



2021 / 22
School Development Plan

Crofton Junior School 2020 21

Y6 Performance indicators	Floor Standards & 2018 / 19 National Results	2018 / 19 Results	End of KS1 Results	Year 3 Baseline Results	Summer 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	56% EXS+ 24% GDS Focus pupils currently B+ in: 1 subject 6 = 10% R – NG, MK & EW W – NB & EG M – EH 2 subjects 3 = 5% HM & AT (R & W) CK (W & M) 3 subjects 2 = 3% EH & OT	FFT 50 - 74% EXS+ & 22% GDS FFT 20 - 79% EXS+ & 31% GDS Past Performance – 72% EXS+ & 18% GDS
Expected Standard in Reading	National 73% EXS+	86% EXS+ 43% GDS	77% EXS+ 36% GDS	43% EXS+ 11% GDS	66% EXS+ 46% GDS AB, NG, EH, MK, OL, HM, OT, MT-M, AT & EW focus pupils currently B+ (10 = 17%) Potentially 83%	FFT 50 - 81% EXS+ & 40% GDS FFT 20 – 85% EXS+ & 49% GDS Past Performance – 78% EXS+ & 34% GDS
Expected Standard in Writing	National 78% EXS+	88% EXS+ 26% GDS	74% EXS+ 26% GDS	48% EXS+ 18% GDS	64% EXS+ 27% GDS NB, LC, EG, JH-S, EH, CK, HM, AS, OT	FFT 50 - 83% EXS+ & 36% GDS FFT 20 – 87% EXS+ & 47% GDS

Staff and Governing Body

Crofton Junior School 2020 21

					& AT focus pupils currently B+ (10 = 17%) Potentially 81%	Past Performance – 79% EXS+ & 23% GDS
Expected Standard in Maths	National 79% EXS+	88% EXS+ 38% GDS	72% EXS+ 33% GDS	48% EXS+ 15% GDS	73% EXS+ 41% GDS HB, EH, EH, CK, OT, JT & JZ focus pupils currently B+ (7 = 12%) Potentially 85%	FFT 50 - 83% EXS+ & 38% GDS FFT 20 – 87% EXS+ & 49% GDS Past Performance – 85% EXS+ & 35% GDS
Expected Standard in EGPS	National 78% EXS+	91% EXS+ 76% GDS	N/A	N/A	79% EXS+ 54% GDS IB, AB, HB, LC, JH-S, EH, OL & HM focus pupils currently B+ (8 = 13%) Potentially 92%	FFT 50 - 84% EXS+ & 51% GDS FFT 20 – 88% EXS+ & 61% GDS Past Performance – 72% EXS+ & 50% GDS

Staff and Governing Body

Other indicators	Key Stage 1 Baseline Results	Year 3 Baseline Results (end of Autumn term)	Previous Year Summer Term 2019 20 Results – EXS & GDS	End of Key Stage FFT Estimates – 50 & 20
Year 3	N/A – Covid Impact	N/A – Covid Impact	N/A	Not available
Year 4	N/A – Covid Impact	N/A – Covid Impact	Reading – 50% & 28% Writing – 35% & 20% Maths – 53% & 23% EGPS – 57% & 33% R, W & M Combined – 28% & 15%	Not available
Year 5	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 – 56% & 33% Writing – 58% & 23% Maths – 60% & 40% EGPS – 63% & 44% R, W & M Combined – 51% & 16%	Not available

Area: Quality of Education (Pupil Outcomes)

Priorities:

- To ensure that transition processes in reading are effective and that a systematic synthetic phonics catch-up programme is implemented effectively.
- To improve the overall quality of teaching so that all is at least ‘Good’ and increase the proportion that is ‘Outstanding.’

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
To implement a Covid-19 contingency plan, which ensures that high quality education remains in the circumstance of increased cases.	See agreed Covid-19 Contingency Plan.	PB & all staff to implement appropriately	Sept 21	N/A	
To ensure that transition process in reading are effective and that a systematic synthetic phonics catch-up programme for Year 3 & 4 pupils who did not pass the	<ul style="list-style-type: none"> • Providing Miss Watson (Reading Co-ordinator) with designated leadership time. • Designating phonics and reading to be a focus of support work to be completed with Julie Mills (LA school improvement advisor). • Create and implement a shared reading rationale which identifies the different 	<p>PB</p> <p>PB</p> <p>KW</p>	<p>Sept 21</p> <p>Spring 2 22</p> <p>Autumn term</p>	<p>LA SLA - £3,600</p>	

<p>Year 1 phonics check or demonstrate areas for development in their reading and application skills is implemented effectively.</p>	<p>pathways for children to develop their reading skills.</p> <ul style="list-style-type: none"> • Ensuring access for all children on the Accelerated Reader programme. • Baseline children and implement the current phonics programme in the autumn term in line with 'Letters & Sounds' planning. • Ensure reading books match phonics work. • Class teachers to be clear on the phonic development and incorporate within daily class work in order to embed. • Miss Watson to research and purchase a validated systematic synthetic phonics programme receive and provide appropriate training ready to implement in the spring term. • Miss Watson to monitor the implementation of the sessions providing staff CPD as appropriate. • Timetable the daily sessions so that: <ul style="list-style-type: none"> ○ The needs of SEND pupils are met. ○ Children are able to catch-up and do not miss out on year group appropriate work. 	<p>KW</p> <p>KW</p> <p>Class teachers</p> <p>KW</p> <p>KW</p> <p>KW</p>	<p>Sept 21</p> <p>Sep 21</p> <p>Sept 21</p> <p>Autumn 1 21</p> <p>Autumn 2 21</p> <p>Sept 21</p>	<p>£500</p> <p>£2000 approx</p>	
	<p>To ensure that interventions programmes are effective by (unless stated within SEND legal documentation):</p> <ul style="list-style-type: none"> • Focusing on key skills of reading, spelling and maths. • Ensuring there are enough licenses for: <ul style="list-style-type: none"> ○ Lexia (reading & spelling) 	<p>Class teachers</p> <p>PB</p>	<p>Sept 21 ongoing</p>		

	<ul style="list-style-type: none"> ○ Numbots (maths). • Ensure enough resources for the Cultural Capital intervention. • Ensuring the sessions are timetabled and take place in line with individual programmes. • TA's are trained in their implementation and provide adult input when required. • Monitored by: <ul style="list-style-type: none"> ○ Class teachers on a weekly basis. ○ JW & LM ½ termly. ○ SLT during pupil progress meetings. 	<p>PB</p> <p>Class teachers</p> <p>JW & LM</p> <p>Class teachers JW & LM PB, HW & KW</p>		<p>£800 1st News SLA</p>	
<p>To improve the quality of teaching so that all is at least 'Good' and increase the proportion that is 'Outstanding.'</p>	<ul style="list-style-type: none"> • Enrol CS in the Early Careers Framework programme led by Selby & Wakefield Hub. • Ensure effective induction and mentor processes for CS & ME (KW) • Ensure effective mentor processes for BA (LM). • Timetable 10% release for CS & 5% for ME & BA. • Staff meetings calendar to focus on key areas for improvement: <ul style="list-style-type: none"> ○ Autumn – Writing & curriculum ○ Spring – Reading/phonics & Computing/Coding ○ Summer – Maths & curriculum • Termly SLT monitoring to focus on key areas for school improvement: <ul style="list-style-type: none"> ○ Autumn – Writing ○ Spring – Reading ○ Summer – Maths • JW & PB to complete termly SEND monitoring (autumn 1, spring 1 & summer 	<p>PB</p> <p>PB</p> <p>PB</p> <p>PB</p> <p>SLT</p> <p>SLT</p> <p>JW & PB</p>	<p>Sept 21</p> <p>Sept 21</p> <p>Sept 21 ongoing</p> <p>Sept 21</p> <p>Sept 21 ongoing</p> <p>Sept 21 ongoing</p> <p>Sept 21 ongoing</p>	<p>ECT SLA Cost</p> <p>Timetable cover cost</p>	

	<p>1).</p> <ul style="list-style-type: none"> • Foundation subject drop-in monitoring focus areas: <ul style="list-style-type: none"> ○ Autumn – History/Geography (MW & PB) ○ Spring – RE (FH & PB) ○ Summer – Computing/Coding (BA & PB) • Provide subject leaders with time to complete twice yearly monitoring and feedback sessions. 	PB	Sept 21 ongoing		
		PB	Sept 21 ongoing	HLTA cover cost 1x PM per week	

Area: Leadership and Management

Priorities:

To improve the effectiveness of middle/subject leadership.

To monitor and evaluate the impact of the redesigned curriculum.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
To improve the effectiveness of middle/subject leadership and monitor and evaluate the impact of the redesigned curriculum.	<ul style="list-style-type: none"> • FH to complete the RE knowledge organisers, share with staff and PB to place on the website. • Foundation subject drop-in monitoring focus areas: <ul style="list-style-type: none"> ○ Autumn – History/Geography (MW & PB) ○ Spring – RE (FH & PB) ○ Summer – Computing/Coding (BA & PB) • Provide subject leaders with time to complete twice yearly monitoring and feedback sessions. • Provide Inset/staff meeting time each term to: <ul style="list-style-type: none"> ○ Share good practice; ○ Provide feedback from monitoring activities. ○ Review curriculum progress. ○ Year group planning. • Subject leaders to: 	<p style="text-align: center;">FH</p> <p style="text-align: center;">PB</p> <p style="text-align: center;">PB</p> <p style="text-align: center;">SLT</p> <p style="text-align: center;">Subject leaders</p>	<p style="text-align: center;">Autumn 21</p> <p style="text-align: center;">Sept 21 ongoing</p> <p style="text-align: center;">Sept 21 ongoing</p> <p style="text-align: center;">Sept 21 ongoing</p> <p style="text-align: center;">Sept 21</p>	<p style="text-align: center;">HLTA cover cost 1 day</p> <p style="text-align: center;">HLTA cover cost 1x PM per week</p>	

	<ul style="list-style-type: none"> ○ Complete an action plan. ○ Update the subject policy so it reflects current practice. ○ Complete an Intent, Implementation & Impact statement and place on the school website. ○ Collect a portfolio of work, which demonstrates the expected standard for each year group. Work samples to be added to the school website. ○ Provide ongoing support and feedback re planning and quality of work. ○ Meet with link governors to share curriculum actions taken, quality of work in books and future developments. 		<p>ongoing</p> <p>Wednesday 16th March GB meeting</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 – Writing post lockdown ● Spring 2 meeting – Subject leadership link meetings ● Summer 2 meeting – Reading/phonics 	<p>HW KW Subject leaders</p>	<p>Termly Wednesday 16th March GB meeting</p>		

Area: Behaviour & Attitudes and Personal Development

Priorities:

Behaviour & Attitudes - To ensure that all children display positive learning behaviours, which in turn has a positive impact on levels of engagement and pupil outcomes.

Personal Development – To implement a more coordinated approach to mental health support across school.

Objective	Specific action to be taken	Person (s) responsible	Timescale / completion date	Cost	RAG Rating
To ensure that all children have positive learning behaviours.	The reintroduction of cooperative learning strategies within everyday practise: <ul style="list-style-type: none"> • Children to be sat in 4's/6's. • Children to be provided with Kagan places, which are to be used across all aspects of the curriculum. • Miss Watson & Mrs Webster to deliver Kagan training during the 6th September Inset day. • School to purchase resources as required. • Staff to train the children re class & team builder activities in Week 1 of September and then revisit as and when needed. • Staff to add Kagan structures to their planning and implement. • SLT & JW to monitor during the planning process, drop-ins, observations & SEND monitoring. Provide appropriate feedback and training. • BA, ME & CS to observe high quality use of Kagan structures to promote levels of 	Class teachers KW & HW PB Class teachers PB, KW, HW & JW KW & LM	Sept 21 Sept 21 – July 22	£250	

<p>To implement a more coordinated approach to mental health support across school.</p>	<p>engagement.</p> <ul style="list-style-type: none"> • BA, ME & CS to liaise with KW, LM & JW re implementation for the more challenging pupils and how additional adults can be best used to support. 				
	<p>The development of team work skills through PE and Outdoor & Adventurous Activities (OAA).</p> <ul style="list-style-type: none"> • Steve Biltcliffe to deliver a team building workshop during the 6th September Inset day. • Steve Biltcliffe to focus on OAA in autumn 1 when providing CPD for ME & CS. • The PE curriculum to be reorganised so all classes focus on OAA skills in autumn 1. • Staff to be given the freedom to return to team/class building activities as and when required. 	PB	Sept 21	Within WSSN SLA	
		PB	Sept – Oct 21		
		BP	Sept 21		
		PB	Sept 21 – July 22		
	<p>The consistent implementation of the Behaviour for Learning Policy.</p> <ul style="list-style-type: none"> • Update the policy with teachers ensuring agreed high standards and expectations and clear understanding. • Share the policy with TA's & LSA's. • Share the policy with governors. • All staff to implement. <p>SLT to monitor the implementation and effectiveness.</p>		Sept 21	N/A	
	<p>Liaise with external agencies to support identified individual pupils i.e. Learning Support, Educational Psychologist, FIM (KT), CAMHS etc</p>	PB, JW & FH	Sept 21 – July 22	Within Ed Psych hours	
	<ul style="list-style-type: none"> • FH to be the named Mental Health 	PB	Sept 21		

	<p>Coordinator in school.</p> <ul style="list-style-type: none"> • Timetable weekly management release. • FH to: <ul style="list-style-type: none"> ○ Undertake a programme personal mental health CPD (if appropriate). ○ Lead a programme of staff mental health CPD (if appropriate). ○ Monitor and support the delivery of the Jigsaw PSHE programme including assemblies and whole class sessions. ○ In conjunction with PB, lead and coordinate staff training, parent consultation and the delivery of the SRE programme. ○ Coordinate the delivery of FIM work through liaising with staff, Kathryn Thomas and CAMHS. ○ Liaise with MC (Learning Mentor) re the delivery and impact of therapeutic interventions. 	<p>PB</p> <p>FH</p>	<p>Sept 21 ongoing</p>	<p>Cost of HLTA cover 1 session p/w</p> <p>Cost of CPD TBC</p>	
<p>Increase rates of attendance to 97% and improve punctuality</p>	<ul style="list-style-type: none"> • Supporting parents who show high levels of anxiety due to Covid-19. • Continue to work closely with the EWO to identify key pupils and families. • 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>Implementing the attendance reward system.</p>	<p>PB & JW</p>	<p>Sept 2021 ongoing</p>	<p>N/A</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"> • Increase the number of DSL trained staff (HW & JW). • Organise fortnightly safeguarding meetings with PB, HW, KW, JW & MC. • 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 external agencies to provide sessions for <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>PB</p>	<p>Sept 21 ongoing</p>	<p>N/A</p>	
<p>Improve pupils' cultural, moral & social 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. 	<p>PB & FH</p>	<p>Sept 21</p>		

	<ul style="list-style-type: none"> ○ Encompasses key safeguarding messages. ○ Discusses current issues. <p>Work with the school council to:</p> <ul style="list-style-type: none"> • Agree a calendar of charities to support. • Organise and run a range of activities to support the charities. • Ensure that the children understand the work of each charity. 	PB	Sept 21 Termly events		
Ensure equal access for all pupils.	<p>Provide greater access to extra-curricular activities & outside learning through:</p> <ul style="list-style-type: none"> • Use of the sports premium to provide discounted sports camps during the summer 21, February ½ term 22, Easter 22 and summer 22 breaks. • Use the sports & pupil premium funds, enable free access to an increased programme of extra-curricular clubs for those pupils who are eligible for the pupil premium. • Increase the number and variety of extra-curricular activities. • 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>SB & WSSN</p> <p>PB</p> <p>AB & PC</p> <p>PB</p>	Sept 21 onwards	<p>£1,000</p> <p>£1,000</p> <p>4X HLTA cover cost for 1.5 hrs per session</p> <p>£1,000</p>	

Area: Premises					
Priorities: To provide sufficient breakout spaces for pupils to work and meetings. 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
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 MC PB MC	Autumn 21 Spring 22 July 22	Devolved Capital Fund currently consists of £13,250	
To ensure that school is fit for purpose and is an inviting & stimulating learning	Continue the programme of redecoration by painting: <ul style="list-style-type: none"> • Easter – 2x Year 3 classrooms • Summer – 2x Year 5 classrooms 	MC	Sept 21 ongoing	N/A	

environment.	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. 	PB MC	Sept 21 ongoing	£6,176 Cost of fire doors if required?	
	Purchasing of new cupboards for one year group and paper drawers for the office.	PB	Sept 21	£1,000	