



2020 / 21
School Development Plan

Crofton Junior School 2020 21

Y6 Performance indicators	Floor Standards & 2018 / 19 National Results	2018 / 19 Results	End of KS1 Results (57 initial pupils)	Year 3 Baseline Results	Spring Term Year 5 Position	2020 / 21 Predictions (based on 61 pupils)
Expected Standard in Reading, Writing & Maths combined	65% EXS+ National – 65%	84% 13% GDS	N/A	N/A	62% EXS+ 32% GDS Focus pupils currently B+ in: 1 subject 6 = 10% 2 subjects 3 = 5%	FFT 50 - 69% EXS+ & 15% GDS FFT 20 - 76% EXS+ & 22% GDS Past Performance – 72% EXS+ & 18% GDS
Expected Standard in Reading	National 73% EXS+	86% EXS+ 43% GDS	79% EXS+ 23% GDS	48% EXS+ 2% GDS	80% EXS+ 48% GDS JL, JR & JW focus pupils currently B+ (3 = 5%)	FFT 50 - 75% EXS+ & 30% GDS FFT 20 – 80% EXS+ & 37% GDS Past Performance – 78% EXS+ & 34% GDS
Expected Standard in Writing	National 78% EXS+	88% EXS+ 26% GDS	55% EXS+ 16% GDS	51% EXS+ 8% GDS	68% EXS+ 33% GDS MA, RB, LB, MJ, JK, JL, JR, IS, AS & AT focus pupils currently B+ (10 = 17%)	FFT 50 - 80% EXS+ & 25% GDS FFT 20 – 85% EXS+ & 34% GDS Past Performance – 79% EXS+ & 23% GDS
Expected Standard in Maths	National 79% EXS+	88% EXS+ 38% GDS	77% EXS+ 23% GDS	28% EXS+ 0% GDS	80% EXS+ 53% GDS MJ, LJ & LW focus pupils currently B+ (3 = 5%)	FFT 50 - 84% EXS+ & 32% GDS FFT 20 – 88% EXS+ & 43% GDS Past Performance –

Staff and Governing Body

Crofton Junior School 2020 21

						85% EXS+ & 35% GDS
Expected Standard in EGPS	National 78% EXS+	91% EXS+ 76% GDS	N/A		73% EXS+ 46% GDS MA, LB, JH, MJ, LJ, JK, JL, JR & AT focus pupils currently B+ (9 = 15%)	FFT 50 - 80% EXS+ & 38% GDS FFT 20 – 86% EXS+ & 49% GDS Past Performance – 72% EXS+ & 50% GDS

Other indicators	Key Stage 1 Baseline Results	Year 3 Baseline Results (end of Autumn term)	Previous Year Spring Term 2019 20 Results – EXS & GDS	End of Key Stage FFT Estimates – 50 & 20
Year 3			N/A	Not available
Year 4	Reading – 84% & 42% Writing – 78% & 17% Maths – 84% & 30%	Reading – 54% & 21% Writing – 65% & 28% Maths – 51% & 25% EGPS – 51% & 21% R, W & M Combined – 42% & 16%	Reading – 47% & 35% Writing – 57% & 28% (5 pupils in Snowy dropped from Meeting – TB, AD, NH, FH & NN) Maths – 53% & 24% EGPS – 38% & 28% R, W & M Combined – 39% & 19%	
Year 5	Reading – 77% & 36% Writing – 74% & 26% Maths – 72% & 33%	Reading – 43% & 11% Writing – 48% & 18% Maths – 48% & 15%	Reading – 80% & 49% Writing – 68% & 29% Maths – 79% & 46% EGPS – 71% & 39% R, W & M Combined – 66% & 25%	Reading FFT 50 - 81% & 40% FFT 20 - 85% & 49% Writing FFT 50 - 83% & 36% FFT 20 - 87% & 47%

Staff and Governing Body

Crofton Junior School 2020 21

				<p>Maths FFT 50 - 83% & 38% FFT 20 - 87% & 49%</p> <p>EGPS FFT 50 - 84% & 51% FFT 20 - 88% & 61%</p> <p>R, W & M Combined FFT 50 - 74% & 22% FFT 20 - 79% & 31%</p>
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	Whole School	Disadvantaged Pupils
Attendance – 2019 20 (27.3.20)	96.75%	95.52%
Persistent Absence – 2019 20 (27.3.20)	6.3% (15 pupils)	15.6% (5 pupils)
Target – 2020 21	97%	97%

Staff and Governing Body

Area: Quality of Education (Pupil Outcomes)

Success Criteria:

End of Key Stage 2 Boys Writing FFT 50 target - 75% and FFT 20 target - 81%.

End of Key Stage 2 Girls Writing FFT 50 target - 86% and FFT 20 target - 89%.

*FFT 50 difference of 11% & FFT 20 of 8%.

Years 5 & 4 to make progress towards their FFT targets from the spring term baseline data.

- Year 5 End of Key Stage 2 Boys Writing FFT 50 target - 77% and FFT 20 target - 81%.
- Year 5 End of Key Stage 2 Girls Writing FFT 50 target - 89% and FFT 20 target - 91%.

*FFT 50 difference of 14% & FFT 20 of 8%

- Year 4 End of Key Stage 2 Boys Writing FFT 50 target - ?% and FFT 20 target - ?%.
- Year 4 End of Key Stage 2 Girls Writing FFT 50 target - ?% and FFT 20 target - ?%.

The proportion of boys achieving ARE in writing to increase in Years 3 from the autumn term baseline and End of KS1 data.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
<p>To accelerate rates of progress and increase attainment at the expected and greater depth standards in boys' Writing.</p> <p>Rationale (spring term 2020 data):</p> <p>Year 5: Boys – 58% ARE+ &</p>	<p>Create a 'recovery curriculum' for the children returning to school in September by English & maths co-ordinators:</p> <ul style="list-style-type: none"> • Highlighting progression in the year group key skills in each subject. • Providing planning support to focus on the following elements in the autumn term: <ul style="list-style-type: none"> ○ English – Reading & EGPS ○ Maths – Number • Supporting focus within the weekly timetable. 	<p>HW, KS, LM & AC</p>	<p>July 2020</p>	<p>N/A</p>	

<p>26% GDS Girls – 79% ARE+ & 41% GDS *10% difference between FFT 50 and school current assessment Mitchell A, Riley B, James K, Jayden L, Joshua R, Alex S & Austin T all targeted to progress from Below+ to Meeting to close the gap.</p> <p>Year 4: Boys – 62% ARE+ & 23% GDS Girls – 73% ARE+ & 33% GDS</p> <p>Year 3: Boys – 48% ARE+ & 28% GDS Girls – 66% ARE+ & 28% GDS</p>	<ul style="list-style-type: none"> Autumn term staff meeting programme focused on English, maths and SEND provision. 		Autumn term			
	<p>Implementation of a phonic catch-up programme for Year 3 pupils who did not pass the Year 1 phonic check by:</p> <ul style="list-style-type: none"> Liaising with CIS in terms of the programmes they use, how they are organised and knowledge of the children's current progress. Purchase a phonic scheme of work. Organise phonics 'Letters & Sounds' training. Agree staff responsible for the delivery of the scheme. Timetable the daily sessions so that the teacher delivers one session per week so that they are able to apply work across the curriculum. Purchase phases 4 & 5 phonic reading scheme books. Monitor quality & consistency of sessions providing additional CPD as required. 	<p>SLT & AC</p> <p>SLT SLT</p> <p>SLT</p> <p>Year 3 staff</p> <p>KW</p> <p>KW & HW</p>	<p>June 2020</p> <p>June 2020 September 2020 September 2020 September 2020</p> <p>June 2020</p> <p>Autumn 1 2020</p>	<p>£100</p> <p>£750</p>		
	<p>Implementation of the 'Jelly & Bean' catch-up reading programme for:</p> <ul style="list-style-type: none"> Identified Year 3 pupils who have achieved the phonic check pass mark but remain lower ability readers. Year 5 – continuation of programme for JO, JT, JA & HB. 	<p>Year 3 staff</p> <p>HW</p>	<p>September 2020</p> <p>September 2020</p>			

	<p>Transition meetings to build upon co-ordinator input and identify:</p> <ul style="list-style-type: none"> • Which elements of the previous year group's curriculum had not yet been taught and which needed to be repeated and embedded. Make changes to the year group curriculum. • Curriculum links and opportunities for repetition – where are cross-curricular links being used to embed the skills and are they explicit? • FFT 50 & 20 predictions – staff really clear on focus pupils in writing and then reading & maths for combined. 	SLT & class teachers	September 2020	FFT SLA Cost	
	<ul style="list-style-type: none"> • Complete initial target setting meetings and agree: <ul style="list-style-type: none"> ○ Curriculum focus linking to timetable and choice of text driver, genres of writing etc. ○ Focus pupils – link to boys' writing. ○ Additional interventions (boys' writing & SEND link), led by who, when & for how long including Year 6 booster sessions. 	SLT & class teachers	September 2020	N/A	
	<ul style="list-style-type: none"> • Complete a programme of additional parents' meetings with the focus group: <ul style="list-style-type: none"> ○ January Below+/focus meetings 	Class teachers	January 2021	N/A	
	Year 6 half termly RAP & Year 3, 4 & 5 termly pupil progress meetings to focus on identified pupils.	SLT & class teachers	September 2020 – July 2021	HLTA cover cost – Year 6 1 day per half term x 2 teachers. Years 3, 4 & 5	

				- 1 hour per term x 2 teachers.	
	SLT half termly English & Maths work book monitoring to focus on identified pupils. *Subject leaders to continue half termly monitoring during management time.	SLT	September 2020 – July 2021	N/A	
	To develop a programme of writing moderation: <ul style="list-style-type: none"> In-school on a termly basis. 	PB & HW	September 2020 – July 2021	N/A	
	Revisit the application of the curriculum development point for the need for repetition to be a change to long term memory through: <ul style="list-style-type: none"> The use of 'Weekly Workout' resources – link to timetable focus. Spelling Shed & TTRockstars tasks. Monitoring of workbooks. Alternate termly events – Spelling Bee (autumn & summer) & Rock Wrangle (spring). Implement individualised spelling & maths programmes for SEND & focus children. (Coordinators to investigate and trial potential programmes e.g. Number Bot & Lexia. Revisiting basic skills throughout the year. 	SLT	September 2020 implementation & monitor until July 2021	£2,000 cost of workbooks and licenses.	
	Performance Management procedures aligned to the school improvement plan and career stage expectations ie	SLT	Autumn term 2020 Half year review	HLTA cover cost – 4 days.	

	<ul style="list-style-type: none"> • Whole school target 1 – To increase the proportion of boys achieving ARE in Writing; • Whole school target 2 – To demonstrate at least consistently good quality of education in line with career stage expectations; • Whole school target 3 – To develop the role of subject leader so that each co-ordinator has: <ul style="list-style-type: none"> ○ A clear understanding of the curriculum and standards across school in their subject; ○ A positive impact on the quality of education and standards across school in their subject. 		<p>meetings</p> <p>January & February 2021</p>		
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Area: Quality of Education (Teaching)	
<p>Success Criteria:</p> <p>Autumn term – 10/11 (90%) of teaching to be consistently Good & 4/11 (40%) Outstanding</p> <p>Spring term – 10/11 (90%) of teaching to be consistently Good & 5/11 (%) Outstanding</p> <p>Summer term – 11/11 (100%) of teaching to be consistently Good & 6/11 (%) Outstanding</p>	

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
Continue to improve the quality of teaching.	Ensure that all new staff receive an effective induction process by: <ul style="list-style-type: none"> • Creating a staffing structure, with one existing teacher in each year group; • Developing a programme of curriculum design CPD sessions for all staff to attend – SEND, Reading including phonics, Writing including GPS & Maths, (summer 2020 & autumn), RE (spring) & humanities (spring & summer); • Allocate three initial inset days to planning and preparation; • Allocate staff meeting time to share workbooks and best practice; • Allocate staff meeting time on a termly basis for writing moderation; • Provide staff with a handbook to ensure clarity and consistency of expectations. 	HT	June 2020 – July 2021		
	Implement a bespoke coaching programme led by KW, HW & PB with a focus on: <ul style="list-style-type: none"> • Autumn & spring terms – securing Good • Summer terms – moving to Outstanding 	HT & KW	September 2020 – July 2021	HLTA release cost fro teachers taking part in the coaching sessions.	

	<p>Continue to develop the quality of teaching & learning in subjects other than Reading, Writing & Maths through a programme of staff CPD. This year's focus subjects will be:</p> <ul style="list-style-type: none"> • Spring term RE led by FH • Summer term – Humanities led by JM <p>The format of the programme will be:</p> <ul style="list-style-type: none"> • Co-ordinator CPD; • A series of staff input sessions on a significant subject strand; • Evaluation of the quality of pupil work re standards, progression & areas for further development; • Monitoring of lessons and workbooks; • Assessment of standards; • Link to website presentation. 	<p>All teachers led by FH (RE) & JM (Humanities)</p>	<p>September 2020 – July 2021</p>	<p>3 days cover cost per subject co-ordinator per term – HLTA cover cost.</p>	
	<p>To ensure the effective provision for SEND and vulnerable pupils by:</p> <ul style="list-style-type: none"> • JW to take up the role of Upper KS2 SENCo. • JW to shadow AC who will focus on Lower KS2, particularly provision for Year 3 pupils. • AC & JW to create a half termly timetable in order to support & monitor in classrooms; • AC & JW to join classrooms more in order to provide first hand support and advice. • AC, JW & SLT to meet each term to review provision. • High quality staff CPD: <ul style="list-style-type: none"> ○ ED psych led focus on attachment & ASD ○ Half termly meetings reviewing practice and updating plans. 	<p>SLT, AC & JW</p>	<p>September 2020 – July 2021</p>	<p>TLR2 award x2 One day teacher cover cost per week. 2-day SENCo role</p>	

Area: Leadership and Management

Success Criteria:

Leaders have a clear and ambitious vision for providing high quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
Developing senior and middle (subject leadership) management skills;	Mrs Mondal to join the SLT when Miss Watson begins her period of maternity leave.	PB	Autumn 2 – July 2021	N/A	
	Produce a rigorous annual monitoring and evaluation programme focusing on: <ul style="list-style-type: none"> • Autumn term – English recovery curriculum observations (A2); • Spring term – Maths observations (Sp1) & RE Deep Dive (Sp2); • Summer term – English writing observations (Su1) & Humanities Deep Dive (Su2). The theme of accelerating rates of progress and raising attainment for boys Writing will run through the year. This will be the focus of: <ul style="list-style-type: none"> • Termly SLT English & Maths book scrutinies (half termly as required); • Extended internal and LA termly moderation 	SLT, KM, FH & JM	September 2020	3 days cover cost per subject co-ordinator per term – HLTA cover cost. LM 1x AM per week covered by	

	and book sharing activities and LA CPD sessions;			year group partner	
	<p>Implement a weekly co-ordinator release time to take place on a rota basis over the year. The tasks completed being:</p> <ul style="list-style-type: none"> • Join lessons; • Monitor books; • Pupil discussions; • Update curriculum maps implementing new schemes if required eg PE; • Collect evidence of working at the expected standard in each year group for files and the website; • Update policies. 	SLT & each co-ordinator	September 2020 – July 2021 (Spring term onward due to Covid-19 guidance)	1x HLTA cover cost per week Get Set for PE - £360	
	<p>Produce a CPD programme, which is aligned with the school improvement plan and the monitoring & evaluation programme.</p> <ul style="list-style-type: none"> • Autumn term – SEND and English & maths recovery curriculum • Spring term – RE (FH) • Summer term – Humanities (JM) 	SLT & named subject co-ordinators	September 2020 adjusted as appropriate throughout the year	N/A	
	<p>Extend links between CJS and its local pyramid schools thereby continuing to improve transition links through (COVID-19 guidance permitting):</p> <ul style="list-style-type: none"> • Termly subject leader meetings – English, maths, science, MFL & SENCo (Mental Health); • Termly English & maths meetings between CIS & CJS; 	<p>All staff</p> <p>KW & LM</p>	September 2020 on-going Use of staff meeting sessions & pyramid leadership meetings	N/A	

	<p>Update the GB action plan and monitoring calendar in-line with the priorities of the school improvement plan focussing on:</p> <ul style="list-style-type: none"> • Monitoring the development of: <ul style="list-style-type: none"> ○ Recovery curriculum; ○ Foundation subject leadership; ○ Boys' writing. • Development of curriculum link roles. • Ensuring that new members of the GB are effectively inducted into the role. 	<p>HT & CoG</p>	<p>September 2020 – July 2021</p>	<p>GB SLA - £3,750</p>	
	<p>Embed a programme of governor presentations aligned to the school improvement plan and monitoring activities:</p> <ul style="list-style-type: none"> • Autumn 2 meeting – Recovery from lockdown; • Spring 2 meeting – Curriculum meetings; • Summer 2 meeting – Boys' writing. 	<p>HT</p>	<p>September 2020 – July 2021</p>	<p>N/A</p>	

	<p>Continue to embed opportunities for parents/ carers to support their child and be informed about their progress and attainment:</p> <ul style="list-style-type: none"> • Autumn 2 - Parent/teacher meetings (COVID-19 guidance permitting); • Spring 1 - Additional parent/teacher meetings for focus pupils (COVID-19 guidance permitting); • Spring 2 - Parent/teacher meetings (COVID-19 guidance permitting); • Spring & Summer terms - Inspire sessions to support the development of home learning (COVID-19 guidance permitting); • Summer – End of year reports. 	HT	September 2020 – July 2021	N/A	
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Area: Behaviour & Attitudes and Personal Development					
<p>Success Criteria:</p> <p>Behaviour & Attitudes - All forms of monitoring to indicate that behaviour & attitudes to learning have a strong impact on the quality of education.</p> <p>Personal Development – The curriculum to provide opportunities for a broader development, support learners to develop their characters, prepare them for the next stage of their education and for life in modern Britain.</p>					
Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating

Improve the quality of behaviour and pupils' attitudes to learning.	Amend the Behaviour for Learning Policy in line with Covid-19 guidance. Involve the pupils & school council through the autumn 1 Jigsaw programme to create an agreed pupil friendly behaviour charter.	PB	August 2020 November 2020	N/A	
	Meet the needs of the highlighted Year 3 SEND pupils who display behaviour issues: <ul style="list-style-type: none"> • Reconfigure the office spaces to create a 'safe area' designed to reduce anxiety and a pupil work base / SEND office space. • Purchase a tent and soft furnishings. • Allocate staff according to strengths & need. • Create individual curriculums & timetables, which include: <ul style="list-style-type: none"> ○ Phased integration to school. ○ Tactile/practical resource-based tasks. ○ Regular active breaks. ○ Nurture based tasks ie baking. ○ Sessions with SEMH trained staff (L. Mentor) to promote self-esteem & positive mental health. 	AC AC SLT & AC Year 3 staff & AC	July 2020 September 2020	£350 £250	

	<p>Increase rates of attendance to 97% and improve rates of attendance and punctuality for disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Support parents who show high levels of anxiety due to Covid-19; • Continue to work closely with the EWO; • Focusing on pupils who have an attendance of 90-92%; • Focusing on new Year 3 pupils to instil positive routines; • Organising half-termly attendance & punctuality clinic meetings for focus pupils. 	<p>PB & JW</p>	<p>September 2020 – July 2021</p>	<p>N/A</p>	
	<p>Implement the new PSHE & SRE programme Jigsaw by:</p> <ul style="list-style-type: none"> • Purchasing the programme; • Rolling out online training; • Timetable PSHE to be taught by teachers and as part of PPA on a rota basis; • Link the Jigsaw programme to the school reward system and assembly programme; • SLT to monitor the implementation of the programme. 	<p>SLT</p>	<p>Summer 2020 September 2020 Autumn 2020</p>	<p>Cost of programme & assembly pack - £2,000</p>	
	<p>Ensure that pupils feel safe and know how to keep themselves safe both inside and outside of school by:</p> <ul style="list-style-type: none"> • Ensuring that all pupils and families are clear on key members of staff and their roles & responsibilities; • A programme of safety focus assembly sessions including NSPCC PANTS materials; • Celebrating safety events – Anti-bullying Week & Internet Safety Day; • Liaise with Future in Mind to provide 	<p>SLT, AC, JW & MC</p>	<p>September 2020 – July 2021</p>	<p>N/A</p>	

	<p>additional support for individual pupils and families;</p> <ul style="list-style-type: none"> • Liaise with external agencies to provide sessions for (COVID-19 guidance permitting): <ul style="list-style-type: none"> ○ SRE - Year 6 ○ Emergency 1st aid – Year 6 ○ Transition to high school safety – Year 6 ○ Fire safety – Year 5 ○ Bikeability – Year 5 ○ In car safety – Year 4 ○ Pedestrian safety – Year 3 				
<p>Continue to improve pupils' personal development.</p>	<p>Continue to raise the profile of and improve provision of RE, SMSC and British Values by:</p> <ul style="list-style-type: none"> • RE to be a focus of whole school development, subject leader & staff CPD and monitoring in the spring term; • Embedding an assembly programme which directly links with SMSC development by: <ul style="list-style-type: none"> ○ Celebrating key social and religious dates; ○ Highlighting significant figures from different cultures and ethnic backgrounds; ○ Encompasses key safeguarding messages; ○ Discusses current issues. • Continue to implement a cultural capital reading intervention for focus and disadvantaged pupils. (Spring term onward due to Covid-19 regulations). 	<p>SLT & FH</p>	<p>September 2020 – July 2021</p>	<p>1x TA 2 afternoon sessions per week & £800 1st News subscription</p>	

	<p>Continue to provide greater access to extra-curricular activities & outside learning through making use of the pupil premium fund to:</p> <ul style="list-style-type: none"> • Through the sports premium fund, enable free access to extra-curricular clubs for those pupils who are eligible for the pupil premium. • Increase the number and variety of extra-curricular activities available through 2 members of staff joining together to lead a club for the period of a term. • Supporting parents through the pupil premium fund with up to 50% of the cost of: <ul style="list-style-type: none"> ○ Educational visits; ○ Residential visits. 	<p>PB, BP & School office</p>	<p>September 2020 – July 2021 (Spring term onward due to Covid-19 guidance):</p>	<p>£1,000</p> <p>HLTA cover cost for 1 day per teacher</p> <p>£3,000</p>	
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<p style="text-align: center;">Area: Provision for SEND Pupils</p>					
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. • Leaders have a clear and ambitious vision for providing high-quality education to all pupils. 					
<p>Objective</p>	<p>Specific action to be taken</p>	<p>Person (s) responsible</p>	<p>Timescale / completion date</p>	<p>Cost</p>	<p>RAG Rating</p>
<p>To ensure high quality provision for all SEND pupils.</p>	<p>Restructure the leadership of SEND pupils by:</p> <ul style="list-style-type: none"> • JW to become UKS2 SENCo & AC LKS2 SENCo. • Organise weekly leadership time for AC to mentor JW in the role. 	<p>PB</p>	<p>September 2020</p>	<p>AC – 2 days plus TLR2</p> <p>JW – 1 days</p>	

				plus TLR2 & teacher cover cost	
	To ensure appropriate staffing levels by: <ul style="list-style-type: none"> Employing of 3 additional 12-month temporary SEND support assistants for 28 hours each. 	SLT	June 2020	£30,664	
	To provide high quality CPD regarding SEND pupils by: <ul style="list-style-type: none"> Organise ASD & attachment training for all staff led by LA Educational Psychologists. Hold initial SEND transition & planning meetings with the class teacher, support staff and AC. Holding half termly SEND staff meetings to: <ul style="list-style-type: none"> Update all appropriate paperwork – MSP’s, EHCP targets Share best practice Provide advice AC & JW to conduct half termly drop-in meetings with external professionals i.e. CIAT, LSS & behaviour support. AC & JW to hold half-termly TA meetings following monitoring re best practice and areas for development. 	AC	September 7 th (AM) & staff meeting September 16 th September 7 th (PM)	Allocated within agreed number of annual Ed Psych SLA	
	Implement rigorous monitoring procedures so that school and SEND leadership have a clear understanding of the quality of provision and act to make necessary improvements by: <ul style="list-style-type: none"> Conduct termly monitoring of SEND provision. Sessions to include monitoring of class-based delivery, workbooks, WPS and assessment data. 	PB, AC & JW	September 2020 on-going Session 1 - Week 28 th September	Within release costs	

	<ul style="list-style-type: none"> AC & JW to report on areas of strength & for development. Liaise with the LA to conduct a whole school SEND review. AC & JW to meet with Mrs Ogier (SEND governor). 		TBC, previously postponed due to lockdown. Spring term		
	<p>Ensure effective transition of new Year 3 pupils by:</p> <ul style="list-style-type: none"> Organising transition meetings with CIS & AC to agree appropriate staffing, class organisation, curriculum information & SEND/vulnerable groups. Liaising with external professionals e.g. CIAT. Implement extended transition period for individual pupils in the autumn term if appropriate (partial timetable during the autumn 1 term). 		<p>June 2020</p> <p>June 2020</p> <p>Autumn 1 term</p>		

Area: Premises

Success Criteria:

- To ensure that school is fit for purpose and is an inviting & stimulating learning environment.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
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To provide sufficient breakout spaces for pupils to work and meetings.	Reconfigure the bungalow by: <ul style="list-style-type: none"> • Liaising with the LA regarding changing its purpose of use from residential to educational. • Gather costings for the development of: <ul style="list-style-type: none"> ○ 2x large meeting/work spaces ○ 1x smaller office space ○ Internet access ○ Appropriate facilities • Governing body agreement • Oversight and completion of work 	PB	June 2020	Devolved Capital Fund currently consists of £13,250	
		PB & M. Candlin	Autumn 1		
		PB M. Candlin	Autumn 1 Autumn 2		
	Reconfigure school office spaces to create: <ul style="list-style-type: none"> • A 'safe zone' for pupils to retreat to when displaying high levels of anxiety. • A SEND work space for individuals or groups of pupils to work under the supervision of AC or JW. 	PB, AC & JW	September 2020	Devolved Capital Fund currently consists of £13,250	
	To ensure all health & safety / compliance requirements are completed by: <ul style="list-style-type: none"> • Signing up to the LA compliance SLA • Monitoring the completion & quality of work. • Acting upon all recommendations – eg recommendations from the fire risk assessment report. • Removal of tree causing damage to the pathway and repair of path. 	PB M. Candlin	April 2020 In-going	£6,176	Cost of fire doors if required?
		M. Candlin	Summer break 2020	£300	

