeting to quality assure maths teaching and learning. Highlight progression in skills - how teaching is adapted to differentiate and challenge according to need.</li> <li>RR and TB to monitor maths teaching developments through whole school book scrutiny.</li> <li>Teachers to identify those children who are at risk of falling behind or are already behind the year groups expectations and design appropriate intervention with 'smart' targets. (Identify in Autumn PP meetings)</li> <li>Use focused time-limited and measurable intervention strategies to support the targeted groups for example Pupil Premium, SEND interventions, class boosters, brain boosters in UKS2 and intervention through T Brooker, MIL.</li> </ul>	<b>Cost:</b>	<b>Supply for class cover for RR to meet with TB</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Maths results at KS1 and KS2 make identified gains at each assessment point. Maths results show children are making expected progress and more than expected progress for those identified.</li> <li>At least 89% at expected standard in Maths at KS2 and 81% at KS1</li> <li>Identified pupils reach challenging targets in Maths at both expected and GD</li> <li>Discussions with staff and pupils alongside book scrutiny and maths meeting will further embed excellent classroom practise, to continue to develop engaging Maths lessons and keep standards high.</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Embed written and verbal reasoning and the use of cohesive vocabulary in Maths lessons and Maths books from EYFS to Y6nd so that children are able to express their mathematical reasoning clearly.</li> </ul>	<b>Date/Timescale:</b>	<b>Summer 24</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Use TT Education to support this and develop progressive vocabulary lists to ensure appropriate vocabulary and expectations of explanations are used in each year group</li> <li>Encourage this on classroom displays to support progression of mathematical vocabulary to link one year's vocabulary to the next</li> <li>Link Maths vocabulary to Literacy's word aware and vocabulary development, where appropriate</li> <li>Support staff use of stem sentences &amp; mastery resources/techniques. Provide training where necessary</li> <li>Ask staff to evaluate and feedback on any new developments for quality control and to continue to promote a collaborative approach towards excellent talk for maths in the classroom, during staff meeting and collect examples for everyone to share, disseminate out to each year group to refer to</li> <li>Publish exemplars and any updated policies or documentation on the website</li> </ul>	<b>Cost:</b>	<b>Training costs or in house training</b>
	<b>Impact &amp; Evaluation (Cont'd next page):</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children will write and verbally reason in maths lessons using appropriate mathematical vocabulary</li> <li>Teachers will be confident to deliver questioning to encourage written and verbal explanations as part of a whole school approach</li> <li>Evidence will be seen in observations and maths books, either in children's writing or scribed by an adult if necessary</li> </ul>		

	<b>Impact &amp; Evaluation</b> (Cont'd):	<ul style="list-style-type: none"> <li>Children KS1 and KS2 are above national and the results show they are making expected and more than expected progress for those identified children and the quality of mathematical explanations will be fluent and inciteful.</li> <li>Maths results at KS1 and KS2 make identified gains at each assessment point.</li> <li>Pupils reach challenging targets in Maths <b>and an</b> improvement in pupil engagement within lessons</li> </ul>
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3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Outline and clarify expectations for the teaching of Arithmetic and Fluency across the school</li> <li>Develop Arithmetic and Fluency sessions across the school and write a policy to match this, once White Rose Fluency Bee has been embedded in KS1</li> <li>Look at ways to support teachers &amp; children with teaching Arithmetic &amp; Fluency in KS2 - link it to lessons</li> <li>Begin to find ways to develop this in EYFS</li> </ul>	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Examine resources, tools and websites to see how to support KS2 to continue to support and develop arithmetic and fluency within our existing curriculum</li> <li>Develop a policy to outline reasons &amp; expectations for developing arithmetic &amp; fluency. Onto the website</li> </ul>	<b>Cost:</b>	<b>£500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Arithmetic and fluency skills will support children with a bank of known facts built upon year on year</li> <li>Staff will understand the importance of this bank of knowledge which will be structured so that expectations and targets are clear</li> <li>Differentiation will be provided through access to resources</li> <li>Headstart assessment scores will improve for arithmetic tests</li> <li>Standards will continue to improve in Maths, underpinned by this good practice, this can be measured through data</li> <li>Agreed processes to carry out and record results to inform next steps</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Provide varied enrichment opportunities for Maths within school</li> </ul>	<b>Date/Timescale:</b>	<b>Summer 24</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Develop cross-curricular maths opportunities across the school by providing enrichment such as a buddy afternoon with a maths focus or a whole school Maths Day, Barvember, NSPCC Maths Day and so on</li> <li>Start a peer to peer maths club for Y3 and Y6 GMA children</li> <li>Restock &amp; replenish resources as needed by teachers and chn. to support teaching and enrichment activities</li> </ul>	<b>Cost:</b>	<b>£150 for resources</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Inform parents on the school website with information and links to promote maths at home</li> <li>Encourage teachers and classes to participate in enrichment activities by providing resources to support them</li> <li>Collect pupil's responses to Maths teaching by collecting what they enjoy about it</li> <li>Whole school events to celebrate Maths and raise its profile</li> <li>Promote Maths across different year groups to give opportunities for pupil engagement and peer to peer teaching and learning</li> </ul>		

<b>Any other expected costs/expenditure to be aware of for 2023 - 2024?</b>		<b>Cost:</b>
White Rose Maths and Fluency Bee – whole school subscription		£800.00 approx
Classroom Secrets – whole school subscription		£900.00 approx
TT Rockstars		£700.00 approx
Resources to support teaching in class		£150

**SEND: DEVELOPMENT 2023- 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Replenish and ensure that resources and training are up to date and available for staff and children. Update and develop coordinated plans through using the provision mapping software.	<b>Date/Timescale:</b>	<b>2023-2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Ensure there is quality first teaching taking place. Training will be given where required-this will reflect the needs of the children and the staff. Observations will take place. Book scrutiny. Ensure the audit is always up to date and they are all labelled up so that TAs and teachers have direct access to the resources to use at their leisure. Resources will be stored centrally for easy access but AC and ED will monitor them to ensure they are made available for all. Resources to accompany recommendations and interventions will be readily available for OT, S&L, Educational Psychologist etc. New teachers and teaching assistants will be trained how to use the provision mapping software. Provisions and targets will be created and updated on the provision mapping software.	<b>Cost:</b>	<b>£8000</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Through quality first teaching all children will make progress throughout the year. Resources will be easily accessible to support the needs in the classroom effectively which will have a positive impact on attainment, progress both academically and from a nurture PoV. Earlier and more accurate identification will mean the needs of the children are better met. Coordinated plans will be much more informative and useful as a working document. They will also provide a better measure. Interventions will be closely monitored and their impact measured.		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  To continue to involve outside agencies.	<b>Date/Timescale:</b>	<b>2023-2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  We will continue to assess the children's needs when highlighted by staff members and move them onto SEN support if necessary. The appropriate agencies will then be brought in. Children who are already a coordinated plan or EHCP will be monitored and outside agencies brought in again if necessary. Children who need community paediatrician referrals will be following the required pathway which may be medical or behavioural. Children's mental health and emotional needs will be assessed and access appropriate agencies for children who need extra support.	<b>Cost:</b>	<b>£3500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  SEN children's needs will be met by following the expert recommendations and also reviewed and referred back if necessary. Outside agencies will provide advice which and these recommendations will be used in the classroom. AC and ED will share information with the staff so that there is a whole school awareness of needs and provisions. Teachers will be given ideas and strategies to implement in class. Where necessary referrals to the Community paediatrician will be made following the pathway		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Form termly reports on progress of SEN children and carry out termly progress meetings with year groups. Provision mapping software will assist with this.	<b>Date/Timescale:</b>	<b>2023-2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> AC and ED will continue to monitor the progress of children on the SEND register but also monitor data to ensure any undiagnosed children are monitored. Discussion with teachers and TAs to identify these children will be logged and then monitored. We will use IntegrisG2 and provision mapping to track data and challenge staff. Boxall profile will be used to produce a baseline assessment of the children and then reviewed. This will form part of the progress meetings. Where relevant, meetings with PP TAs/lead will also take place. Individual provision maps will be provided for every SEND child and reviewed alongside their coordinated plans. All curriculum areas will be differentiated to meet the needs of every child so they can make progress. All children will have a curriculum which is tailored to their needs but which also pushes them.	<b>Cost:</b>	<b>£3500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Teachers will have ambitious expectations of ALL children's progress. Progress will be closely monitored and challenged. By having regular meeting focusing on SEND the children can be targeted for additional support where in KS2 (Upper) AC will carry out interventions and boosters. Any unidentified SEND can also be tracked and monitored so that teachers are more aware of targets and progress for this group of children, especially since the new framework has more of a focus on SEND. Tracking children will assess the impact of boosters and interventions. Targets can be set and teachers will be better aware of these children with their planning. Impact of the interventions can be closely monitored. Provision map provides a clear picture of interventions across the school and what interventions are in place for others to join including the nurture groups.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Improve pupil participation in coordinated plan reviews.	<b>Date/Timescale:</b>	<b>2023-2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Collecting views of the children before coordinated plan reviews and meetings. Where appropriate allow the children to attend the meetings.	<b>Cost:</b>	<b>£100</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Pupils have regular opportunities to give feedback and participate in decision-making and we note the pupil's perspective in review meetings and transition planning. Success will be measured through children confidence in their own targets and what help they request.		

5	<b>Intent:</b>	<b>What are you intending to do?</b> To become a dyslexia-friendly school and become more confident/knowledgeable in supporting staff and children with dyslexia.	<b>Date/Timescale:</b>	<b>2023-2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Register for the BDA Dyslexia Friendly Quality Mark. Audit current provision across the standards in Leadership and management, Quality of learning, Creating a climate for learning and Partnership with parents/carers. Termly staff meetings held to update and train staff appropriately. Teaching and learning policies and marking policies to be updated. Next year's SDP will include a dyslexia-friendly target in every subject. AC and EP will work alongside the dyslexia hub for advice and any training to ensure we are up to date. Create a register of children at risk of dyslexia from Reception to put early support in place. Interventions/support includes: Reading Recovery type intervention, precision teaching, multisensory interventions such as alphabet arc, hear say and see approaches to spelling, word maps, SNIP, target readers, phonics boosters, reading practice for KS2 children, Toe-by-Toe and Wasps, Lexia. Whole class strategies using talk for learning, gamification (learning through games), mind mapping. Assemblies, PSHE, Circle time discussions around neurodiversity, growth mind set, learning how to learn. Assessment in curriculum subjects will not rely on pupils' literacy skills, but on that particular subject knowledge, e.g. Science, DT etc using Insight	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Data analysis measures the impact of dyslexia-friendly strategies showing a higher achievement in subjects across the Curriculum because subject specific skills will not be linked to Literacy skills (where appropriate). Those tracked as being at risk of dyslexia access support sooner and therefore show better progress. Boxall Profile will be a measure of soft data. Increase in the number of children identified as being at risk because of enhanced staff awareness of dyslexic characteristics. Those identified show an increase in confidence in pupil voice interviews because their strengths are recognised and can still access appropriate level of challenge, while their difficulties are supported. :Pupils more widely can explain how they learn best and what they find difficult. Greater awareness of celebrating neurodiversity.  In-house dyslexia assessor will be able to support staff to identify, screen and formally assess for dyslexia and meet with pupils, parents and staff to give recommendations for support. We will be accredited/recognised for our efforts in providing support for the children with dyslexia through the award and this will be a measure of success.		

<b>Any other expected costs/expenditure to be aware of for 2023 - 2024?</b>	<b>Cost:</b>
Lexia	£1424
Provision Map	£795
Twinkl	£102
Patmoss	£75
Attachment research	£250
Dyslexia membership	£70

### SCIENCE: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Embed the WS strands across school (EYFS – Y6).	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  WS poster on science displays in all classrooms. WS poster in KS2 books – which the children will annotate. Learning walks – planning/slides. Book scrutinies. Pupil voice. ASE conference to Northampton Uni Jan 2024 STEM Membership - Developing Pupil Led Investigations – Embedding Working Scientifically in the Primary Classroom 25.1.23 JG / Assessing Working Scientifically 1 – 4 CB. *Developing your Primary Science Curriculum using the Ofsted Framework at Hampton Hargate *17.11.23 Teaching Evolution AS (Y6) to attend	<b>Cost:</b>	ASE conference to Northampton Uni Jan 2024 - £45 membership / conference £246 (Early Bird – price could increase just not currently shown on website)  Stem membership - £200
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will feel confident with knowing what working scientifically is/looks like in relation to their enquiry types. They will develop their ability to plan, review and do experiments. Following on from our staff voice, staff will feel confident to plan for and embed WS strands within their science lessons.		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  Seek professional advice regarding getting the school pond up and running.	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Take professional advice on how to clear, develop and maintain our school pond. Work alongside Mr Paris (site manager) and Mrs Thorold (outdoor learning / eco lead)	<b>Cost:</b>	<b>£1500</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  We will have a learning environment that children can utilise during their science / outdoor learning.		

3	<b>Intent:</b>	<b>What are you intending to do?</b> How can we further support the science provision in EYFS alongside the new EYFS lead.	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> Regular drop ins to EYFS to see what is going on Regular meetings with new EYFS lead ASE conference to Northampton Uni Jan 2024 Support at our Network meetings	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> A deeper understanding of what science is being taught with the new topics and with a new EYFS lead.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> More curriculum enrichment activities to supplement and enhance the curriculum	<b>Date/Timescale:</b>	<b>Ongoing</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Science club – TBC.</li> <li>Maintain &amp; develop Playground Science led by science ambassadors</li> <li>Organise WOW science visits/ workshops/curriculum overview</li> <li>Continue subscriptions for TWIG science reporter and WHIZZ POP BANG Magazine</li> <li>Science Week in MARCH 2024</li> <li>Develop Stem Ambassadors</li> <li>Resources - £500</li> <li>Primary science network meetings</li> </ul>	<b>Cost:</b>	WHIZZ Pop BANG - £200 TIG TAG subscription - £345 Resources - £500 Science week - £2500 Workshops - £1500 Meetings - £200 Pond - £500 EYFS *Reptile Man - £500
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> The curriculum will be enhanced providing children with quality science teaching which in turn will develop their science capital. Children will be inspired within the classroom and this will transfer outside of school too. Working with stem ambassadors will enrich the children so they are aware about the different jobs and opportunities available to them. Our science week and gadget shop will continue to raise the profile.		

### EYFS: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  To implement the white rose mathematical approach when teaching maths in Reception.	<b>Date/Timescale:</b>	Spring Term/Summer Term 2024
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Meet with the numbers count teacher to increase knowledge about white rose maths approach would look like in Reception.</li> <li>• Share ideas with the Reception team about how we can bring white rose small steps into our maths teaching and planning.</li> <li>• Look at resources and activities provided by white rose account the school subscribes to already.</li> <li>• To discuss with Maths coordinators how amending our approach will create more consistency into year 1 development for maths skills and fluency.</li> <li>• Appoint one of our team teachers to take maths planning and training on for the unit and to lead the implementation of training delivered from NCETM.</li> <li>• Consider weekly planning from September onwards and how we can adapt it to follow the white rose and small steps approach to maths in EYFS.</li> <li>• Continue to share ideas/what is working in our weekly planning meetings.</li> </ul>	<b>Cost:</b>	Course cost and supply cover £500.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children will have a deep and secure knowledge and understanding of maths.</li> <li>• They will feel confident completing problems by applying their knowledge and understanding.</li> <li>• Children will make progress in maths and their learning will be enhanced by the white rose small steps approach.</li> <li>• All members of the reception team will feel confident in their ability to teach maths successfully and the progress the children make will be maintained and improved.</li> <li>• Transition into year 1 will be improved with a shared planning approach to maths.</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b>  To continue to develop continuous provision to support learning in all areas of the EYFS curriculum and reflect on level of challenge within planning and provision.	<b>Date/Timescale:</b>	September 2023-July 2024
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Visit other schools to see how they plan and manage their continuous provision with an emphasis on making all children are accessing different areas and understanding that they are making progress and developing their skills and knowledge.</li> <li>• Autumn Term- New Eyfs lead to audit and learning walk the existing continuous provision in action and in planning. Review and discuss within team meetings. Consider changing planning formats/target challenge questions.</li> <li>• Develop environment reflect audits for team, to discover where our strengths and weaknesses full in our provision.</li> <li>• Encourage and engage staff with recent research and reading materials around continuous provision in the early years classroom.</li> <li>• Staff members to support children in the Autumn term to help them to be able to play and</li> </ul>	<b>Cost:</b>	Supply cost to visit other schools £300 Continuous provision resource materials to read: £100

		<p>interact with each other, develop social skills and speaking and listening skills. Developing positive interactions with the learning environment and opportunities.</p> <ul style="list-style-type: none"> <li>Team meetings to discuss what we are putting out during continuous provision and what we hope the children are going to gain from the activities. Reflect on previous learning and how we can build on this, give children opportunities to embed their learning.</li> <li>Reflect on our practice in team meetings and where we feel the gaps are in the children's learning and how we can meet them during our play and learn time.</li> <li>Spring term 2024 implement a new planning format for continuous provision that links all forms of planning and continues to develop the challenge card ideas.</li> </ul>		
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>Children are focused and learning during their play and learn/Busy learning time</li> <li>Children make good progress throughout the year and achieved the ELG's (expected standard in all areas of the curriculum)</li> <li>Children are able to build on what they have been taught, listened to and read and show this in their play.</li> <li>Progress data shows that children have made progress throughout the year</li> <li>Team meeting will help to show the progress children are making</li> </ul>		
3	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>Develop oracy skills within EYFS and support whole school development of the love of reading.</p>	<b>Date/Timescale:</b>	September 2023-July 2024
	<b>Implementation:</b>	<p><b>How are you going to do it?</b></p> <ul style="list-style-type: none"> <li>Autumn Term- New EYFS lead to review the planned oracy opportunities in our long-term planning and weekly provision.</li> <li>Develop the oracy skills within the reception team by implementing the use of 'Helicopter Stories' within weekly literacy planning opportunities.</li> <li>Staff given CPD development with Helicopter stories research and reading to support further understanding on ways to develop oracy skills within Early years.</li> <li>Release time to watch and support each other to develop the Helicopter stories approach.</li> <li>To continue to develop the whole school approach to love of reading we will establish a lending library targeted with high quality books to read for pleasure at home and in school.</li> <li>Develop the practise of sharing 'book talk' within the early years setting, this will further support the aims of helicopter stories and promote both a love of reading and oracy skills.</li> </ul>	<b>Cost:</b>	<p>Helicopter Story CPD books £ 60</p> <p>Release time to observe these in practise £ 100.</p>
	<b>Impact &amp; Evaluation:</b>	<p><b>What will be gained/achieved from this? How will you measure this success?</b></p> <ul style="list-style-type: none"> <li>Children will continue to develop communication and language skills.</li> <li>Children make good progress throughout the year and achieved the ELG's (expected standard in all areas of the curriculum)</li> <li>Children are able to build on what reading skills they have acquired and develop a love of reading through stories.</li> <li>Progress data shows that children have made progress throughout the year in these areas.</li> <li>Team meeting will help to show the progress children are making and impact the oracy development is having on all areas of learning.</li> </ul>		
4	<b>Intent:</b>	<p><b>What are you intending to do?</b></p> <p>To successfully integrate all the children with additional needs into our Reception unit and classes</p>	<b>Date/Timescale:</b>	Ongoing with each cohort depending on needs.

	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• The Adventurers to be set up to support children with ASD and an EHCPs</li> <li>• The Adventurers to spend time in the Reception classes where-ever possible (assess on each child's needs and abilities)</li> <li>• Make sure all members of the Reception team are trained to meet all the needs of all the children within the Reception unit</li> <li>• Work alongside multiple agencies to makes use staff are able to best support all the children and their additional needs in the Reception unit.</li> <li>• Support staff and their well being due to demands being placed upon them.</li> <li>• Rotate staff working in The Adventurers to help support staff development within the unit</li> </ul>	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• All children in the Reception unit make the expected progress.</li> <li>• All children in the Reception unit are happy and settled and their additional needs are being met at their current stage of development.</li> <li>• Staff feel confident to support the wide range of additional needs within the unit.</li> <li>• Team meeting minutes reflect that staff feel confident in their roles.</li> </ul>		

#### EYFS BUDGET 2023-24

SUMMER /AUTUMN TERM	SPRING TERM	SUMMER TERM
Replacement Furniture £ 200	Pancakes £25	Butterflies £50
Tapestry subscription £230	Chocolate Easter Nests £20	Fruit Kebabs £40
Cakes /ingredients £20	Consumables for continuous provision £ 25	End of term picnic £30
Consumable Resources for Provision £50		Ice poles after sports day £15
Christmas production license £20		
Replacement sand / water tray £300		

**MUSIC: DEVELOPMENT 2023 – 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Raise the profile of MUSIC PERFORMANCE throughout the school.</li> </ul>	<b>Date/Timescale:</b>	July 2024
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Develop “audience skills” in all performance opportunities in class</li> <li>Promote the importance of performing in class</li> <li>Use MAGT students to demonstrate high performance skills in assemblies regularly</li> <li>Investigate a range of outside agencies to perform to whole school in assemblies / enrichment activities</li> <li>Use Peterborough Music Hub to further develop relationships with performing groups who can offer development to staff / students</li> <li>Use JMP music to promote instrumental learning with a promotional assembly.</li> </ul>	<b>Cost:</b>	TBC
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>More students experience watching live performance</li> <li>More students experience performing live</li> <li>All students aware of expectations when watching live music</li> <li>Over 17% of children from the school population will have instrumental lessons</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Develop delivery and assessment of Year 1 curriculum</li> </ul>	<b>Date/Timescale:</b>	February half term
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Support TA / staff delivering curriculum with ongoing training of subject knowledge</li> <li>Support TA / Staff delivering curriculum through shared practice / observation of other staff</li> <li>Develop a simplified but TIMETABLED assessment practice</li> <li>Develop assessment experience and regularity, with a simplified process</li> </ul>	<b>Cost:</b>	Cover for meetings / training
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Student achievement will be monitored more closely</li> <li>Student progress will be monitored, and clear development between EYFS and Year 1 / Year 1 and year 2 will be more transparent / obvious</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Develop the curriculum links between EYFS and Year 1 to ensure maximum progress for all students.</li> </ul>	<b>Date/Timescale:</b>	July 2024
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Meet with EYFS team and discuss current provision</li> <li>Analyse alternative provision to enhance current work</li> <li>Analyse use of EYFS data to enhance delivery of KS1 curriculum</li> <li>Review Curriculum plan to ensure progress throughout Key Stages is consistent</li> </ul>	<b>Cost:</b>	Cover for meetings / training
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>A robust curriculum across the school</li> <li>More transparent curriculum plan to further monitor progress of all students</li> </ul>		

### COMPUTING: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Promote better online safety within school. Promote better online safety out of school. Ensure better understanding of esafety issues among staff and other stakeholders	<b>Date/Timescale:</b>	September 2023 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b>  <ul style="list-style-type: none"> <li>Assess and improve effectiveness of in school filtering.</li> <li>Improve in school monitoring of pupils use of devices.</li> <li>Improve the effectiveness of online safety messaging and advice to pupils and parents and staff.</li> <li>Implement monitoring of classroom.cloud and assess its effectiveness in securing the safety of pupils when using Chromebooks</li> <li>Regularly check the effectiveness of in school filtering.</li> <li>Monitor incidents involving online safety through specific group on MyConcern.</li> <li>Log incidents of esafety reported to online safety lead. Regularly check for any patterns and action appropriately.</li> <li>Highlight the issues on Safer Internet Day February 2024.</li> </ul>	<b>Cost:</b>	Classroom Cloud subscriptions approx £1100
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  <ul style="list-style-type: none"> <li>Better processes to pick up esafety issues and appropriate action taken to further secure esafety.</li> <li>Pupils, parents and staff have a better understanding of current online safety issues.</li> <li>Systems are more robust and effective in picking up and actioning appropriate action.</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  To improve effective teaching and learning of Computing by developing our use of the NCCE Computing Schemes.	<b>Date/Timescale:</b>	November 2023 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b>  <ul style="list-style-type: none"> <li>Lesson visits to all year groups.</li> <li>Interviews with teachers and pupils.</li> <li>Assess effectiveness and offer changes to the delivery of the NCCE online lessons</li> <li>Promote the use of the most up to date lesson plans among all year groups.</li> </ul>	<b>Cost:</b>	No cost
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  <ul style="list-style-type: none"> <li>More impactful on teaching and learning.</li> <li>Standards improved and maintained by giving Computing Co-ordinator a clear picture on the teaching and learning in Computing.</li> <li>Gaps in subject knowledge and any issues with software or hardware can be identified and addressed in individual classes as well as on a school-wide and KS level</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Improve the effectiveness of the Computing lead and their impact on the teaching and learning of Computing.	<b>Date/Timescale:</b>	<b>September 2023 onwards</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Lesson observations across the school</li> <li>Take advantage of external networking opportunities and CPD</li> <li>Take best practice from CPD providers and other schools where appropriate.</li> </ul>	<b>Cost:</b>	<b>No cost</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  More confidence in the leading of Computing  Standards improved and maintained through the cascading of information and best practice by Computing Co-ordinator.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Maintain ICT and replace promptly any equipment that is out of date or can't be repaired. Subscriptions reviewed & renewed where appropriate and where wide use of the online resource	<b>Date/Timescale:</b>	Sept 2023 onwards
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Purchase 90 new Chromebooks (3 sets) for new to Year 3 children (July 24)</li> <li>Purchase 10 new teacher/staff laptops to replace out of date equipment (January 24)</li> <li>Use of ICT technician from Ark (ongoing)</li> <li>Maintain effective use of ICT communication and use of email to report problems by staff effectively enabling repairs and replacements to be made promptly.</li> <li>Subscription renewals – Website, broadband TT Rockstars, Junior Librarian, Twinkl, Spelling Shed, Windows licences.</li> </ul>	<b>Cost:</b>	Misc repairs £1000 Chrombooks £22,000 Laptops 10 @ £350 = £3500 Website £300 Broadband £5,029 Windows Licences £996 Testbase £240 Junior Librarian £582 Twinkl £874
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>ICT infrastructure is robust and staff and pupils have confidence that it will work effectively and therefore use the resources on offer where appropriate and where its use will be support teaching and learning in Computing and other subjects.</li> <li>Downtime on equipment and online resources are kept to a minimum without any extended out of order periods.</li> </ul>		

### ART: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Ongoing target to gain the Artsmark Raise the profile of art and learn about other cultures around the world.	<b>Date/Timescale:</b>	Ongoing Arts week 18.09.2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Organise Arts Week in school with a focus on learning about other cultures.</li> <li>Establish new arts council members and meet with them to judge the competition from arts week. Discuss what they would like to do/see more of in school with regards to art.</li> <li>Ensure resources are available for the 'Winter wonderland' display</li> <li>Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities.</li> <li>Check the whole school overview to identify where specific art resources might need ordering.</li> </ul>	<b>Cost:</b>	£200  Time out of class for Sarah B and Julie.W to write the Artsmark statement of impact.
	<b>Impact &amp; Evaluation:</b>	What will be gained/achieved from this? How will you measure this success? Arts week to build the profile of art and allow children to progress in a specific art skill (observational drawing/self-portraits) seen in sketchbooks. They will also consolidate and extend their art skills through a free art activity recorded in sketch books. A focus on other cultures will celebrate diversity and give children opportunities to learn about art in other cultures and history. A buddy day will enable children to work with other children in school to create a collaborative piece of artwork. Entering competitions will encourage children to take pride in their work and into developing new art skill. This will also highlight More Able, Gifted & Talented pupils. Meeting regularly with the school art council allows for pupil voice and giving those children a sense of leadership and pride in their contributions to school. Seasonal activities and extra-curricular clubs will give the children opportunities to learn about different techniques in art. Displays around school (including the winter wonderland) will be eye catching and where possible 3D to create an exciting, stimulating and inspiring environment which also showcases children's work. Parents become engaged with the arts through competitions, homework tasks and fundraising. Time will be needed to collate evidence for the Artsmark, and write this as a statement of impact to submit. Gaining the Artsmark will recognise that the school has embedded culture and creativity in the curriculum, supporting staff to deliver inclusive lessons orientated around the arts.		

2	<b>Intent:</b>	<b>What are you intending to do?</b> Audit and replenish art resources Organise the art store to ensure resources are all easy to access and labelled.	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>monitor costs and budget</li> <li>audit stock regularly and dispose of any outdated/broken resources.</li> <li>Ensure resources are available for the 'Winter wonderland' display and other seasonal displays in school</li> <li>Liaise with team leaders/ teachers with regards to any resources required for lessons, clubs, displays and seasonal activities.</li> <li>Use the new 1 year cycle overview to see where resources might need ordering ready for certain activities.</li> <li>Esure staff are aware of what is in the art cupboard. Which resources should be in there and which should not be to ensure that the cupboard stays tidy and resources are easily found/put back.</li> </ul>	<b>Cost:</b>	£1500
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Resources will be organised and readily available. Pupils will have access to mediums teachers plan to use in sequence of learning. This will enable pupils to acquire, develop and enhance skills / knowledge of different mediums which will inform their artistic abilities. An organised art store where teachers know where to find resources is fundamental to using appropriate resources and teaching effectively.		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Implement of an art Scheme of Work to support teachers with the teaching of art skills within their lessons. Use this to inform the development of skills, specifically painting and drawing.	<b>Date/Timescale:</b>	Implement before the new academic year 2024-2025
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Use a combination of KAPOW, Access art and Paul Carney to further develop our progression of skills</li> <li>• Access art subscription to give teachers a place of reference to inform their art planning.</li> <li>• Staff/pupil questionnaires to highlight any specific areas of development within the progression of skills.</li> <li>• SB to hold staff meeting for training.</li> <li>• Learning walks, monitor planning and sketchbooks</li> </ul>	<b>Cost:</b>	Access art subscription £70 for 4 users.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Currently, teachers provide/deliver an art curriculum which is progressive and develops the art skills well, however I would like to develop the skills document further with a focus on painting and drawing to ensure that these key skills are taught allowing for accelerated progress. We currently follow the Cambridgeshire Scheme of Work to support teachers with the planning and implementation of key skills, however there are currently many more websites and other useful resources now available which could feed into the teaching of art. Access to additional resources will also be useful for any new teachers/ staff who join the school. Access art subscription will be given to team leaders to share with teachers in their teams. Teachers to use the skills progression document and ensure that they highlight off when the skills are covered or revisited. This will ensure that the art skills are embedded and that all children are progressing well. SEND children are to be highlighted and supported during arts lessons to develop their confidence with using and developing their art skills. Specific SEN resources need to be available to support these children also such as scissors/pencil grips (liaise with Emma Davies SEND co-ordinator) Children will get a broad, balanced and clear progression of subject knowledge and skills relating to Art. This will ensure that art is accessible to all and will highlight any MAGT children to extend further. Children will have access to engaging and inspiring Art lessons which in turn hope to spark their interest further for the subject which will positively impact on attainment and progress. Art planning and sketchbooks will be monitored and feedback will be given to teachers.		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Fundraising through art	<b>Date/Timescale:</b>	October/November
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Use Xmas4schools platform to raise money through artwork, transformed into Christmas cards and gifts for parents/carers to order. Children create artwork in school. Every gift purchased will raise £1 for school.</li> </ul>	<b>Cost:</b>	£0 (Use resources we have in school to create artwork)
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> Funding raised will help pay for new resources to go into classroom areas or go towards an art workshop for MAGT pupils depending on how much is raised. The target is to raise at least £25 per class or £525 for the school. Having extra funding will really help in giving children additional opportunities using extra resources or workshops to broaden their art experiences even further.		

**PE: DEVELOPMENT 2023 – 2024 SCHOOL DEVELOPMENT PLAN**

1	Intent:	<b>What are you intending to do?</b>  Continue to develop a whole school approach for assessing and monitoring children's progress Within PE.	<b>Date/Timescale:</b>	Continue to build on previous year and continue throughout the year.
	Implementation:	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Provide each year group with criteria to assess their children against an assessment framework, accessible through Get Set for PE website.</li> <li>• All teachers to be aware of the GS4PE skills progression ladder from Reception up to Year 6.</li> <li>• Children's' data on progress to be updated and put on our new assessment tool on insight.</li> <li>• Teachers will be able to access children's entry data and eventually will be able to see prior attainment in each sport.</li> <li>• More prescriptive PE lessons with clear learning objectives and success criteria.</li> <li>• PP, SEND and EAL added to assessment tool to track patterns and easily collect data</li> <li>• Continue to support teachers who may struggle to input data in the correct places.</li> <li>• KS2 Sports coaches will continue to assess children in taught sports.</li> <li>• Ensure coaches provide assessment data in line with GetSet4PE guidelines and success criteria.</li> </ul>	<b>Cost:</b>	£600 PE Scheme GetSet4PE
	Impact & Evaluation:	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• This will provide us with a clear picture of the standard of PE across the whole school.</li> <li>• It will ensure progress is being made in PE from Reception up to Year 6.</li> <li>• Teachers can use information to inform their future planning to make sure appropriate support/challenge is put in place for every child.</li> <li>• This will be measured through planning, photos, assessment data, PE portfolio and PE data on Reports.</li> <li>• Better teacher understanding of skill development to help ensure progress is made, accessible GS4PE assessment tool.</li> <li>• Clear success criteria and learning objectives will help to assess children's progress.</li> <li>• Track target groups in more detail.</li> <li>• Coach able to liaise with teacher about how the children are performing where children are at.</li> <li>• Liaise with Sport Coaches so they are aware of GS4PE lesson plans and assessment criteria to allow continuity.</li> </ul>		

2	<b>Intent:</b>	<b>What do you intend to do?</b>  Promote, encourage and provide opportunities for all children to become more active and taking part in regular physical activity.	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Continue to target our least active children, identified through pupil questionnaires.</li> <li>Continue to offer a wide range of sports during PE and extra-curricular clubs.</li> <li>Provide opportunities for children to participate in physical activity and sporting opportunities such as sports week, weekly PE lessons, Sports Day, Hampton College festivals.</li> <li>Provide opportunities for external competitive sport, lunchtime and afterschool clubs.</li> <li>Promotion of core values of Sport and updates on PE board.</li> <li>Weekly information sent to parents about sport in the local area encouraging children to become more active.</li> <li>Introduce new PE leaders to help increase pupil's physical activity levels and organisation of some sporting activities.</li> <li>Liaise with Max Brindley to ensure PE is lead to a high quality in line with the School Games award.</li> <li>Active travel to school month.</li> <li>Promote Paris 2024 Olympics to inspire young children.</li> </ul>	<b>Cost:</b>	£1590 Hampton College Festivals £6,500 Sports Week £7125 JustDoSport Lunchtime Coaches £900 School Funded JustDoSport Y3/4 club £950 JustDoSport Y5/6 club £100 Sports Day Replacement Equipment £540 Least Active children club £99 Sports Leader Program £240 Just do Sport - Sport Leaders training. £732 Competition Kit £720 transport to sporting events. £1,100 Resources – Netball, basketball, tag rugby, handball and sports day.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>More children will be active on a daily basis.</li> <li>It will improve the physical and mental health and wellbeing of children.</li> <li>Enjoyment of PE and sport will increase.</li> <li>More likely to develop physical literacy</li> <li>Building school to club links sent out on school website</li> <li>This will be measured through timetables, assessment, informal observations, planning and photos.</li> <li>Ensure all teachers have completed the PE staff audit</li> <li>Ensure a selection of pupils have completed pupil PE questionnaires</li> <li>Achieving the Gold School Games Mark</li> <li>Attending Hampton College Festivals and entering events and competitions for all, targeted and competitive sport.</li> <li>Inspire and motivate young people by taking part in activities which will be linked to the Olympics.</li> </ul>		

3	<b>Intent:</b>	<b>What do you intend to do?</b>  To ensure all children are provided with a broad range of sporting activities and experiences.	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Sports week to continue providing sporting activities not usually accessed during the PE curriculum.</li> <li>Continue to provide a variety of after school clubs for both KS1 and KS2.</li> <li>A broad and varied PE curriculum map.</li> <li>Organise more competitions and festivals against other schools by engaging in Hampton College Festivals and School Games Events.</li> <li>Lunchtime sports sessions</li> <li>Each class timetabled to have 2 hours of PE a week.</li> <li>Sports Day to take place in the Summer of 2023</li> <li>Swimming lessons provided for years 3, 4, 5 and 25% of the least confident swimmers in Y6 to have top up sessions.</li> <li>Organise activities/sessions with outside agencies to promote positive experiences when taking part in sport.</li> <li>Continue to run a year 3/4 and 5/6 club funded by the school – to be changed termly to allow children to experience different sports.</li> <li>Y6 Play leaders to be continued allowing children to play different games lead by peers.</li> <li>Least active sessions sports activities guided by pupils' voices.</li> <li>Introduce Golf for Y6 in the curriculum.</li> <li>Send an email asking teachers if they need any specialist equipment to promote inclusion for all pupils in PE.</li> <li>Amendments to the curriculum map. Introduced Y4 Tag Rugby and Y3 Handball.</li> </ul>	<b>Cost:</b>	£1590 Hampton College Festivals £6,500 Sports Week £6,500 Sports Week £7125 JustDoSport Lunchtime Coaches £900 School Funded JustDoSport Y3/4 club £950 JustDoSport Y5/6 club £540 Least Active children club £99 Sports Leader Program £240 JustDoSport Sport Leaders training £1000 Top up Swimming £720 transport to sporting events. £1,100 Resources – Netball, basketball, tag rugby, handball and sports day.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children will have the opportunity to take part in a variety of sports in order to widen their experiences.</li> <li>Children will be active on a daily basis and be able to improve their fitness levels.</li> <li>They will be able to develop their competitiveness, sportsmanship and teamwork skills, helping to develop them develop the whole child.</li> <li>This will be measured through careful planning, observations, assessments and photographs in PE portfolio.</li> <li>Play Leaders developing their leadership skills and providing different activity session for their peers during play time.</li> <li>More opportunities to take part in competitive sport</li> <li>More opportunities for our most vulnerable to take part in sport festivals and events.</li> <li>Supporting our least confident y6 swimmers to have extra swimming sessions so more likely to take part in water activities later on in life.</li> <li>Sporting role model to visit and inspire and motivate the children to become more active.</li> <li>Least active children more likely to find sporting activity more enjoyable if pupils have some say over activities.</li> <li>To teach a new sport (tag rugby and handball) widening children's sporting experiences thus more likely to find a sport they love.</li> <li>Buy requested specialist equipment for pupils so all children can access PE and reduce barriers for taking part.</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b>  Advocating to key stakeholders how physical activity, physical education and school sport makes a meaningful difference to the lives of children and young people, including engaging and educating their parents.	<b>Date/Timescale:</b>	Throughout the year
	<b>Implementation:</b>	<b>How are you going to do it?</b>  <ul style="list-style-type: none"> <li>Communicate with parents through parent pay, school website, reports, curriculum statements, clubs and trip letters, parents' evenings and notice boards.</li> <li>Make sure the school website is up to date with all relevant information and our PE offer.</li> <li>Communicate to parent's what clubs are available in our local area.</li> <li>Communicate with staff and governors about what has been achieved in PE and what are plans are through governor's presentation.</li> <li>Meetings with our PE Governor</li> <li>Meetings with our Finance Manager to support us with spending Sport Premium.</li> <li>Celebrate pupil participation and success in sport.</li> <li>Send out useful guidance and activities about being healthy and active to parents.</li> <li>Year groups to send out termly PE curriculum statements about what children will be learning in PE.</li> <li>Year/ class newsletter at the end of term to inform parents what the children have learnt including in PE.</li> </ul>	<b>Cost:</b>	£0  This is mainly sharing events, competitions, festivals, trips, local guidance, relevant information about staying active and information on how to live healthy lives. Sharing the intent of events and how the children have got on.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  <ul style="list-style-type: none"> <li>Knowledgeable parents able to support children on being active and making healthy choices.</li> <li>Raising the profile of physical activity, physical education and school sport.</li> <li>Staff aware and can contribute and ask questions about our PE vision and targets</li> <li>Promote sport and inspire others to take part in physical activity.</li> <li>Parents have easily accessible information about PE and school sport.</li> <li>Parents aware of what the children will be learning in their PE sessions.</li> <li>Information of clubs in the local area to guide parents if they are wanting their child to participate in external sporting opportunities.</li> <li>Celebrating participation and success within sport through the PE display and assemblies.</li> </ul>		

<b>Any other expected costs/expenditure to be aware of for 2023-2024?</b>	<b>Cost:</b>
Resources (Items which maybe requested by teachers during the year)	£200
Strap and foot for gym bench (One of our Neil Larson PE benches are no longer fit for purpose sort replacement straps and foot)	£150
Release time for PE co-ordinations to observe PE sessions	£370
Sports leader badges (30 Badges Sports leader Badges for selected Y6 Children)	£25.50

**PSHE: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Promote the understanding and use of the British Values	<b>Date/Timescale:</b>	Autumn 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>To use our subscription of Picture News more widely focusing on the 'Big Question' and the British Value links within the topic.</li> <li>'I Really Do Matter' display promoting the British Values for all to see across the school.</li> <li>1Decision scheme modules within Year 4, 5 &amp; 6</li> <li>Begin to promote these in Whole School assemblies</li> </ul>	<b>Cost-</b>	£190
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children to become more aware of the British Values and how they can understand and apply them.</li> <li>Within upper school, the module will be assessed using a baseline and summative assessment.</li> <li>Through assemblies, children understand the acronym 'I Really Do Matter' and understand its impact.</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  Promotion and celebration of diversity in our school and work towards SMSC award	<b>Date/Timescale:</b>	Whole of school year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Identify and highlight areas already covered using the criteria of the award.</li> <li>Identify areas that are currently deemed as 'emerging' and areas of development.</li> <li>Speak to all staff members and governors to get a 'whole-school' approach.</li> </ul>	<b>Cost:</b>	£750
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Identify areas of success across the school</li> <li>Have a better understanding of SMSC across the school</li> <li>Increase opportunities for cultural capital particularly looking at specific cohorts</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Enhance enrichment activities and build opportunities for Cultural Capital	<b>Date/Timescale:</b>	Autumn 2023
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Identify areas we already cover looking at all trips, residentials, in-house visitors, topic related visits etc.</li> </ul> <p>Recognise the individual areas in which cultural capital can be achieved;</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Personal Development</a></li> <li>➤ <a href="#">Social Development, including political and current affairs awareness</a></li> <li>➤ <a href="#">Physical Development</a></li> <li>➤ <a href="#">Spiritual Development</a></li> <li>➤ <a href="#">Moral Development</a></li> <li>➤ <a href="#">Cultural Development</a></li> </ul> <p>Identify strengths and weaknesses within these</p>	<b>Cost-</b>	£500
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Improved opportunities and a better understand of cultural capital across school</li> <li>Identify areas which could be improved upon</li> </ul>		

Any other expected costs/expenditure to be aware of for 2023 - 2024?		Cost:
CPD – courses		£100
Other resources		£100
Trips		£500
<b>Total</b>		<b>£700</b>

**DT: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Monitor and develop DT planning across the school in line with the move from 2-year cycle to single year.	<b>Date/Timescale:</b>	Summer 1 By this point to have reviewed Student snapshot Sum 24
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Slow roll out – Leaders to aid with the planning and coverage of skills in individual year groups</li> <li>• Support ECT in her planning of first unit in 2HI</li> <li>• Collect examples of new unit planning.</li> </ul>	<b>Cost:</b>	£12/£16 per new unit. Depends on staff feedback during year.
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Success will be measured on going through the school year. Depending on how staff adapt to new units.</li> <li>• Staff feedback through online form specifically targeting this area – Q. How confident do you feel in the teaching and resourcing of this lesson?</li> <li>• Are you happy with the learning outcomes?</li> <li>• Student questionnaire (snapshot from classes 2024)</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b>  To research DT applications/hardware/visits that may enhance the quality of DT across school	<b>Date/Timescale:</b>	By Summer 2 2024
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Research ways that we can enrich design and technology</li> <li>• Look into Amazon online 'visits'</li> <li>• Work collaboratively with Computing to finance the Lego teacher into school</li> </ul>	<b>Cost:</b>	<b>£200 (unknown)</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children enthused about future projects</li> <li>• STEM understanding improved – Seeing real life jobs with STEM backgrounds</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Audit and replenish resources for D&T in school	<b>Date/Timescale:</b>	Ongoing through until Summer 1
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Ensure resources are well organised and clearly labelled for all to access.</li> <li>• Ask teachers/TAs to report to D&amp;T lead any resources that they have used and need to be replenished. Resources were maintained and audited.</li> <li>• Teachers to request additional resources through the D&amp;T lead.</li> <li>• Teachers to look at forward plans and topics, preparing a list of resources needed through the year to complete these.</li> </ul>	<b>Cost:</b>	£600
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• D&amp;T resources readily available for teachers whenever needed.</li> <li>• Teachers aware of which resources are available. D&amp;T lead aware of proposed units of work throughout the year with an awareness of resources needed.</li> <li>• Evidenced in the planning of using high-quality resources.</li> <li>• Questionnaire will state over 95% staff know where resources are.</li> <li>• Photographs showing where and when resources are being used.</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> To update the skills progression document in response to 2 to 1-year curriculum	<b>Date/Timescale:</b>	Spring 1
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Using non-contact time review skills being currently met under new units</li> <li>• Adjust and develop the progression to ensure progress is being made in each key stage.</li> <li>• Ensure ECT and new members of staff know how to use the document in their planning.</li> </ul>	<b>Cost:</b>	Supply for non-contact
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Outcomes by year group will improve in line with skills progression</li> </ul>		

## HISTORY DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Implement the new curriculum overview across all year groups.	<b>Date/Timescale:</b>	<b>July 2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Ensure that History is being taught in accordance to our overview</li> <li>• Liaise with class teachers about the use of the progression map and amend where appropriate</li> <li>• Ensure staff are using the correct vocabulary for each topic to ensure coverage and progression</li> <li>• Work with teachers to ensure planning engages all learners showing a progression of skills across the key stage</li> <li>• Ensure all year groups have access to the resources they need</li> <li>• Ensure displays support and reflect learning</li> <li>• Look into the use of resources to aid teaching History</li> <li>• Meet with link governor to update, share developments, overview of subject area</li> </ul>	<b>Cost:</b>	<b>£100 for resources</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children will have access to a broad and balanced curriculum building sequentially on skills</li> <li>• Clear progression of skills</li> <li>• Clear progression of knowledge</li> <li>• Staff feel well supported and have a clear understanding of what to teach</li> <li>• High expectations of History across the school</li> <li>• Use of high-quality resources to aid teaching and learning</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> Monitor, develop and review the new curriculum overview across all year groups.	<b>Date/Timescale:</b>	<b>July 2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Book scrutiny against progression map objectives for each year group</li> <li>• Liaise with class teachers about the use of the progression map and amend where appropriate</li> <li>• Include enquiry questions in planning</li> <li>• Ensure staff are using the vocabulary for each topic to ensure coverage and progression</li> <li>• Update all paperwork for all folders-9 Folder of Excellence, Subject Lead Folder and Portfolio)</li> <li>• Complete lesson observations and drop-ins</li> <li>• Discussions with pupils (Observe at least one teacher per phase (KS1, LKS2, UKS2) to observe the teaching of History within the school)</li> <li>• Collate data about pupil attainment in History</li> <li>• Ensure displays support and reflect learning</li> <li>• Look into new resources to aid teaching History</li> <li>• Share good practice and offer peer observations</li> <li>• Meet with link governor to update, share developments, overview of subject area</li> </ul>	<b>Cost:</b>	<b>Release Time</b>

	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• A clear review of the new implemented curriculum</li> <li>• Appropriate modifications to the curriculum</li> <li>• Feedback to inform future plans</li> <li>• Book scrutiny – feedback to staff to ensure consistency across the school</li> <li>• Collect evidence of History work at the end of units (MAGT, HA, MA, LA) and cross reference against the progression map</li> <li>• Monitor data on Insight</li> </ul>
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3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>• Gain an understanding of pupil and staff views and knowledge of History.</li> </ul>	<b>Date/Timescale:</b>	<b>July 2024</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Get pupils to complete a questionnaire</li> <li>• Get staff to complete a questionnaire about their confidence and understanding of the History curriculum</li> <li>• Look at CPD opportunities for staff to support them with teaching and planning History</li> </ul> Communicate with team leaders to gauge their thoughts on CDP, resources, planning, activities, enrichment activities etc – respond appropriately	<b>Cost:</b>	£300 Inc Historical Association Membership £84
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• A good understanding of staff and pupil views and knowledge of History</li> <li>• We can support staff with any gaps or lack of confidence with teaching and planning History</li> <li>• Staff and pupil questionnaires to help plan for 2024-2025</li> </ul>		

**RE: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Continue to create more links with the community and raise the profile of RE.</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Contact other religious venues in the community to find out about visits/trips</li> <li>Encourage visitors to come into school to talk with the children, including any parents</li> <li>Support year groups with planning trips to religious venues/visits in school as part of their RE planning and teaching.</li> <li>Encourage children with a religious belief to be involved in RE lessons sharing first hand experiences.</li> </ul>	<b>Cost:</b>	£300
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Good community links</li> <li>Celebrate all the faiths and religions within our school</li> <li>Children get a well-rounded curriculum and get a better understanding of different faiths and beliefs in our school and community</li> <li>Each year group to have a trip or visit</li> <li>More involvement from parents, families and children, first hand experiences to share with the children in school.</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Gain an understanding of pupil and staff views and knowledge of RE.</li> </ul>	<b>Date/Timescale:</b>	End of school year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Get pupils to complete a questionnaire</li> <li>Get staff to complete a questionnaire about their confidence and understanding of the RE curriculum</li> <li>Look at CPD opportunities for staff to support them with teaching and planning RE.</li> </ul>	<b>Cost:</b>	£100
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>We will have a good understanding of staff and pupil views and knowledge of RE.</li> <li>We can support staff with any gaps or lack of confidence with teaching and planning RE.</li> <li>Ensure that the coverage of RE suits the needs and beliefs of the pupils in our school.</li> <li>We can purchase any resources that staff request.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Audit and replenish resources for RE in school</li> </ul>	<b>Date/Timescale:</b>	End of school year
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Check and organise current resources in school.</li> <li>Ask teachers to inform RE leads if new resources need to be replenished or ordered.</li> <li>Teachers to look at planning and inform RE leads of any resources they will need to help with teaching RE.</li> <li>Look at and order a range of RE books for each year group to support them with their RE planning and teaching.</li> </ul>	<b>Cost:</b>	£100
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Resources will be readily available for teachers when needed.</li> <li>Teachers will have the correct resources available to support them with teaching and planning RE.</li> <li>Teachers will be able to offer engaging and high quality RE lessons through using a wide range of resources.</li> <li>Organised and labelled resources will allow staff to know where the resources are kept and what is being used.</li> </ul>		

## GEOGRAPHY: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> Implement the new curriculum overview across all year groups.	<b>Date/Timescale:</b>	<b>One year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Ensure that Geography is being taught in accordance to our overview.</li> <li>• Liaise with class teachers about the use of the progression map and amend / adapt objectives where appropriate</li> <li>• Ensure staff are using the vocabulary for each topic to ensure coverage and progression.</li> <li>• Planning engages all learners showing a progression of skills across the key stage.</li> <li>• Ensure all year groups have access to the resources they need.</li> <li>• Ensure displays support and reflect learning.</li> <li>• Look into new resources to aid teaching Geography.</li> <li>• Meet with link governor to update, share developments, overview of subject area</li> </ul>	<b>Cost:</b>	<b>0</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children will have access to a broad and balanced curriculum building sequentially on skills</li> <li>• Clear progression of skills</li> <li>• Clear progression of knowledge</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> Monitor and review the new curriculum overview across all year groups.	<b>Date/Timescale:</b>	<b>July 2023.</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Book scrutiny against progression map objectives for each year group.</li> <li>• Liaise with class teachers about the use of the progression map and amend / adapt objectives where appropriate</li> <li>• Ensure staff are using the vocabulary for each topic to ensure coverage and progression.</li> <li>• Communicate with team leaders to gauge their thoughts on CDP, resources, planning, activities, enhancement activities etc – respond appropriately</li> <li>• Update all paperwork for all folders</li> <li>• Complete lesson visits/observations and drop-ins and include discussions with pupils (Observe at least one teacher per phase (KS1, LKS2, UKS2) to observe the teaching of Geography within the school)</li> <li>• Collate data about pupil attainment in Geography skills.</li> <li>• Ensure displays support and reflect learning.</li> <li>• Look into new resources to aid teaching Geography.</li> <li>• Continue to share good practice and offer peer observations</li> <li>• Meet with link governor to update, share developments, overview of subject area</li> <li>• Staff and pupil survey to help plan for 2024-2025.</li> </ul>	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• A clear review of the new implemented curriculum.</li> <li>• Appropriate modifications to the curriculum</li> <li>• Feedback to inform future plans.</li> <li>• Book scrutiny – feedback to staff to ensure consistency across the school</li> <li>• Collect evidence of Geography work at the end of units (MAGT, HA,MA,LA) and cross reference against the objectives on the progression map.</li> <li>• Monitor Insight data logging</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> Identify fieldwork opportunities to apply practical skills within units	<b>Date/Timescale:</b>	<b>End of academic year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Identify opportunities for fieldwork</li> <li>• Map Skills Day (every other year). Airport Day</li> <li>• Ensure progression in skills</li> <li>• Explore what other schools do</li> <li>• Online CPD – Fieldwork in the Primary Classroom</li> <li>• Ensure teachers are clear with all aspects of Geography skills</li> <li>• Cross-curricular opportunities</li> </ul>	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Meets National Curriculum requirements</li> <li>• Equips children with appropriate skills</li> <li>• Allows progression of skills</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> Raising the profile of Geography	<b>Date/Timescale:</b>	
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>• Explicit labelling of units as Geography not Topic</li> <li>• Ensure children know what Geography is</li> <li>• Wow days / trips / Enrichment</li> <li>• Manage and support airport day – have a Geography focus. Comparison with our own city.</li> <li>• Parental engagement?</li> <li>• Homework opportunities linked to Geography</li> <li>• Fair Trade</li> <li>• Assembly – Eco Warriors / School Council / Y6 – deliver to younger pupils</li> <li>• Reading across the curriculum</li> <li>• Newsround / Twig Science Reporter / What's happening in the world?</li> <li>• Association of places on maps / globes across other subjects</li> </ul>	<b>Cost:</b>	
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>• Children recognise Geography as an individual subject and what it is</li> <li>• Children are curious about the world</li> <li>• Association with the wider world and every day life</li> </ul>		

**MAGT: DEVELOPMENT 2023 – 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>Attend regular CPD opportunities to ensure that my subject area knowledge is up to date and that staff have access to up to date information and training regarding teaching, planning for and challenging the most able children in our school.</li> </ul>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>By researching and then arranging to attend CDP courses in this area. Then passing this on through staff training to ensure maximum benefit and impact across the school.</li> </ul>	<b>Cost:</b>	<b>£300</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>This has will add value to the teaching skill set at our school to benefit all pupils across the school.</li> <li>This helps to make stretch and challenge evident across lessons and learning tasks.</li> <li>Success will be measured through planning scrutiny to evidence the provision for the more able children across school.</li> <li>Also, through the collection of work samples to assess challenge.</li> </ul>		
2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To continue to research and find useful resources to help teachers to cater successfully for their most able children. Also ask staff for any resources they may need.</li> </ul>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>To research and obtain new resources to help teachers provide learning at greater depth for all children when required and the more able children.</li> </ul>	<b>Cost:</b>	<b>£300</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>This allows teachers to use their skills and resources to ensure that all children are challenged at the correct level including more able children.</li> <li>Resources will be trialled and feedback from teachers and children obtained to make sure that they are successfully fulfilling their purpose.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To continue to enrich the curriculum wherever possible for our MAGT children in a variety of subject areas: Maths challenge days etc</li> </ul>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>By continuing to take opportunities for the Most able children to speak to experts that may visit the school and to access other enrichment activities that may become available over the course of the year.</li> </ul>	<b>Cost:</b>	<b>£200</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>This type of activity will provide the MAGT pupils with some challenging and interesting experiences. The MAGT pupils have been exposed to learning opportunities that are not always achievable within school, from experts, helping to enhance their overall learning experience.</li> <li>These activities will be evaluated and feedback obtained from children and teachers. Progress of more able pupils will be monitored through the school's tracking systems.</li> </ul>		

4	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To use Insight Tracking system to monitor our MAGT children even more closely.</li> </ul>	<b>Date/Timescale:</b>	<b>Across the academic year</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Ensure my knowledge of Insight is sufficient to be able to track the children successfully and produce the data needed to assess the quality of MAGT provision across the school.</li> </ul>	<b>Cost:</b>	<b>£0</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Ensure that any children not making the progress expected are caught early and that conversations can be had with class teachers to ensure these children are back on track as soon as possible.</li> <li>To generate suitable names for enrichment activities that become available over the course of the school year.</li> </ul>		

## PRIMARY LANGUAGES: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN

1	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To develop competence, confidence in at least one modern language (all French speaking) to lay the foundation for enjoying language learning, building a progression of skills and knowledge across KS 2</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Follow the <a href="http://www.Languagenut.com">www.Languagenut.com</a> progression of skills and knowledge across key stage 2, in speaking, listening, reading and writing and plan for assessment of progress within lessons</li> <li>Develop opportunities (particularly for speaking and writing) through role-play, games, songs to blend the online learning with more interactive learning opportunities</li> <li>HLTA delivering language lessons will integrate opportunities to enjoy and achieve in their language learning by speaking, listening, reading and writing for a practical purpose,</li> <li>Track progress using individual logins for children to use in class and to practice at home. Monitor which groups require scaffolding and may need support beyond the programme</li> </ul>	<b>Cost</b>	£333
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Children demonstrate continuous progress in languages and retaining and building on previous skills and knowledge measured on Languagenut and teacher's formative assessments</li> <li>Children demonstrate confidence in and enjoyment of conversing in French and learning about other cultures in pupil interviews.</li> </ul>		

2	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To nurture positive attitudes about language and identity within all pupils and promote an international outlook on learning across the curriculum.</li> </ul>	<b>Date/Timescale:</b>	Ongoing
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Alongside the EAL subject lead, highlight the languages spoken by children at Hampton Hargate and link them to the principles of learning a language and being part of different cultures. This is an on-going regular topic of debate in lesson, comparing &amp; contrasting vocabulary, written script, rites of passage etc.</li> <li>Alongside the EAL subject lead, use 'Language Buddies' in KS2 to teach classes about their language and culture</li> <li>High profile International Languages Week where Language Buddies are again used to help organise and deliver events, e.g. Airport Day, they take on the role of airport staff, alternated with another high profile event every other year, e.g. 'This is Us', a cross-curricular project (Art, Reading, Intercultural Understanding, PSHE) to celebrate our school community</li> <li>Make links to language and culture through special events, language weeks, assemblies, watching daily Newsround, show and tell, visitors and stakeholders within school sharing their cultural capital etc.</li> <li>Use role-play, song, quality texts in a foreign language, stories from other countries (in English) and games to bring languages and other cultures into the classroom. For example, Airport Day, class book linked to another country/culture, twin with a school abroad, invite visitors so children can use the spoken and written skills to practical use</li> <li>Meet with subject leads to reflect on potential for cross-curricular activities, including cultural capital</li> </ul>	<b>Cost</b>	£850 languages week £150 cover for release time
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Pupil interviews show enjoyment around speaking foreign languages, Languages events and having more than one language spoken at home.</li> <li>Children share an understanding of other cultures and their own place within the world, contribute towards and celebrate cultural capital.</li> </ul>		

3	<b>Intent:</b>	<b>What are you intending to do?</b> <ul style="list-style-type: none"> <li>To promote life-long strategies for learning new vocabulary, building on previous learning to ensure children remember more over time.</li> </ul>	<b>Date/Timescale:</b>	On-going
	<b>Implementation:</b>	<b>How are you going to do it?</b> <ul style="list-style-type: none"> <li>Include assessments at the start of each unit and revisit prior learning.</li> <li>Make explicit links with prior learning and 'sticky knowledge'</li> <li>Ensure progression of skills means that pupils have the opportunity to consolidate and build on skills in a meaningful way.</li> <li>Develop multisensory learning and opportunities for meta-cognition on how we learn languages</li> <li>Investigate and compare languages (English and foreign languages) to develop an awareness of root languages and foster a curiosity for language processes and different word-learning approaches, e.g. etymology and morphology.</li> </ul>	<b>Cost:</b>	£0
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b> <ul style="list-style-type: none"> <li>Pupil interviews show enjoyment around speaking foreign languages, Languages events and lessons.</li> <li>Discussion about learning styles and activities lead to pupils being able to reflect on how they learn best in language learning and also applicable for life-long learning (meta-cognition).</li> <li>Children have agency over their ability to learn and to overcome challenges and become resilient learners.</li> <li>Evaluate through discussion and questionnaires, which learning styles and activities engage children and help them remember</li> <li>Assessments at the start of unit show that prior learning is transferred into new units</li> <li>Post unit assessments show language learning is retained.</li> </ul>		

**LIBRARY: DEVELOPMENT 2023 - 2024 SCHOOL DEVELOPMENT PLAN**

1	<b>Intent:</b>	<b>What are you intending to do?</b>  Organise the fiction books for ease of choice.	<b>Date/Timescale:</b>	<b>Autumn term</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  To organise the books clearly. Purchase acrylic alphabetical blocks for fiction shelves	<b>Cost:</b>	<b>£190 from BookSpace</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will be able to locate the author of their choice more easily and allow them to find books recommended by their peers or from the Like? Try... Why? display		
2	<b>Intent:</b>	<b>What are you intending to do?</b>  Continue to nurture a love of reading and provide children with the opportunity to voice opinions	<b>Date/Timescale:</b>	<b>Autumn term</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Purchase additional resources from BookSpace- Like? Try...Why? display -Enables children to try out different authors and new ideas. Me to You- display for writing book reviews for children to share their thoughts and feelings around what they have read.	<b>Cost:</b>	<b>£365 from Bookspace</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Children will have a wider repertoire of authors to choose from and start to read more books which enable them to have a wider range of vocabulary which will in turn impact on their own writing and use of grammar. Pupil voice is enabled. Experiences shared with peers. Children have the opportunity to nurture a love of reading by making more choices for themselves.		

3	<b>Intent:</b>	<b>What are you intending to do?</b>  Continue to ensure stock is up to date and relevant to ensure the library is a bright and inviting place for our readers.	<b>Date/Timescale:</b>	<b>On going</b>
	<b>Implementation:</b>	<b>How are you going to do it?</b>  Continue to sort through the library sifting out the old and out-of-date books and replacing with new books. Adding or removing books from the electronic system as necessary. Continue to encourage all classes to visit each week for the children to borrow books. Appoint y6 library monitors to sort the books so that it remains a bright and inviting space.	<b>Cost:</b>	<b>Library monitor badges £8.50</b>  <b>£300 new books</b>
	<b>Impact &amp; Evaluation:</b>	<b>What will be gained/achieved from this? How will you measure this success?</b>  Library will contain relevant texts that the children have help to choose and want to read and in turn this has a positive impact on the reading data at the end of each year. Children enjoy reading for pleasure and become independent and confident.		

<b>Any other expected costs/expenditure to be aware of for 2023 - 2024?</b>	<b>Cost:</b>
Capita Reading Software licence covered by whole school Licence agreements.	