

WRENINGHAM CE VC PRIMARY SCHOOL SIDP 2022-2023



**1 Corinthians 12:12,
*"There is one body, but it
has many parts. But all
its many parts make up
one body."***

Together Everyone Achieves More

SCHOOL VALUES - Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion

SCHOOL OUTLINE DEVELOPMENT PRIORITIES 2022-2025

	2022-2023	2023-2024	2024-2025
Quality of Education	Ensure that throughout the school high standards of teaching and learning are evident in every classroom	Continue to develop the quality of teaching and learning depending upon analysis of observations.	Continue to develop the quality of teaching and learning depending upon analysis of observations.
	Identify and support learners at risk of not making EXP+ progress in Reading, Writing and Maths.	Results show nearly all pupils make EXP+ progress including pupils, accurately assessed at working at a higher standard in maths in the EYFS & Year 2, working at a higher standard at the end of KS2.	3-year trends clear and sustained.
	Strengthen pupils' early reading skills by ensuring that they have access to a systematic and rigorous programme of phonics teaching.	All teachers and TAs delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity.	All teachers and TAs to be delivering a systematic synthetic phonics scheme with confidence, consistency and fidelity. Phonics results strong and above Nat.
	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.
	Build a Reading Spine of books - a defined set of high-quality core texts that ensure pupils experience a range of high-quality texts and authors during their time at our school.	A reading spine of high-quality texts for each class is in place. Books are shared with the children in a variety of ways both directly as part of English and guided reading lessons, and also read to the pupils for pleasure.	Review the reading spine – update as necessary.
	Build a high-quality reading culture in the school - one which promotes reading for pleasure, prioritises the teaching of reading, prioritises money and time to support	Reading remains a priority so and the school builds on its high-quality reading culture.	Reading remains a priority so and the school builds on its high-quality reading culture.

	reading, involves parents and is a focus for staff CPD.		
	Ensure a high-quality PE curriculum is continued, using the PE premium funding to make additional and sustainable improvements to the quality of the provision. Year 6 pupils help lead PE lessons. Achieve the school games gold award.	Excellent PE provision continues for all pupils and the school retains its School Games mark.	Excellent PE provision continues for all pupils and the school retains its School Games mark.
	Ensure writing in KS1 and in particular Y2 is a priority - the Y2 cohort were absent from school at critical points in their learning in Year R and Year 1.	The % of pupils achieving ARE+ in writing in KS1 and in the Y3 cohort is increased.	3-year trends clear and sustained.
	Support all children across the school to gain stamina in writing.	Support all children across the school to gain stamina in writing.	Children across the school more able to write independently for an extended period.
	Embed a Year 2 to Year 6 phonics-based spelling programme that leads on from phase 5 at the end of Year 1 and covers spelling rules, tricky words etc.	Monitor the effectiveness of the spelling programme and its impact on standards in writing.	Monitor the effectiveness of the spelling programme and its impact on standards in writing.
	Embed Purple Mash across the whole curriculum.	The school's computing curriculum is broadened, and standards raised.	The school's computing curriculum is broadened, and standards raised.
	Embed changes to the school's curriculum and evaluate and refine further depending upon analysis. Ensure systems in place to check pupils' understanding and show the impact of the new school curriculum. Continue to develop teacher's subject knowledge across the whole curriculum.	Continue review of school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.	Continue review of school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.
	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.	Continue to ensure the quality of teaching and learning in mathematics is strong.
	Support pupils' understanding of chronology with a school timeline.	Support pupils' understanding of chronology	Support pupils' understanding of chronology
	Apply for the ECO Green Flag award.	Pupils have good awareness of ECO topics	Pupils have good awareness of ECO topics
Behaviour & Attitudes	To ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and any persistently late pupils.	Attendance and punctuality remain a school priority – ambitious attendance target set.	Attendance and punctuality remain a school priority – ambitious attendance target set.
	Further develop pupil leadership roles so that they make a tangible contribution to the life of the school (school council, PE leaders, peer mediators etc).	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) continue to make a significant contribution to the school.	Pupil leadership roles in school (e.g., school council, peer mediators, eco warriors, school librarians etc.) make a significant contribution to the school.

Personal Development	Continue to develop outdoor education in the school, seeking to achieve the LOfC quality badge, so that pupils are engaged and motivated to learn, with improved mental health, as a consequence of experiencing learning beyond that of the classroom.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.	Pupils experience learning beyond that of the classroom and have improved mental health, with the use of outdoor learning.
	Erect a colourful shade sail in the playground to support LOfC ambition.	Shade sail in place and used by both pupils and parents.	Shade sail in place and used by both pupils and parents.
	Continue teaching RE using the new Revised Norfolk RE Syllabus in one week blocks each half-term and develop pupils' ability to be reflective about their own beliefs and knowledge of, and respect for, different people's faiths, feelings and values.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.
	Ensure a whole school focus on Wellbeing and Mental Health for staff and learners. Further the capacity of the school to support the mental and emotional well-being of identified pupils by training a second ELSA lead in school.	A consistent whole school approach to mental health and wellbeing exists. SEMH is a strength with all staff skilled to manage these needs and with 2 ELSA leads trained within in the school.	SEMH is a strength within in the school with all staff skilled to manage these needs and 2 ELSA leads in school. A consistent whole school approach to mental health and wellbeing exists.
	Support younger pupils in Year 1 class 2 to continue their learning journey, completing a feasibility study to extend the Early Years outdoors areas to include class 2.		
	Embed the RSHE curriculum within the school and provide ongoing training for staff delivery as well as support for parental understanding.	RSHE curriculum embedded and supporting children to have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.
Leadership & Management	Ensure all teaching staff have access to good CPD that helps to continually improve the quality of their teaching, and ensure they have good knowledge of the subject(s) they teach and lead.	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.	Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.
	Embed Governors roles and monitoring of the school through annual monitoring cycle.	Sustained, effective Governance in place.	Sustained, effective Governance in place.
	Ensure the effectiveness of safeguarding, providing CPD for staff, completing an external safeguarding audit, reviewing safeguarding policies and practices.	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.	Whole school safeguarding policies and practices in school are robust and a safe environment exists for all children to thrive.
	Embed Governors roles and monitoring of the school through annual monitoring cycle.	Sustained, effective Governance in place.	Sustained, effective Governance in place.

We have been developing an exciting curriculum - all the facts and skills you learn in school. We will be helping all children to be good at problem solving in Maths, making sure everyone understands online safety, carrying out practical activities in science, enjoying music and art, and completing many other subjects.

We will continue to do a lot of teaching and learning outdoors, and we hope that we will reach the Learning Outside the Class Quality badge this year!

Being an ECO Green Flag School is something we are all very proud of. We will continue to work hard to protect our environment and achieve our next Green Flag.

We will continue to ensure we have a positive playground environment with peer mediators playing an important role, helping everyone to enjoy playtimes.

Being a Church School is very important to us. We will have collective worship every day and continue to have children lead the school collective worship.

We will take children from Year 3 to Year 6 on a residential trip every year they are in Key stage 2. We will lead school trips for class 1 & 2.

PUPILS' PLAN
Our ideas for the school this year 2022/2023



This is what we hope to do this year to keep our school happy and successful.

We want children to give their ideas and views and will continue to have a school council so that all children can be listened to when decisions are taken.

We will be helping you to become faster, more fluent readers. You can help by reading more at home. We want all children to enjoy reading and so will buy new books and lead many more exciting library quizzes and competitions.



We will continue to sing in collective worship and in concerts, in church and in school plays and productions.

The school has a very good reputation for sport. Children will continue to learn a wide range of sports. We will offer many different sports clubs for children to enjoy.

We will be teaching you about healthy relationships and wellbeing. We will be exploring what a growth mindset is.

Our vision is that all children, parents, staff and governors work together so everyone feels safe, confident and happy, keen to learn and able to achieve their very best within our Christian community.

SCHOOL PRIORITIES 2022-2023

To ensure high standards of teaching and learning are evident in every classroom.

To ensure safeguarding policies and procedures across school are highly effective.

To teach Little Wandle SSP in high quality daily phonics lessons.

To place reading and books at the centre of our school's curriculum.

To teach a broad and ambitious curriculum to every child.

To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.

To accelerate the writing progress of children not at age expectation, particularly in UKS1 and pupil premium children

To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors, with an emphasis on high quality adult interactions.

* The plan is RAG rated – intended outcomes are coded **Red** (Yet to Start/Not done), **Amber** (Working Towards) or **Green** (Achieving/Achieved).

**The school's Quality Assurance Framework is in a separate document.



This half term's priority

ACTION PLANS AND ONGOING IMPACT

Priority: 1	To ensure high standards of teaching and learning are evident in every classroom	
Rationale:	<p>Teaching is consistently good or better so that pupils make good or better progress, closing any gaps.</p> <p>Teaching is designed to help children remember what they have been taught in the long-term.</p> <p>Building a culture of teamwork and collective accountability.</p> <p>Ensure consistent approaches to teaching in all classes.</p> <p>Evidence indicates outdoor learning activities can enhance children's wellbeing and' motivation to learn</p>	<p><u>School's Aims</u></p> <p>As a school with a church foundation, Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion, underpin everything we do.</p> <p>We want all children to flourish in our school – to build upon and develop individual strengths and talents</p> <p>We work hard and inspire children with the highest quality teaching</p> <p>We continue to develop our deep understanding of children and their learning.</p>
Success Criteria	<ul style="list-style-type: none"> - Improved outcomes for all pupils -QFT ensuring the best learning outcomes for all pupils and consistency in approach to teaching, learning and assessment - All pupil groups, including SEN, PP, LAC, make good and outstanding progress from their starting points 	

- Staff continuously developing and refining their teaching and are reflective practitioners
- Conditions for learning are the best possible so that effective teaching and learning can take place
- Teaching Assistants are highly effective in supporting all pupils' learning
- Progress is tracked and monitored termly and effective support is put in place for pupils who have fallen behind
- Teachers have strengthened range of pedagogical approaches.
- Retrieval Practice is used to support children transferring ideas from working memory into the long-term memory - pupils know more, remember more, and understand more.
- The emotional literacy and overall resiliency of vulnerable children is developed.
- Children developing the language required to describe and identify their feelings, and strategies are developed to help them cope.

Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing / Time	Timescale	Monitoring By	Evaluated By	R
								A
								G
1a	A consistent approach to teaching, improving learning and wellbeing for all pupils across the school.	<p>All teachers to use nine 'non-negotiables' in their classroom practice:</p> <ul style="list-style-type: none"> • Maths English/Maths working walls. • School Marking Policy with a focus on formative assessment e.g., Pink for Think etc. Marking should be meaningful, manageable and motivating. • A chapter book/ daily reading ongoing to class – emphasis on story time and ensuring reading has a high status in each class. • Teachers to plan TAs time so they are used most effectively in supporting all pupils' learning. • The Whole School Coloured Behaviour System used in each class. • A Worry Safeguarding Box accessible in each class. • A 'Meet Greeter' in each class to welcome visitors, 'Today we are learning...' • Individual pupil writing targets (SMART) • End of unit task completed to review pupils' knowledge and understanding of the unit's core vocabulary. • Rosenshine Principles are evident in teaching practice 	All Teachers/TAs HTeacher VNET Advisor	£2,000 VNET Budget Line E28 Teaching and learning policy. Staff meeting feedback	Ongoing April 2022 to March 2023	Teaching and learning review VNET Aut Term HT - completed FADE sheets of Book Looks held last Monday each month (to be completed with pupils as required) HT / Senior Teacher / Advisors Learning Walks e.g., pupils know/can find their writing target); Planning Reviews; Drop-ins	Govs RSC - Summary Report on the progress of the SIDP VNET-whole school Quality of Teaching Learning and Assessment Review with Sonia Innes (Aut term)	
1b	Retrieval practice embedded in teaching practice supporting pupils' learning.	<ul style="list-style-type: none"> - Retrieval practice is used daily to revisit previously taught concepts and at the start of a new unit -Teachers build on children's understanding and previous learning. -Regular reviews of previously taught vocabulary to support the development of fluency. 	HT/ST	All teaching staff	Ongoing April 2022 to March 2023	HT completed FADE sheets - lesson obs/ lesson plans	Govs RSC - Summary Report on the progress of the SIDP	

1c	Improved capacity to support vulnerable children with a second ELSA providing social, emotional and mental health support to targeted pupils.	-Budget a second TA to undertake ELSA training	Business Manager/ Ht	Pupil Premium Funding £400 Budget Line E09	April new budget – re-scheduled Aut Term	HT	HT
		-Book May 3rd, 4th, 17th & 20th and June 15th & 17 th release dates for Aynur Bailey to attend ELSA training	Office confirms training dates	NS/SD	Summer term	KR ELSA Lead	Govs RSC -
		-The second trained ELSA to start supporting vulnerable children	Aynur Bailey	2h/week	Autumn Term	KR ELSA Lead Senco	Govs RSC - Summary Report on the progress of the SIDP
1d	Pupils are engaged and motivated to learn, and with improved mental health, with the use of outdoor learning	-The school is actively working towards attaining the LOtC Quality Badge and LOtC is embedded in the curriculum. -Develop a portfolio to evidence the school's outdoor learning activities and to meet the LOtC set of quality indicators	Teachers Colleen Cameron Leading LOtC	1 day release for C. Cameron to apply for quality badge. Muddy Puddle E20 £50	Ongoing Summer term 2	HT Drop-ins Planning scrutiny Pupil Voice	HT Govs RSC
1e	Children understand that challenge, mistakes, grappling with concepts, are an inherent part of learning.	- Children identify with our four learning powers, developing perseverance and resilience as learners -Re-introduce the learning pit, marvellous mistakes and the idea of 'yet!' (I can't do this <i>becomes</i> I can't do this <i>yet!</i>). - Displayed 'learning powers' in each class.	Teachers/ TAs	Class time	Ongoing	Ht/ Senior Teacher Learning Walk Pupil Discussions	Gov monitoring visit
 <p> MISS PERSEVERANCE I persevere when I am frustrated! CAPTAIN RESILIENCE Mistakes help me learn! THE OPTIMIST I can learn anything I want to! Dr D.A.R.E. (He Dismissed All Doubts) I can't do this...YET! </p>							
Progress towards intended outcomes – summer term							

Priority: 2 To ensure safeguarding policies and procedures across school are highly effective											
Rationale:		School Safeguarding audit February 2022. The school must meet statutory requirements for safeguarding children	School's Aims We nurture and encourage the pupils and have happy children who feel safe in their school. We want all children to flourish in our school – to build upon and develop individual strengths and talents. Every child 'is someone' in our school.								
Success Criteria		<ul style="list-style-type: none"> -Pupils are safe as a positive whole school safeguarding culture exists. -Pupils make informed safe choices online -Staff understand school safeguarding procedures and policies. -Safeguarding concerns are identified and addressed quickly in line with KCSiE2021, working with other professionals to provide effective support. -Strategies to promote good attendance are in place and effective. 									
Intended Outcomes	Actions	Who is Responsible	Resources/ Time	Timescale	Monitoring By	Evaluated By	R	A	G		
2a	All staff aware, understand and are fully compliant with school safeguarding policies and procedures ensuring every child at our school feels safe and is protected from potential harm.	-Complete Norfolk Safeguarding Self evaluation	HT DSL	Summer Term 2022	Completed by end of Sum Term -July 2022	Review completed self-evaluation	FGB Norfolk CC Safe/g Team				
		- Enact actions from the self-review tool and following the school's safeguarding audit in February 2022	HT DSL	Summer Term onwards	Completed by end of Sum Term -July 2022	Claire Farrelly LA Advisor - Safeguarding Wed 22 June	Safeguarding Gov FGB via HT report				
		- Deliver half termly safeguarding updates and ensure all staff undertake regular safeguarding training. -Record training completed included DSL update training.	HT DSL	Staff meeting time Summer Term 2022	Ongoing	Training Log	HT record of staff Safeguarding Training	Safeguarding governor FGB via HT report			
		- Deliver training on revised KCSiE in Sept 2022 with amendments highlighted. Policy updated.	HT DSL	INSET Day 5/9/22	Aut Term 2022		Safeguarding governor	FGB via HT report			
		-DSL and Alternate DSL attend Multi agency training.- Professional Curiosity & Working with Families	HT DSL	HT 4/5/22	ADSL – Aut term £340 E09	Time – day release	HT record of Safeguarding Training	FGB via HT report			
2b	All staff are clear about the procedures for responding to safeguarding concerns and the completion of Recording Forms for Concerns	-Deliver training on record keeping, focusing on effective recording of concerns.	Rebecca Bentley- Safeguarding Training Officer HT	INSET Day 19/4/22	19/4/22 Summer Term 2022	HT record of Safeguarding Training	FGB via HT report				
2c	Update volunteers on safeguarding procedures and practice in school.	-Awareness session to volunteers on reporting concerns.	HT DSL	Mary Fairman Room Thursday 28/4/22 PM	Completed by end of Sum Term	HT record of Safeguarding Training	FGB via HT report				

					2022 29/4/22			
2d	Lead, support and participate in family network meetings as Early Help for school families.	-Both DSLs to complete Early Help Assessment and Planning (EHAP) training so that school families can be supported with an Early Help Plan.	HT DSL	Training Tues 26/4/22 Free	EHAPS ongoing	HT record of Safeguarding Training	Safeguarding Gov FGB via HT report	
2e	Staff and parents are clear about how to keep children safe online	-Online Safety training delivered by Jill Duman to staff and parents	Jill Duman, Teaching and Learning Adviser		Ongoing	HT record of Safeguarding Training	Parents attendance & feedback	
2f	Attendance monitoring is effective and maintains a high profile in school	-Attendance that falls below 95% is followed-up including Attendance Support Plans for pupils with attendance below 90%.	HT	Time to meet with parents and children	Ongoing Updated Half termly	Safeguarding Gov	FGB via HT report	
2g	The SCR is maintained up-to-date and contains recruitment and vetting checks for all staff including volunteers and supply staff	-The SCR is updated regularly. SCR checks are undertaken with the safeguarding governor and HT on a termly basis. -All fields are on the SCR are completed - information not relevant is 'N/A'	School Business Manager	Bus manager time to update	Termly	SCR Record Monitoring sheet completed by Safeguarding Gov & HT	Gov FGB via HT report	
Progress towards intended outcomes – summer term								

Priority: 3 To teach Little Wandle SSP in high quality daily phonics lessons								
Rationale:	Being able to read well is a key life skill for children. Phonics Check - Y2 Aut Term 2021 -pupils who missed the check in Sum 2021 due to covid 75% Phonics Check Target – Y1 Sum Term 2022 87.5%				<u>School's Aims</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching			
Success Criteria	-The teaching of early reading is highly effective. -Children make rapid progress through the stages of acquiring phonic knowledge and skills -A well-organised system is in place for teaching early reading, which starts from the beginning of Reception. -Increased percentage of pupils meet the expected standard in the Y1 phonics screening check, so that almost all children, including the disadvantaged, achieve in line and above national outcomes							
Intended Outcomes	Tasks/Actions		Who is Responsible	Resourcing / Time	Timescale	Monitoring By	Evaluated By	R A G
3a	Phonics is taught consistently across the school and ensures fidelity	Teach Little Wandle SSP daily in the EYFS and Key Stage 1.	All teaching staff	Summer term onwards	Ongoing	Literacy/ Reading Lead BF		
		Monitor phonics sessions regularly to ensure consistency in teaching and any "bad habits" are picked up quickly and addressed.	Reading Lead and all staff to observe	HT to release Lit -	Summer Term and ongoing	Literacy/ Reading Lead BF		

	to SSP Little Wandle.		phonics sessions.	lead and staff				
		Monitor reading sessions to ensure fidelity and consistency across all staff.	Reading Lead	Release time	Summer Term	HT		
		Refresh training regularly based on training data reports produced from Little Wandle website.	All TAs/ teachers in class 1/2/3	Little Wandle website cost	Summer Term and ongoing	Reading Lead BF	Govs RSC	
		Ensure teachers make full use of the Little Wandle website, accessing forums and videos to support early implementation.	All TAs/ teachers in class 1/2/3	Little Wandle website Time	Ongoing	Reading Lead BF	Govs RSC	
		Hold parent information sessions to explain how Little Wandle works and how to support their children's reading.	Reading Lead BF	Release time as required to deliver workshop	Summer Term and ongoing	HT	Parents' feedback	
		Start Little Wandle catch up and keep up sessions - extra practice for children who are making the slowest progress.	TAs Reading Lead BF	Timetabled as required	Summer Term and ongoing	HT		
3b	Reading Lead to manage the effective delivery of the SSP Little Wandle across the EYFS and KS1.	Establish a routine for Little Wandle phonics, reading and writing sessions, and story times, that works for Wreningham School. Evaluate and adapt it so that it remains consistent and uses the full methodology of phonic teaching and reading practices to develop prosody and comprehension.	Reading Lead	Release time as required	Summer Term and ongoing	HT	Govs RSC - Summary Report on progress of the SIDP	
		-Determine the best organisation of teaching spaces and resources – ongoing.	Reading Lead Teachers	Staff meeting time	Ongoing	HT	Reading Lead feedback to Govs	
		-Develop systems to tackle any poor attendance and punctuality of the children who need the most support	HT	Attendance monitoring	Ongoing	HT	HT Report to FGB	
		-Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check.	Class 3 teacher	Timetable time for catch-up	Summer term	Reading Lead	HT	
		-Audit phonic resources. Purchase resources as required e.g., phonic flash cards, word cards, white boards and pens etc.	Reading Lead	Release time as required £19 £100	Ongoing	HT	Reading Lead report to Govs RSC	
		Assess children's progress half-termly and track YR/Y1/Y2 pupils' phonics acquisition- used to set pupils for the following half term week 6.	Reading Lead	Release time as required 2xPM in the sixth week	Ongoing half termly	HT	Phonics scores	
		-Purchase decodable books so children can practise reading texts closely matched to their level of phonic attainment.	Reading Lead	Cost £2000 (£1000 Match Fund	Sum Term	HT	Govs RSC	

4a	An extensive list of high-quality books with different narrative styles, rich language, to ensure children hear the best stories read aloud.	-Each class has a reading spine of books that staff use in their long-term plans and used as class reads, study books for writing and whole class reading.	All teachers Reading Lead	Budget Line E19 £400 Staff meeting 19/5/22	By summer term 1 Friday 27 May	Headteacher	Govs Raising Standard	
		-Continue to build a stock of good quality reading books for class libraries and the school library. -Audit library books including against subject plans. Expand the range and quality of fiction/non-fiction books ensuring a variety of genres/authors that appeal to boys and both genders.	Library Lead LW	Budget Line E19 £400 and partly met through pupil premium	Ongoing Book audit by summer term end	Headteacher	Govs Raising Standard	
4b	The profile of reading and reading for pleasure is raised throughout the school	-Children reading daily (a class non-negotiable) in the form of an ongoing whole class chapter book and in guided reading or one-to-one	All teachers	Daily	Ongoing	Headteacher Senior Teacher Drop-ins		
		-Lead reading cafes in each class, engaging with parents about reading.	All teachers	Class timetable	Termly Cl.2 28/4/22 Cl.1 5/5/22	HT	Parents feedback	
		Use online reading records – centralise all evidence of pupils reading – ensure a really good picture of pupils overall reading picture between home/school/ and LW SSP	Reading Lead Teachers	Go Read £100/ annual E20 Line 44170	June 2022	HT	Parents feedback	
		Develop each class reading corner so that it is refreshed and reminds pupils of reading for pleasure etc.	All teachers/ TAs	Time	Ongoing	HT		
		Complete a pupil survey on reading attitudes – reading enjoyment, reading frequency, favourite genres	Reading Lead		Completed by summer term 2	HT Senior Teacher Drop-ins	Pupil Surveys	
4c	High-quality teaching of reading takes place throughout the school with children engaged in reading and listening and talking about stories, books poems, texts	-Pupils have regular and focussed reading opportunities including a guided reading session each week. Guided reading to include: -Teacher reading to the children and modelling book talk (teachers show their thinking to pupils, modelling how to re-draft/edit their writing, verbalising aloud their metacognitive thinking (can I use a different word to add detail...)). -Echo reading, the teacher reads a short segment of text, e.g. a sentence or short paragraph, and the pupil echos it back.	Class teachers Reading Lead	Books for guided reading E19 £300 (£75 per class)	Summer Term Ongoing	HT Guided reading observations/ timetables	Govs RSC	
		-Norfolk reading project in school. Reading Support Volunteer in school each week to hear C.2 readers	Volunteers	Space to hear readers	Weekly Ongoing	Reading Lead	HT	
		Everyday Readers: lowest attaining readers are heard daily across the school, including children in key stage 2 who are	Class Teachers	Identified daily time	Ongoing	HT/ST Pupil progress meetings		

		not yet 'free readers', and pupils supported using Dyslexia friendly books – Barrington Stoke, aged 7/8 pack 40 titles.		£225 E19 Line 4085		Pupil Asset data		
4d	The school has a colourful, well-resourced school library, with competitions and reading events, will encourage our pupils to read for pleasure.	Train Y6 in the role of school librarians.	Library Lead L Watkins TA	Librarian Badges	Sum Term	HT	Govs RSC	
		-Ensure library slots for every class and open library at break time.	Class teacher Library Lead	Class Timetable slot	Sum Term onwards	HT	Govs RSC	
		-Run Reading competitions to engage the children, create excitement around books and encourage pupils to read a variety of texts e.g., Reading Teddies - Home/school reading encouragement; Get Caught Reading – regularly reading raffle; Bedtime baskets, one per class and encourage parents' involvement.	Library Lead Reading Lead	E19 £400 – included in cost of updating library books	Ongoing	HT		
		-Use Reading Cloud – micro librarian -Digital Literacy – audio books, eBooks available lunch and breaktimes	Reading Lead	Junior librarian Reading Cloud E20 £310 online books	Ongoing	HT		
		-Wrentots club to use the library each week – pre-school children invited in each Thursday AM.	Ht	Weekly library slot – Thursday from 8.30AM	Start Sum Term 28/4/22	Ht – attendance register	Parents feedback	
		-Organise school Books Fairs, book shops at different times throughout the year	Library Lead Reading Lead		Ongoing	HT		
Progress towards intended outcomes – summer term								

Priority: 5	To teach a broad and ambitious curriculum to every child	
Rationale:	<p>-The 'Education Inspection Framework 2019 made clear a school's curriculum should be 'coherently planned and sequenced towards cumulatively sufficient knowledge.'</p> <p>-Leaders at all levels, including governors, should regularly review and quality assure curriculum subjects and ensure the curriculum is implemented sufficiently well</p>	<p><u>School's Aims</u></p> <p>We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs.</p> <p>We believe learning should be fun, purposeful and challenging.</p> <p>We want all children to flourish in our school – to build upon and develop individual strengths and talents.</p> <p>We support pupils to explore spiritual themes and reflect on their big questions about life and existence.</p>
Success Criteria	<p>-Building capacity within staff through CPD leading to improved outcomes for staff and pupils</p> <p>-The curriculum is ambitious, with the content coherently planned and sequenced, building towards clearly defined end points. It allows pupils to gain sufficient knowledge and skills for future learning and their next stage in learning.</p> <p>-Learners remember more of the content they have been taught in the long term and integrate their new knowledge into larger concepts or 'big ideas.'</p>	

		-Leaders enable curriculum expertise to develop across the school and ongoing professional development/training is available for staff -A spiral curriculum in place in which pupils revisit 'big ideas' several times throughout the key stage. New learning builds on old learning and is put in context with the old information.						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R A G
5a	Strong subject knowledge enables staff to secure and sustain improvement in each area of the curriculum.	-Teachers have access to high-quality professional development linked to performance management, subject leaders and school priorities. -Staff disseminate relevant course contents to all teaching staff.	HT All staff	All staff Total £1,200 Budget Line E09 Time allocated for feedback to staff in TA meeting/staff meeting.	Ongoing	Monitoring CPD Feedback sheet completed by all staff attending training.	Govs RSC - Summary Report on the progress of the SIDP	
5b	Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery	-Write subject leader job description.	HT	Staff meeting time to share subject leader job description	By summer term 1 Friday 27 May		Govs RSC	
5c	Resources to support the school curriculum in school and are well-organised	-Audit subject resources and identify gaps in Science, Geography, English Reading, History, Maths, musical instruments (e.g., atlases, measuring jugs, magnifying glasses, scales, glockenspiels etc.). -Ensure storage of resources is organised/ tidy across the school. -Ensure a world map for every classroom (Geography Topic), and other resources as meets the curriculum	Subject leaders TAs – release time	Staff Meeting time/ subject release time Musical instruments staff meeting 11/5 E19 £400 English/ Phonics £400 Art £100 RE £100 RSHE £200 Science £200 Green Flag 23/24 Sing UP E20 £192 Digi Maps E20 £99	Ongoing	HT	Govs RSC	
5d	Pupils' progress captured by end of subject unit assessments.	End of a subject unit tasks (e.g., short tasks, quiz/challenges) used to capture pupils' knowledge/ understanding of core vocabulary in Science, History, Geography and French.	All teachers	Staff meeting time to share approaches	Science & RE are ongoing History, Geography French from summer term onwards	HT/ST Book Look – evidence of how teacher's capture pupils' understanding in science books	Govs RSC	

5e	A high-quality, coherently planned Art curriculum is in place that engages, inspires, and challenges pupils.	-Write the Art curriculum Intent, Implementation, and Impact statements.	Art Subject Leader	Staff meeting time 5/5/22	By summer term 1 Friday 27 May	HT	Art Intent, implementation and impact statements shared with gov's	
		-Review use of sketch books, using the books to document the creative art process. Sketch books used to gather information/ ideas for use on a larger piece of work, practice drawing techniques such as shading, perspective etc.	All teachers	Share in staff meeting	Aut term	HT Subject lead	Sketching Book look	
		-Review and update Long Term Art Plans 2021/22 & 2022/23	Art Subject Leader	Staff meeting time 5/5/22	Ongoing	Subject lead	HT/ Govs RSC	
5f	Pupils' make rapid progress in computing and digital skills across the curriculum	-Embed Purple Mash through the schools. -Teachers have organised their class timetable to teach IT weekly.	RH IT Subject lead Class teachers	1 Year Purple Mash licence E20 £750	Ongoing	HT Feedback from RH re. teachers use of Purple Mash	Govs RSC	
		-Staff to receive CPD – staff meeting time.	RH IT Subject lead	Staff Meeting time Aut term	Ongoing	HT	FGB via HT report	
5g	IT resources support the requirements of the school computing curriculum	-Audit all IT resources. -Any gaps in IT resources are noted. -An IT Plan is formulated which includes any resource implications, training for staff and meets the needs of the school for several years.	RH IT Subject lead	Subject Leader release time Friday 27/4/22 to audit IT resources	Summer term 1 Audit IT Plan Summer term 2	HT Business Manager	GOVS FGB	
5h	School is meeting the statutory requirements for the RSHE curriculum so that children have positive healthy relationships.	-Write the RSHE curriculum Intent, Implementation, and Impact statements. -Continue to develop subject lead folder -Pupil voice informing the school RSHE curriculum.	Subject Lead Colleen Cameron	Subject release time 6/5/22 Staff meeting time 5/5/22 RSHE E03 £75	Summer term 1 Ongoing	HT	Jo Lattimore RSHE link governor	
5i	A spiral curriculum in place that is planned and sequenced towards clearly defined end points.	-Review each curriculum subject map building a schema. -Define what the big idea (overarching concept) is in each subject and an enquiry question.	Subject leads		Ongoing	HT		
Progress towards intended outcomes – Summer term								

Priority: 6 To support pupils to develop a deep understanding in maths, implementing a Maths Mastery approach across the school.								
Rationale:		To implement maths mastery across the school to ensure we have well-sequenced and interlinked Reception, KS1 and KS2 maths curriculum.			<u>School's Aims</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching			
Success Criteria		Maths mastery supports pupils to develop their fluency and a deep understanding of mathematical concepts. Most children make at least EXP progress in maths. Teaching staff are effective in their use of models, images and manipulatives, supporting pupils' fluency, reasoning and problem solving. Well planned lessons support pupils to build their mathematical understanding, improve fluency, build problem solving capacity and develop mathematical reasoning skills						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R A G
6a	Teachers' maths plans support QFT and high-quality learning and Improved fluency, reasoning and problem solving skills in maths.	-Teachers' weekly Maths plans are based on White Rose and include recognised/agreed elements including specific learning objective/success criteria; mathematical talk/ questions identified; key vocabulary; sequence of lessons showing learning over a week or 3/4 days; varying challenges 1/2/3.	Class Teachers	White Rose Maths E20 £150 Rock Tables E20 £95	Ongoing	Ht/ Maths subject lead – Caroline Davies Maths Planning scrutiny – Book Look	Progress of children evaluated by HT Govs RSC	Yellow
		-Teachers use models, images and manipulatives to help pupils build their understanding of mathematical concepts	All teachers	Maths resources e.g., Numicon, number beads, Cuisenaire rods, 100 square, number lines etc. Maths Budget E19 £200	Ongoing	HT Teaching observations Maths Planning scrutiny Drop-ins	Govs RSC	Green
		-Maths lessons start with a recap/retrieval of previous learning/ starter and build key skills initially, and a <i>fluency</i> in these before children move to <i>reasoning</i> and then more challenging <i>problem solving</i> related to the key concept they have developed fluency in.	All teachers	All teaching staff	Ongoing	HT Evidence in maths planning Maths lesson observations	Govs RSC	Green
6b	Ensure children accurately assessed at working at a higher standard in maths in the EYFS & Year 2	-Use White Rose end of unit assessment and end of term assessment to accurately track pupils' and identify underachievement. -Termly pupil progress meetings to discuss progress.	All Teachers Maths subject lead	White Rose end of unit assessment Staff Meeting time	From Summer Term onwards	HT Progress meetings	Subject leader evaluation	Yellow

	continue to work at a higher standard at the end of KS2.	- Gather maths books of pupils assessed at greater depth for all KS2 years and compare.						
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Priority: 7 To accelerate the writing progress of children not at age expectation, particularly in UKS1 and pupil premium children									
Rationale:		School data review highlights Year 2 children writing Current Y2 have not had the same KS1 provision as previous years due to lockdown Support all children across the school to gain stamina in writing.	School's Aims We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching. We have a commitment to success for all.						
Success Criteria		% of children at age related expectation in writing increases Children make faster than expected progress in writing in Year 1 and Year 2							
Intended Outcomes	Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R	A	
7a	Increase achievement and progress in writing throughout the school, including those children achieving greater depth	-Teachers review writing assessed as EXP/GD across KS1 and KS2 and complete standardisation activity so their judgements are consistent with each other and national standards.	Teachers	Staff meeting Time	Termly	English subject lead A good range of evidence for writing is built up	Govs RSC		
		-Pupil progress meetings each term target children at risk of falling behind EXP progress and pupils assessed at greater depth to maintain this assessment. -Support EXP/GD writing Y2 and target to make accelerated progress	Teachers	Teacher release time for Pupil Progress meetings E03 £180	Termly	HT – notes from progress meetings	Govs to review data for progress evaluation		
		-Literacy Lead to deliver staff meeting on feedback in writing, identifying when feedback in writing is most effective and how it can be provided.	Literacy Lead	Staff meeting time	Aut term	Ht/ Senior Teacher: Book Look	Share books in Govs RSC		
		-Pupils' use SMART targets to focus on a specific component of their writing to develop and improve.	Teachers	Class time	Ongoing	Discussions with pupils: evidence pupils know their writing target/ can find their target card. Focus Book Look	Gov monitoring visit Completed FADE sheets		
		-Continue a focus on handwriting to support high standards and promote a school wide culture and expectations.	Teachers	Class time	Ongoing	Ht/ Senior Teacher	Share books in Govs RSC		

Priority: 8 To ensure children in the Reception class have a challenging and enriching experience, one that responds to their interests both indoors and outdoors with an emphasis on high quality adult interactions.								
Rationale:		Statutory Baseline Assessment introduced September 2021			School's Aims We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents.			
Success Criteria		The percentage of pupils achieving a good level of development (GLD) will be above nat. The EYFS outdoor environment is exciting, stimulating and safe. Pupils are given a wide range of learning opportunities. EYFS children have access to continuous and progressive experiences outdoors.						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ Time	Timescale	Monitoring By	Evaluated By	R
								A
								G
	Continue to develop the outside learning environment in EYFS to ensure the children have activities both indoors and outdoors enabling free flow provision throughout the day.	-Continue to strengthen the quality of outdoor provision to motivate the learners and enable them to thrive indoors and outdoors in equal measure. -Appeal for donations of specific items to support development.	EYFS team	E19 £200	Ongoing	JL – lead teacher	HT JL	
	Strengthen partnership with parents by considering opportunities, post Covid, to involve and engage them in pupils' learning.	-Continue to use Tapestry to build up a learning journey of observations of children's learning and share with parents. Observations link to different areas of learning. -Tapestry used to get a fuller picture of the child in school and at home. Parents make comments about uploaded observations from school and share the children's learning at home.	EYFS team	E20 Tapestry £101	Ongoing	JL – lead teacher	HT JL	
		-Lead a Reading/ Maths Café in the EYFS	EYFS team	Reading Café Th 5/5/22	Summer term onwards	JL – lead teacher	Number of parents attending-feedback	
		-'1.45 to arrive' (AKA stay & Play) – parents come into the class each half term.	EYFS team	Time	Aut term onwards	JL – lead teacher	Number of parents attending-feedback	
	Formative assessment strategies build up a	-Pupils progress monitored on extra support to put in as required.	JL	Tapestry	Ongoing	HT	Govs review EYFS data	

	qualitative profile of each child's progress and attainment.	-Lead cluster EYFS meetings to compare and moderate pupils	JL	Mary Fairman Room	Half termly	HT	Feedback cluster heads	
		Termly pupil progress meetings to discuss progress.	JL	Release time	Ongoing Termly	HT	Headline Data Summary report to Govs	
	Pupils received timely support with early speech and language development, enabling them to catch up more quickly, and have better access to the curriculum.	Identify emerging speech and language needs and provide high quality support e.g., Time for Talk, Show & Tell, activities to develop the children's auditory processing.	EYFS team	Timetable time	Ongoing	HT		