Symphony Learning Trust

Aspiration. Innovation. Excellence.

Orchard Community Primary School

Core Strategic Plan Summary 2022/2023

Long Term Development Plan

Focus Area	2022/23	2023/24	2024/25
1. Leadership and Management (including governance)	• Implement new leadership structure – Headteacher, Deputy, Assistant Headteacher – so that t succession plan is securely in place. • Middle leaders' succession planning towards senior teacher roles in school is in place. • Well-developed and established distributive leadership is further developed, particularly for UPS1 staff, to secure outstanding standards of teaching, learning and achievement across the whole school. • Increase the scope of, and opportunities for, using class visits and peer to peer coaching to secure professional growth and share good practice, thereby enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth. • Through the expansion of the SLT, and the clear delegation of responsibility, ensure that rigorous processes and procedures for high standards of quality assurance and performance management are in place across school. • Further extend collaborative working by developing broader links with Trust schools and other local schools to share best practice and facilitate delivery of Core Plan. • School business management remains highly effective in ensuring that school finances recover after the pandemic, in which the school saw reduced income from WAC, lettings and extra-curricular provision. • Financial review to ensure that we operate an effective financial strategy ensuring long term viability, the ability to invest in current resources (staffing and physical) and alternative sources of funding. • The school website meets all statutory requirements. • Recruitment of new governors to strengthen expertise (in response to skills audit) • The school meets all data protection requirements. • Further enhance the work of the Governing Body so that it can lead the strategic development of the school into the future as part of Symphony Academy Trust. • The governing body ensure that all statutory duties are met for the year.	• The Headteacher and SLT are able to support other schools both within the Trust, and county-wide. • Well-developed and established distributive leadership is embedded to secure outstanding standards of teaching, learning and achievement across the whole school. • More middle leaders become senior leaders and take on qualifications such as NPQSL. • Continue to develop peer coaching to move the quality of teaching further towards outstanding 50%. • Governors have a clear policy to succession planning for both school staff and effectively implement the school's strategic plan for serving the current and future pupil community. • School business management remains highly effective in ensuring that leaders can focus on improving the quality of Teaching & Learning. • Pro-activeness with regard to seeking out additional funding sources and deploying such funding to improve the school. • The school website meets all statutory requirements. • The school meets all data protection requirements. • Review of governance to ensure that we are developing an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team. • The governing body ensure that all statutory duties are met for the year. • The demand for children to join our school is maintained or increases - start stage 1 re: expansion planning PS.	• Maintain an outstanding senior leadership team, ensuring effective succession planning, and an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team. • There are clear career paths within school with teachers moving into senior roles as other staff develop. • School has capacity to support other vulnerable schools. • Develop peer coaching to move the quality of teaching from good to outstanding 64%. • Governors produce a Sustainability Plan for the school. • The school website meets all statutory requirements. • The school meets all data protection requirements. • The governing body ensure that all statutory duties are met for the year. • School expansion project re: PS is completed.
2. Teaching and Learning	• 100% of teaching and learning over time is never less than good • Develop peer coaching to move the quality of outstanding practice in relation to Reading, Writing and Maths to 42% (6/14 teachers) • Further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able • A rich, exciting and engaging themed based curriculum inspires all learners to make exceptional progress in ALL	• 100% of teaching and learning over time is never less than good • As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 50%-57% (7/14 or 8/14 teachers) • Lesson observations show that the quality of challenge is high across all classes, leading to rapid and sustained improvement for all pupils, especially the more able, bottom 20% and SEND.	• 100% of teaching and learning over time is never less than good. • As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 64% (9/14 teachers). • Pupils' achievement in STEM (Science, Technology, Engineering & Maths) subjects, as evidenced by teacher assessment, work scrutiny etc. shows a greater depth of understanding than expected in the National Curriculum.

foundation subjects (with a focus on Art, French, DT, Music, PE and Computing). • Fully embed the use of the skills progression grids for the above subjects so that staff are able to identify 'end-points' and ensure a higher quality provision for all. • Book scrutiny shows that pupils are appropriately challenged and make at least good progress. • Learning walks, book scrutiny and pupil voice show pupils respond to feedback make good progress as a result • Through the full realisation of our Creative Curriculum, strengthen metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting etc. • Re: the above, introduce Apple Classroom to guide learning, share work, and manage student devices. Introduce the 'Teach Computing' SOW. • RE: Introduce new LCC RE Syllabus. • PE: Introduce new Horizon scheme of work. • Music: Introduce the Kapow Music Scheme. • Further STEM (Science, Technology, Engineering & Maths) development. • Audit resources to all curricular areas, especially IT (5-year strategic plan developed) to ensure that high quality resources support the delivery of our creative curriculum, and are costed into the school's budget plan. • Writing: Fully embed Talk for Writing across all classes. • Improve outcomes for the lowest 20%, SEND and disadvantaged pupils by helping pupils to use increasingly complex and grammatically correct sentences in their written work and developing their mastery of 'basic' mathematical concepts • Maths: Embed streamlined White Rose Maths Scheme to secure stronger progression re: numerical fluency/nailing key arithmetic skills and 'number sense' for pupils who have gaps in learning or those who need an adapted curriculum especially. • Maths: Improve progress & attainment for pupils in the lower average range (OT-) through the development of reasoning skills and the effective application of number facts/calculations, both written & mental • Extend the use of AfL strategies and screening to identify 'gaps' in learning and opportunities to challenge more able pupils and SEND especially • Work scrutiny shows that the school's Feedback Policy is now well embedded - pupils are responding to feedback; there is evidence of pupil improvements & actions taken. Progress is at least good across the school as a result. • Introduce new NTS test resources and update assessment/ tracking system. • Continued focus on reduced workload: feedback and data collection	• Ensure that foundation subjects, which were a focus in 222-23, such as French, Music, Art and DT, are fully promoted not only through the curriculum but also through enhancement events for The Arts. In particular, enhance the profile of Music and Art for pupils to inspire creative thinking, self-expression and cultural awareness • New schemes for identified foundation subjects are well embedded. • Book scrutiny shows that pupils are appropriately challenged and make at least good progress. • Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result • Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. • Apple Classroom and other new technologies are fully embedded into practice. • A rich and creative curriculum with links to sustainability, outdoor and global education meets the needs of all • STEM: Pupils gain an understanding of technology and engineering through contacts with local technology and engineering firms. • Continued focus on reduced workload: feedback and data collection. • Maths: Develop the Maths curriculum further to ensure that children's mathematical reasoning matches their attainment in number fluency	• Book scrutiny shows that pupils are appropriately challenged and make at least good progress. • Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result • Continued focus on reduced workload: feedback and data collection • Review the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all.

3.	**Standards in Core subjects**	• KS1 and KS2 EXS+ at least in line with the national average for Reading, Writing and Maths. • GDS to be in line with the national average for Reading, Writing and Maths. • KS2 progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths to be at least in line with the national average. • Phonics Screening % pass to remain above the national average. • Science at KS1 and KS2 EXS in line with the national average. • Across all year groups, 80% of pupils in each class make expected/good progress in Reading, Wrriting and Maths NB: this figure has been reduced from 85% to take into account disruption to learning caused by the pandemic. • Across all year groups, 10% of pupils in each class exceed the expectations for good progress. • In Y1, 3, 4 & 5, at least 65% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths. NB: this figure has been reduced from 70% to take into account disruption to learning caused by the pandemic	• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths (aspirational target +5%) • GDS in KS1 and KS2 to be above the national average for Reading, Writing and Maths (aspirational target +2%) • KS2 Progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths above the national average • Phonics Screening % pass to remain above the national average • Science at KS1 and KS2 EXS above the national average • Across all year groups, 85% of pupils in each class make expected/good progress in Reading, Writing and Maths • Across all year groups, 12% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps. • In Y1, 3, 4 & 5, at least 70% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.	• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths • GDS in KS1 and KS2 to be above the national average for • Reading, Writing and Maths • KS2 Progress scores more significantly above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths above the national average • Phonics Screening % pass to remain above the national average • Science at KS1 and KS2 EXS above the national average • Across all year groups, 88% of pupils in each class make expected/good progress in Reading, Wrriting and Maths • Across all year groups, 15% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps. • In Y1, 3, 4 & 5, at least 75% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.
4.	**Standards in other subjects**	• At least 78% of pupils in all year groups working at EXS+ in every foundation subject. • At least 20% of pupils working at GDS in most foundation subjects.	• At least 80% of pupils in all year groups working at EXS+ in every foundation subject. • At least 25% of pupils working at GDS in the majority of foundation subjects.	• At least 82% of pupils in all year groups working at EXS+ in every foundation subject. • At least 28% of pupils working at GDS in all foundation subjects.
5.	**Standards in EYFS**	• Good Level of Development to be above the national average. • At least 15% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 15% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.	• Good Level of Development to be at least 2% above national. • At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 20% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.	• Good Level of Development to be at least 3% above national. • At least 25% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline. • At least 25% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.
6.	**Progress of different groups of learners**	• 80% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected **progress** on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 80% of SEN pupils make at least 'expected' progress in RWM. • At least 2% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than -0.1) • At least 2% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths. • At least 60% of Summer born children in Reception achieve a GLD.	• 82% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected **progress** on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 85% of SEN pupils make at least 'expected' progress in RWM. • At least 3% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths. • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0). • At least 3% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths. • At least 65% of Summer born children in Reception achieve a GLD.	• 85% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected **progress** on average for Reading, Writing and Maths. • Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 88% of SEN pupils make at least 'expected' progress in RWM. • At least 4% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths • To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0). • At least 4% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths • At least 70% of Summer born children in Reception achieve a GLD

		• Improve progress and attainment in Writing for boys, by ensuring that the curriculum effectively meets their needs and interests and that their attitudes to writing remain consistently positive. • Improve outcomes for lower attaining, SEND and EAL pupils by helping them to use increasingly complex and grammatically correct sentences in their written work and developing their mastery of 'basic' mathematical concepts – use NCETM Curriculum Prioritisation framework to focus on key skills. • Improve progress and attainment in Maths for girls in lower average groups especially through the further development of reasoning skills and highly effective application of number facts and calculations, both written and mental.	• Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths. • Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year.	• Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths • Pupils with SEN increase their standardised scores by at least 3 points compared to the end of the previous year
7.	**Behaviour**	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 5 days in total of fixed term exclusions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Achieve LCCs Beyond Bullying Award. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 4 days in total of fixed term exclusions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.	• Zero permanent exclusions (of children who have been at the school for more than 1 year). • No more than 3 days in total of fixed term exclusions (not including children who joined the school in the last year). • Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations. • Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.
8.	**Attendance**	• Average attendance of all pupils at least 96% (outstanding). • Average attendance of disadvantaged pupils at least 93.5% (good). • Raise attendance of each pupil classed as a persistent absentee by 1%.	• Average attendance of all pupils at least 96.5% (outstanding). • Average attendance of disadvantaged pupils at least 93.8% (good). • Raise attendance of each pupil classed as a persistent absentee by 1.5%.	• Average attendance of all pupils at least 97% (outstanding). • Average attendance of disadvantaged pupils at least 94.0% (good). • Raise attendance of each pupil classed as a persistent absentee by 2%.
9.	**Inclusion**	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 65% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 66% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)	• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2 • At least 67% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)
10.	**Safeguarding**	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit. • Review of the school's paper based reporting system, adopting CPOMS if warranted. • Achieve LCC's E-Safety Award. • CPD for AHT re: DSL role.	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit.	• Annual Safeguarding Audit identifies that the school meets all statutory duties. • Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding. • Implementation of any outcomes of the audit.
11.	**Health**	• 2 hours per week of PE lessons for all children. • At least 75% of Year 6 children will be able to swim 25m. • Embed the use of Sports Ambassadors to run lunchtime sports activities for all pupils on a daily basis.	• 2 hours per week of PE lessons for all children. • At least 78% of Year 6 children will be able to swim 25m. • At least 75% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity.	• 2 hours per week of PE lessons for all children. • At least 80% of Year 6 children will be able to swim 25m. • At least 80% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity.

	• Further develop Happy Lunchtime provision to ensure pupils' social development is nurtured and learning opportunities maximised. • At least 70% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • At least 60% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity • Ensure that cross-community sporting events remain 'high' on the school's agenda as a way of promoting 'good citizenship' (respect, tolerance, politeness, understanding of self and others…) and to ensure physical and mental well-being is effectively promoted through Curriculum PE and PSHE. • Enhance the physical learning environment through a revised programme of refurbishment i.e. turn the Bubble Room into proper sensory room; development of KS1 play space). • Fully immerse pupils in the school values and support children in becoming 'citizens of good by further embedding Character Education initiatives across the whole school. • Further enhance high standards in safeguarding by actively promoting technological, internet and e-safety within school. • Continue to extend the school's mental health strategy to support children and parents in developing good mental health habits from YR-Y6.	• At least 65% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • Enhance the physical learning environment through a revised programme of refurbishment i.e. Wellbeing Garden. • Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. additional ELSA, across schools Counsellor). • The school will re-apply for its Platinum Sports Award.	• At least 70% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity. • Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. Mental First Aid for Children, outdoor quiet areas. • The school will maintain its Platinum Sports Award.
12. **Parents and the Wider Community**	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • At least 90% of parents will attend parents' evenings • 85% of disadvantaged families will attend parents' evenings • Increase the engagement of hard to reach parents/ carers in children's learning, so that they impact on pupil progress. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • 90% of parents will attend parents' evenings. • 85% of disadvantaged families will attend parents' evenings. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.	• 95% of Y1-6 parents will download the Class Dojo communication app. • 95% of EYFS parents will download the Tapestry communication app. • 90% of parents will attend parents' evenings • 85% of disadvantaged families will attend parents' evenings. • SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.) • Parents will be invited to attend a celebration event at least once per term in all year groups. • Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations. • PTA (Parents and Teacher Association) organise at least 6 events during the year. • The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community. • The school's Food Bank continues to be run by Y5/6 School Council Members. • The SBM secures donations from local businesses for x3 fundraising events annually.

	• The school's marketing tools expand to using Twitter and Facebook. • Audit, consult and plan for further grounds development (KS1).		
13. British Values	• Each British Value is covered in detail every half-term through a whole school assembly. • British Values are covered as per RE and PSHE STP. • Democracy - strongly re-establish the impact of our leadership councils so that children develop leadership and teamwork skills through being given responsibility for whole school initiatives and the taught curriculum. • The School Council and other Leadership Teams will promote the key British Values in their work. • At least one whole school display is linked to 'Values' in a general sense e.g. Everyone's Welcome = tolerance and respect. • Development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world.	• Each British Value is covered in detail every half-term through a whole school assembly. • British Values are covered as per RE and PSHE STP. • Provide new opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact. • Consider applying for the Rights Respecting Schools Bronze Award. • Further development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world. • Pupils actively contribute to community initiatives and activities and have a positive impact. • Curriculum implementation provides opportunities for children to campaign for positive changes locally and nationally.	• Each British Value is covered in detail every half-term through a whole school assembly. • Review British Values within our curriculum to ensure that it enhances children's commitment to fundamental values of democracy, rule of law, liberty and respect; how these have changed through time and how these should be extended. • Provide further opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact. • Consider applying for the Rights Respecting Schools Silver Award.
14. Staff CPD	• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. • Every member of staff can identify at least 2 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. • Increase the scope of, and opportunities for, using internal peer to peer coaching to secure professional growth and share good practice, enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth. • SENDCOs and other senior leaders to specifically further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able. • Collaboration – secure high quality CPD and professional learning through our new membership within Symphony Trust in order to maintain, and secure, a skilled workforce. • Increase professional development opportunities for senior leaders through further commissions for School To School Support.	• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. • Every member of staff can identify at least 3 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. • Increase sustainability by extending collaborative working - explore further education partnerships within and beyond the Trust which offer the school challenge, support and facilitate the core plan. • Increase professional development opportunities for senior leaders through further commissions for School To School Support. • Teachers who manage foundation subjects become experts in their field and support local cluster schools in Leicestershire and other schools outside of the Trust. • An effective teacher learning community drives CPD and continually enhances the skills of all staff and raises pupil standards.	• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan. • Every member of staff can identify at least 3 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice. • School supports support local cluster schools in Leicestershire and other schools outside of the Trust.

Review of Priorities for 2021/22

	What did we want to improve?				Success & Impact	Next Steps
QUALITY OF EDUCATION	Metacognition - make the skills for learning explicit to our pupils and reskill and rebuild their confidence and scholarly behaviours following the disruption caused by the pandemic	Increase staff understanding and confidence in planning and delivering Greater Depth opportunities to challenge More Able Pupils and increase the % of pupils working at GDS	Increase the proportion of children making 'rapid' progress across the school, especially those classed as 'Watchful Eye', in order to close the gap from Below or On Track Minus to Age Related Expectations (On Track)	To further refine the intent, implementation and impact of our creative curriculum so that it provides a basis for the development of values, progressive knowledge, skills and cultural capital	The school provides inspirational and consistently high quality teaching and learning experiences to all pupils across a broad and rich curriculum.	Continue to strengthen our ability to enable pupils to fulfil their potential and experience success through an educational environment which responds to individual need, stimulates and challenges each child and provides well-defined, flexible pathways for all learners. We still need to raise standards across the school so that vulnerable, SEND and disadvantaged pupils make <u>substantial and sustained</u> improvement in each year group across RWM.
BEHAVIOUR & ATTITUDES	Promote positive emotional wellbeing and good mental health across the school community so that all pupils have high aspirations and positive self-esteem.		Further develop children's ability to make links between behaviours, character and both school and British Values.		Whole school attendance and punctuality figures for vulnerable children have been further improved through strong and highly effective partnerships with parents and specific strategies to support well-being issues. Most children demonstrate the characteristics of effective learners which impacts positively on progress and attainment. Curriculum development is highly effective in securing outstanding engagement levels and behaviours towards learning for the majority of pupils.	Mental Health & Well-being issues remain a high priority. Need to increase ELSA support and access to specialist counselling for vulnerable pupils.
PERSONAL DEVELOPMENT	Ensure that the school's enrichment offer is effective in supporting character development in all children.		Metacognition - make the skills for learning in a classroom environment more explicit to our pupils to strengthen their confidence and scholarly behaviours. Whilst there has been visible re-engagement of learners, pupils' self-regulation, stamina and behaviours for learning are still an area for development following the pandemic.		Pupils' Personal Development was judged as Outstanding by OFSTED in November 2021. Pupils' SMSC development equips them to be thoughtful, caring, resilient citizens who are well-prepared for the next stage in their education. Throughout the school community, difference is valued and nurtured whilst commonalities are identified and celebrated. Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.	To ensure that there is stronger take-up by SEND and PPG pupils especially of the opportunities provided by the school.
LEADERSHIP & MANAGEMENT	Recovery Curriculum – To mitigate setbacks to school improvement initiatives caused by the pandemic	Succession Planning: further develop appraisal expectations for support staff, members of the senior leadership team and those on UPS so that they set the standard for a high quality of education and show a clear differential linked to pay and experience	Leaders at all levels must ensure that the school's quality assurance culture supports professional learning		'Aspirational' Leaders at all levels provide strong, cohesive and effective leadership and are highly ambitious for pupils All leaders reinforce and model outstanding teaching and learning, focusing on maximising pupil outcomes in all aspects of the curriculum.	Ensure that strategic planning is keenly founded on the insightful use of robust monitoring evidence and good quality data. There should be a continuous review and refocusing of priorities influenced by evaluation of the school's performance.

Key Priorities for 2022-23

Symphony Learning TRUST **Implementation Plan / Logic Model** Education Endowment Foundation

Priority 1	Improve outcomes in Maths by adapting the White Rose Maths Framework so that it enables pupils to become more assured in the fundamentals of mathematics and to use this fluency to reason mathematically and solve problems by applying their knowledge.	**Leader(s)**	Charlotte Brown, Fiona Shields & Ashleigh Cooper

Start Date:	August 2022	**Mid-Review:**	February/March 2023	**Evaluation Date:**	July 2023

What needs to change? What is the problem we are trying to address, from the perspective of:	
Teachers:	**Pupils:**
• As it's a linear curriculum it means that pupils sometimes have a year between topics. • White Rose takes a fully maths mastery approach which means there are no suggestions for scaffolding/differentiation in the classroom. • Some lessons move on too quickly – there is often a need to spend longer on some of the 'Small Steps' to ensure that pupils nail 'the basics'. • Need to adapt the scheme to assist teachers with the pacing and sequencing of curriculum content as learning can feel shallow. • Want to build in more time to revisit and overlearn key arithmetical concepts to secure stronger numerical fluency. • Need to identify the absolute none-negotiable number skills that must be mastered by all children in each year group. • Need to streamline or reduce the WRM curriculum to manageable core content including skills, knowledge and attitudes so that there is ample room for deep and meaningful learning. • Because arithmetical skills are often lacking, pupils' confidence and engagement with reasoning and problem solving is not strong. • Need to define the core knowledge, skills, attitude to be taught and assessed more specifically so that STP provides stronger guidance and support to teachers. • Need to better align curriculum content and assessment to the available teaching time. • Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the previous and current year group.	• Too many pupils have significant gaps in basic 'number sense' and conceptual understanding as they are often confused over the array of manipulatives wand methods that WRM introduces – need to streamline. • A lot of our children need Maths to be taught in a very functional way, initially focusing on the non-negotiable key concepts, knowledge and skills that are the most important components for progression. • Learning in WRM moves on quickly – 'slower graspers' especially need to fully master the key learning objectives that must be understood before being able to start a new concept. • Not all pupils retain key vocabulary to use within mathematics and other connected areas of the curriculum. • Not all learners are adequately prepared for the subsequent year in terms of content, skills and knowledge. • Due to a lack of retention and application of 'the basics', an increasing number of children are not demonstrating age-appropriate skills required for all elements of maths. We therefore need to secure the expectations of the National Curriculum for a greater proportion of children within each year group by strengthening arithmetic in the first instance.

What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes	
Intent/Planning • Adapt the WRM curriculum framework/SOW to enable teachers to cover the essential core content in each phase within the available time. • Use mapping documents to identify where 'Ready to Progress' criteria reinforce WRM planning and ensure recap of essential concepts. • Subsequently revise short term planning each term, in line with our updated Calculations Policy. • Update half-termly small steps success criteria. • Updated WRM calculation policy to be adhered to by all staff from reception through to year 6 so that there is a clear consistent approach to modelling. **Implementation/Delivery** • Continue to group pupils across LKS2 and UKS2 to secure targeted, precisely pitched teaching. • Streamlining of curriculum – lighten the load in the first half term. Reduce the envisaged Maths curriculum to manageable core so that there is ample room for deep and meaningful learning in relation to number. • The Maths curriculum will focus more heavily on Number in the first instance. • Autumn Term 1 - go back over the previous year's curriculum for RWM – gives staff and pupils the chance to re-engage with learning and prime the long term memory. After revisiting last term's objectives from the previous year, 'assess' what has been captured and adapt STP accordingly. • Over the academic year, pupils will take part in a range of mathematical enrichment days to enable them to be more fully immersed in to a particular topic of mathematics e.g. measures, fractions, shape. **Pedagogy** • From the STP, staff should deliver sharper lessons that cover the essential skills and knowledge needed for progression within and across key mathematical topics. • Daily recap of previous learning/revisit session through WRM Flashback 4, Deepening Understanding Morning Work, Third Space Learning Fluent in 5, TTRS, etc. to aid fluency of key number facts and practice of appropriate vocabulary	Integrate the 'Ready to Progress' criteria (DfE Mathematics Guidance 2020) with appropriate WRM block to ensure core concepts are adequately covered on MTP and STP. EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 (and Key Stage 3)	• Staff CPD to be built in to the academic year: -Elements of mastery -How to use stem sentences -Ensuring high quality questioning -Models and representations • Staff will be kept up to date with any new guidance and/or initiatives and encouraged to take up any offers of free courses and training specific to their year group and/or to aid their own professional development with regards to mastery. • Maths Leader to assist teachers with planning for the different forms of assessment. • Peer to Peer classroom visits and support work/modelled lessons.	• Teachers' planning provides appropriate pacing and sequencing of curriculum content and assessment to enable pupils to make good progress. • Lesson observations and book looks show that teachers have a good grasp of the needs of the children and work is appropriate for meeting these needs. • Teachers cover the essential core content in each phase within the available time. • Learners are adequately prepared for the subsequent term, and year ahead, in relation to content, skills, knowledge, attitudes, and values. • More pupils are working to their age related objectives. • At least good progress for the majority of each cohort during the academic year 22/23. • Pre & post intervention checks show progress. • Children talk confidently about the pictorial and abstract methods they use. • Pupils demonstrate better retention of key facts and prior knowledge, enabling them to apply this more successfully to problem-solving and reasoning. • Pupils know more and can remember more.	• Pupils are fluent in their key year group appropriate number facts and carry out these calculations when presented as equations, and when they are presented as contextual word problems. • Teaching of core principles of mathematics such as the four operations, allows children to better engage with solving problems, showing perseverance and their factual knowledge. • Pupils display more confidence in how to make the best use of resources. • Lessons become more consistent in terms of structure. • Pupils become more familiar and confident with the models and representations. • Pupils have regular opportunities to secure the rapid recall of the fundamental knowledge of mathematics e.g. times tables, number bonds etc. • Children working at all levels regularly complete reasoning tasks or open-ended problem-solving investigations alongside fluency activities to provide opportunities to U&A.

- Use of WRM True or False questions to aid AfL and clarify common misconceptions.
- Daily mental maths sessions to develop fluency and appropriate use of vocabulary.
- Use Knowledge Organisers to promote memory retention of key facts and vocabulary via games and quizzes.
- Consistent use of representations, e.g. tens frames, number squares, number lines, part whole models to enable pupils to visualise concepts to develop conceptual understanding.
- Use daily AfL through questioning or quizzes etc., e.g. Oak Academy lessons, to identify misconceptions and carry out same day interventions, referring to NCETM Mastery PD material and DfE Maths Non-Statutory guidance.
- Provide a language-rich environment to embed key vocabulary to use within mathematics and other connected areas of the curriculum.
- Morning maths activities using TTRS/Numbots/Minute Maths are routine across the whole school, focusing primarily on number facts and the four operations in order to improve fluency and retention of number facts.
- Children to learn times tables by heart through regular, dedicated practice in school using TTRS – reward scheme introduced to embed the spirit of self-challenge.
- Use of pre-teaching and same day interventions to accelerate learning and close gaps.
- Calculation workshop for parents- includes how to support with calculations and times tables.

Assessment
- Staff will draw on a range of evidence, as per normal classroom practice through QFT and astute AFL to determine pupils' achievements together with their next steps in learning.
- Interrogate the gaps and benchmark against year groups with discussion with phase leaders.

Interventions
- Daily additional fluency sessions in years 2-6 focusing on the identified needs of the pupils OR on revisiting prior learning.
- Pre-teach and Post teach interventions based on astute AFL
- Intervention programmes for those children not making sufficient progress – NGfL Support programme / Hamilton Maths Support Activities / Deepening Understanding Arithmetic Intervention.

- The intensity of fluency teaching promotes earlier entry points to mastery.
- All groups of learners make at least expected progress with target groups making accelerated progress to close the gap.
- Pupils feel success and know that they can improve with their learning through building connections between prior and future learning.

- Each term, pupils meet the 'Ready to Progress' criteria and are able to make connections within the different areas of the maths curriculum.
- Evidence of a bigger focus on language and vocabulary in maths lessons.
- Evidence of all children being engaged and able to access the learning.

Activity	Subject Leadership Release Time	CPD	Manipulatives/Resources from Maths Budget	Maths Subscriptions (WRM, TTRS, Numbots)	Intervention Resources
Cost	HLTA costs (£3700)	£3000 CPD budget	£200	WRM £120; TTRS £131.40; Numbots £120	Shine Subscription £720

Symphony Learning TRUST **Implementation Plan / Logic Model** Education Endowment Foundation

Priority 2	Improve subject provision and achievement in Art, DT, French, Music, PE & Computing, so that these subjects provide a stronger basis for the development of progressive knowledge, skills and cultural capital.	**Leader(s)**	Thomasin McGravie, Laura Chapman, Fiona Shields, John Patching, Katie Sheldon

Start Date:	August 2022	**Mid-Review:**	February/March 2023	**Evaluation Date:**	July 2023

What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	**Pupils:**	**Attainment:**
• In most subjects, the curriculum is ambitious and well planned. However, there are some foundation subjects which are less well planned or delivered: Art, DT, French, Music, PE & Computing. Pupils do not build consistently on their knowledge and skills over time. • Some teachers do not check well enough whether pupils have remembered what they have learned before • Because of pioritisation re: addressing lost learning after the pandemic, these subjects have not been a major focus for development in the last couple of years – would like to invest heavily in these subjectcs now that our topic drivers are well established. • Due to the pandemic and remote learning, these subjects were not as strongly delivered as the other foundation subjects – as a result, progression of skills development has been disrupted. • Some inconsistencies exist in teachers' subject knowledge and skills level, particularly in PE, French, Music and Art. As such, the quality of teaching, learning and outcomes in some foundation subjects varies slightly. • Resources need to be utilised more consistently to strengthen progression. • STP is not always delivered fully in some phases, resulting in gaps in pupils' skills development and understanding. • Current schemes of work do not necessarily provide the strongest basis for the development of values, progressive knowledge, skills and cultural capital. We are introducing new schemes in August for PE, Music and Comupting. • Not all units within current SOW are logically structured. Therefore more progressive units of work are needed to be delivered to secure stronger skills development that build over time. There are some gaps in current schemes of work for Music, for example which means that the lessons taught do not always closely connect with the progression maps/assessment grids.	• Pupils' long term memory and retrieval of key concepts linked to these subjects is not as strong as in History or Science, for example. • We need to use the vocabulary information in the progression grids to ensure secure pupils have secure subject knowledge. • There are some gaps in pupils' skills development as not all learning units are logically sequenced. • The plans in some fundation subjects are not currently as well sequenced as they could be. Pupils struggle to recall what they have learned in previous topics. They find it difficult to make connections in their subject knowledge over time.	• Develop the subject knowledge of staff through CPD. • Enable pupils to learn more, know more, remember more through a progressive series of lessons for each subject which forms a cohesive scheme of work. • Increase attainment across the subject areas.

What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes	
General Strategy • Implementation: adopt new SOW for PE, Music and Computing which provide stronger progression and support for none-specialists. • Implementation: review, evaluate and adapt medium and short term planning for each half term for each stage in the school (EYFS - KS2) for these subjects where necessary. • Phase teams to clarify pitch, breadth and outcomes in PPA meetings to secure consistency. • Clarify end of year expectations for both year group and subjects with all staff/subject leaders via staff meetings. HT/AHT meet with post-holders to review and adapt action plans against school goals. • Embed the use of low stake quizzes and use of Knowledge Organisers for each theme (Y1-Y6) to ensure revision of previous learning and to secure 'sticky knowledge'. • Embed the use of the skills progression grids for these subjects to ensure a higher quality curriculum by the clear identification of progressive objectives and 'end points'. Teachers assess all foundation subjects & evaluate impact, using these Progression Grids. • Subject leads carefully monitor lessons, books, planning and assessment information to ensure subject provision and achievement are good in these subject areas. • Subject leads ensure resources are in place to support key themes. Audit these resources and share with staff. • Review opportunities for developing greater cultural capital both through delivery of the STP and through the range of enrichment activities across the school year delivered external agencies. • Subject leads provide training sessions for main content for their subject area e.g. art techniques, technical vocabulary in Music.	OFSTED subject review series for PE, languages and Music.	Training: Subject Leaders will provide guidance on pedagogy re: successfully implementing new SOW, effective subject delivery, quality provision, securing stronger skills advancement etc. Subject Leaders will be responsible for monitoring the quality of teaching and learning. Evaluate developments in these subjects as a staff each half-term. Training: Teachers will be given additional guidance on how to link prior learning across units for each subject, how to improve children's long term memory, and how to embed progressive vocabulary as per the progression grids.	• Teachers' subject knowledge is improved, ensuring concepts and skills are taught effectively. As a result, the quality of teaching and learning across these subject areas is strengthened. • At the end of the academic year provision for these subjects has improved. • The percentage of pupils working at ARE in these foundation subjects increases. • Leaders make sure that the curriculum is coherently sequenced in all subjects so that pupils know and remember more. • Subject Leaders' impact re: leading new initiatives and monitoring outcomes in their subject increases.	• Teachers and subject leads are aware of the expected endpoints at the end of each topic and ensure that at least 78% of children reach these. • Children build on previous learning and make connections both within and across the curriculum, allowing them to apply this in a range of ways to develop their skills. • Children will have access to a wide range of learning opportunities related to these subjects as staff confidently build enrichment opportunities into lessons and then embed within the wider curriculum.

Activity	CPD: implementing new SOW, reviewing curriculum delivery, teach the teacher re: skills development; embedding vocabulary; strategies to improve long term memory	Subject Leader release time	Cost of new scheme for Music (Kapow) & additional resources	Cost of new scheme for PE and additional resources	Cost to resource Art, DT, French & Computing	Enrichment Activities/Visitors
Cost	Staff Meeting Time & External CPD	HLTA Costs (£3700)	£300 scheme £100 resources	Scheme 1st year £1500; subsequent years £420 PE Budget £300 Sports Partnership Subscription £1200	Art Resources £200 DT Resources £200 French £0 Computing (£400 from IT hardware budget)	PTA and in-school fundraising. Estimated costs £3000 in total.

Implementation Plan / Logic Model

Education Endowment Foundation

Priority 3	To provide outstanding provision for more able pupils in order to meet their needs effectively and ensure that these children are challenged and their depth of learning increased.	**Leader(s)**	All subject leaders, but primarily Ashleigh Cooper & Charlotte Brown

Start Date:	August 2022	**Mid-Review:**	February/March 2023	**Evaluation Date:**	July 2023

What needs to change? What is the problem we are trying to address, from the perspective of:	
Teachers:	**Pupils:**
• In order to increase the percentage of pupils achieving GDS, we need to ensure that more able pupils are provided with greater opportunity to extend and deepen their understanding, especially within the core subjects. • Have spent a lot of time focusing on post-pandemic provision – now need to reflect on our whole school policy on how we promote deeper learning for more able pupils. • Need to more strongly embed the 'policy' of teaching to the top in every lesson and embedding high expectations of all pupils so that we can make sure that everyone is being genuinely stretched and challenged. • Need to transfer this mantra into tangible strategies and ideas that are consistently used across all classes to ensure we are continuously challenging our pupils, especially those in the highest abilty range.	• Post pandemic, it has been noticeable that pupils who were working 'above' in 2019 have slipped to OT+ as a result of remote learning. We have not quite managed to secure the standards of three years ago and therefore need to target more able provision. • Stamina, pace and the retention of key information linked to long term memory recall is not as strong as it was pre-pandemic. • Pupils need to demonstrate stronger drive, grit, motivation and desire to succeed and challenge themselves. • Pupils' higher order thinking needs to be strengthened further.

What we plan to do	**Research Links**	**Implementation Activities**	**Targeted Pupil Outcomes**	
• MA record is circulated and monitored by the HT and subject leaders at the beginning of each term – updated where necessary. • HT to track provision for MA pupils – underachievement to be discussed at Pupil Progress meetings. • CPD to improve understanding of expectations for GDS, what does it look like and how to achieve in writing. • Raise the profile, attainment and progress for pupils identified as more able, especially in Literacy and Numeracy through further enhancing provision *across* the creative curriculum.	NACE - Making space for able learners: phase 1. Cognitive challenge: principles into practice. Making space for able learners: phase 2. Effective	• Identify children with potential for greater depth / exceeding • Aspirational target setting in reading, writing and maths • Training throughout the year MA RWM as a focus	• Staff are confident in the effective use of a range of pedagogical strategies to consistently challenge MA pupils. E.g. Bloom's Taxonomy questioning, elements of choice over task or recording methods and thoughtful scaffolding.	• Provision for more able pupils will be effective, as shown by the increase in percentage of children on track for 'Above in all year groups in Reading, Writing and Maths

• Improve the level of challenge and attainment of MA pupils by developing staff understanding and confidence in delivering Greater Depth opportunities and strategies. For example: - Offer high quality reading lists to pupils that will push them out of their current reading patterns and encourage them to read more widely - Offering examples that go slightly above and beyond the expectations of the specifications - Exploring how to create engaging and interesting introductions and conclusions - Exploring how to analyse with flair in the examples we provide - Using the visualiser to exemplify excellent pupil examples - Focusing on the language we use in the classroom - Exploring vocabulary and encouraging challenging vocabulary in the work pupils' submit - Don't do 'more of the same' – ensure tasks are challenging and stretch the most able - Use higher level questioning to target pupils and to extend and challenge - Set research homework that extends pupils' understanding of the task/text etc. - Use why? simply getting pupils to think about what they have said and why they have said it can be powerful - Use how? To get pupils to investigate further what they think - Use what? Again to probe further - Bounce questioning from pupil to pupil and allow them opportunities to develop each other's ideas - Use pose, pause, pounce & bounce questioning - Use metacognition tasks - Get pupils to create quizzes/papers using a range of resources to help embed key information/facts - Staff who aren't afraid to deviate from the lesson plan when an interesting learning point is made/can be developed - Scaffold using extension tasks - Ensuring that more confident pupils don't dominate - more able pupils who are quieter just need opportunities to shine - Show highest / very high level examples to pupils and use the criteria with this to show them how to get to that level - Link to criteria/success criteria as this allows them to know how to get to an end point - Be creative when planning - Offer lots of opportunities for group work or group discussion before writing - Ensure all valid contributions are recognised and praised; set the tone so pupils know it is okay to make mistakes - Use rewards to encourage pupils	assessment and the importance of language-rich classrooms EEF Improving Literacy in KS1 EEF Improving Literacy in KS2 EEF Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 (and Key Stage 3)	• Monitoring through scrutiny and lesson observations/pupil interviews. • Enrichment – Donington Dynamos, visitors, competitions etc. • Character Education work to inspire pupils to have high aspirations and a positive Growth Mindset • Deepen understanding of how children learn – cognitive load and long term memory retrieval • Develop staff understanding of greater depth / exceeding learning behaviours and assessment criteria • Planned provision for deeper understanding, fluency and knowledge retrieval – reading, maths, science and history • Key stage meetings/moderation with maths and English lead • Inter school moderation • CPD to raise staff confidence and skill levels in meeting the needs of MA pupils • CPD to further develop a range of approaches to aid effective scaffolding & challenge for all • CPD to explore the wider use of open questioning techniques in all subjects that guide and support the process of learning • Subject leaders identify provision made for MA pupils across their subject - opportunities are highlighted by subject	• AFL is effective in securing appropriate pitch for learning tasks. • Whole school consistency re: provision and high expectations are well embedded. • MA children are provided with greater opportunity to extend and deepen understanding through the provision of appropriate, challenging activities • Lesson observations show MA pupils to be highly engaged, motivated and curious learners who are being effectively challenged. • Subject leaders identify provision made for more able and talented pupils across their subject. • Pupil progress meetings impact on how teachers make use of assessment information, pitch work accurately and deepen learning. • MA children have high aspirations and 'grit'. • All teachers have secure subject knowledge of GDS. • Teacher assessments are moderated and accurate.	• Increase in the % of pupils achieving GDS in RWM at the end of KS1 and KS2. • Individual targets are being met. • Pupils' work shows good progress and evidence of learning at a 'greater depth' standard.

- Continue to use Chilli Challenges to indicate that there is a more difficult challenging task to be continuing with - Select different questions for different pupil to stretch the most able - Introduce higher level terms/definitions that not all will use but the most able may include - Create opportunities for pupils to think outside the box. Offer success criteria but leave how they get to the success up to them. (offer more freedom of activity) - Higher level questioning - Through Kos and LST ensure that the students are offered opportunities to embed information and then they can apply in their own work - Feedback: both written and verbal which challenges and promotes higher level thinking (also, offering your subject knowledge at a higher level) - Allowing freedom to lead and guide tasks or outcomes during a lesson E.g – posing a this is the outcome I'd like to see you decide how you will achieve this today (type question/resources) - Creating an open environment in the class for discussion: this can be done by trying to take a slightly more hands off approach when teaching - Offer extension tasks which challenge – not more of the same - Ensure pupils are taken out of their comfort zone and have to think really hard about the work • Post pandemic. re-establish specific enrichment activities to inspire and motivate MA pupils e.g. Donington Dynamos. • Secure strong confidence and accuracy re: teacher assessment for GDS Writing through moderation. • Revise scaffolding methods and the teaching of adapted response strategies to raise the level of challenge to all. • English and Maths leaders to specifically monitor GDS • Challenge for all through adaptation is explicit on teacher planning • Extend the use of AfL strategies to identify 'gaps' in learning and opportunities to challenge OT+ pupils so that they convert to GDS/above.	leaders to challenge these children • Provide opportunities for accelerated starting points for MA pupils through provision of opportunities to apply, consolidate and peer teach • SLT to monitor provision for the more able and opportunities to encourage greater depth – books, observations, pupil voice and learning drop-ins. • Develop a range of MA interventions which develop opportunities to apply and extend learning through problem solving and cross curricular application • Conduct pupil voice questionnaires from the more-able to collect views topic choices and any barriers to improve motivation and engagement

Activity	Staff Meeting/INSET/Twilights	Subject Leadership Time	Donington Dynamos – Subject Leader release time & resources	Enrichment/Visitors
Cost	NA	HLTA Costs (£3700)	NA HLTAs Resources for DD workshops £200	PTA and in-school fundraising. Estimated costs £3000 in total.

Implementation Plan / Logic Model

Symphony Learning TRUST

Education Endowment Foundation

Priority 4	Through the implementation of targeted, well-resourced interventions and support strategies, improve the outcomes of disadvantaged children and those in the lowest 20% attainment range for Reading, Writing and Maths for each year group.	Leader(s)	Fiona Shields, Ashleigh Cooper, Hayley Webster & Lauren Farrar

Start Date:	August 2022	Mid-Review:	February/March 2023	Evaluation Date:	July 2023

What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:
• Whilst SEND provision is highly regarded and positively promoted throughout the school, we would like to *accelerate* the attainment and progress of pupils within the lowest 20% attainment range for RWM so that the closing of gaps in learning is generally more swift, efficient and effective across the whole school. • Evidence shows interventions vary re: the impact on pupil attainment, achievement and pupil wellbeing. Need to ensure therefore that the deployment of support staff has a measured and evidenced impact on pupil progress and wellbeing, as well as impacting on classroom and whole school SEND practice. • The school is well resourced to support pupils' needs, both in staff knowledge and physical resources but we would like to explore meta-cognition strategies more and strengthen our approaches to scaffolding.	Despite a creative and focused approach to meeting the needs of all pupils within the classroom, with external advice and support implemented swiftly when needed, current strategies are not leading to *accelerated* progression rates.

What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes	
Interventions/Targeted Support • Subscribe to SHINE so that staff can utilise intervention materials for Reading and Maths specifically tailored to individuals or groups based on NTS outcomes/analysis. • Ensure that quality interventions are well planned and have an impact, through observations, planning meetings, monitoring forms and feedback. • By week 3 Autumn Term, ensure that streamlined interventions have been set up across each phase with a support staff lead for specific areas across each phase e.g. Reading for Inference Lead; Maths	EEF Cognitive Science in the Classroom (July 2021) EEF Metacognition & Self-Regulated Learning (2018)	**Identification** • KS1 and KS2 identify the lowest 20% of pupils and identify gaps within first 2 weeks of Autumn term and EYFS by end of first term • KS1 and KS2 interventions in place by week 3 • Autumn Term to address	**General SEND Provision** • SEND provision remains highly regarded and positively promoted throughout the school • Pupils with SEND feel valued, have opportunities to succeed and demonstrate an enjoyment of learning • Each year group will run	**Outcomes** • Pupils with SEND will make good progress, according to their developmental needs. • The lowest 20% of children will demonstrate *rapid* progress from their starting points. • The progress of all SEN

Fluency Lead; Phonics Lead.
- For Support Staff, link intervention to the rigorous performance management cycle, which includes feedback from class teachers and analysis of data and other evidence.

CPD
- CPD to revise key 'Scaffolding Strategies':
  - providing a simplified version of a writing task and then gradually increasing the complexity, difficulty, or sophistication over time
  - breaking up the lesson into a series of mini-lessons that progressively move pupils toward stronger understanding; describing or illustrating
  - describing or illustrating a concept in multiple ways to ensure understanding
  - providing pupils with a WAGOLL, an exemplar or model they will be asked to complete explaining why the specific elements represent high-quality work
  - adult models a process/modelled Writing is used to effectively illustrate skills for excellence
  - Pre-teaching e.g. pupils are given a vocabulary lesson before they read a difficult text
  - Adults clearly describe the purpose of a learning activity, the directions pupils need to follow, and the learning goals they are expected to achieve
  - Provide a handout with step-by-step instructions they should follow, word map, sentence stems etc
  - Connect a new lesson to a lesson the pupils previously completed to show how the concepts and skills they already learned will help them with the new task

QFT & Pedagogy

- Fully embed the use of pre and post-teaching as an intervention for pupils with gaps in their learning, especially in Mathematics.
- How we use time will be crucial - teaching needs to be sharp and focused to optimise learning opportunities. Therefore, review the essence of effective teaching with all teaching staff – teaching approaches and pedagogy so that all teaching is never less than good – look at the great teaching toolkit evidence review
- Maximise the opportunity to learn – teacher modelling; models and images in Maths; modelled texts and exemplar texts in Literacy etc.
- Teach pupils 'how' to learn, to remember.
- Strengthen scaffolding strategies.
- Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.

EEF Improving Literacy in KS2

EEF Improving Literacy in KS1

EEF Teacher Feedback to Improve Learning

EEF SEND in Mainstream Schools

- identified gaps and EYFS by end of first term

Assessment
- Embed the effective use of assessment tools for early intervention and impact, ensuring staff are confident in identifying barriers to learning.
- Following the introduction of O Track, use small steps data to identify specific and appropriate next steps for pupils with SEND, according to their individual attainment and learning needs.

Targeted academic support
- Year 6 extra teaching group daily using SLT expertise
- Interventions across all classes
- Additional in school tuition in Reading and Maths by teachers

QFT & Pedagogy
- Ensure that Quality First Teaching is provided for all pupils, monitored through regular learning walks, observations, pupil voice and work scrutiny.

CPD
- Continue a rolling programme of workshops to upskill all teaching teams in: Dyscalculia, Working Memory, Sensory Processing Disorder, supportive learning environments and

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- efficiently with highly effective QFT prioritised, alongside tightly targeted interventions.
- Pre and post-teaching will be an effective element of both QFT and intervention across the school, raising pupil confidence and progress by giving them the knowledge to access lessons more successfully.
- Staff feel confident, trained and well supported re: SEND provision. They have a good understanding of how to meet the needs of children with ALN/SEND and can plan effective adapted learning opportunities. This will be achieved through early identification, thorough assessment of need, specific and appropriate high quality intervention and thorough tracking.
- Staff will feel confident in identifying the signs of barriers to learning swiftly.
- Teaching teams have working documents that accurately reflect the pupils, their barriers to learning and interventions in place.
- Staff will use a wide range of teaching strategies, alongside knowledge and understanding of individual pupils. Staff will be determined that all pupils do well and persevere in finding a successful way forward.
- A range of assessment tools will be used to identify the best provision for each pupil.
- All staff will be ambitious about outcomes for SEND pupils and

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pupils will be *accelerated* through efficient and effective identification of 'gaps' in learning and individual learning styles.
- More children will be on track each term, with more of these children closer to being on track (OT-) rather than working 'below'
- Phonics Screening in Y1 to be above national average.
- Y2&Y6 EXS to be at least in line with the NA
- RWM combined for KS1 & KS2 to be at least in line with the national average, and ideally above it
- SEND KS2 progress to be no less than -1 in RWM
- EYFSP GLD be above the national average
- A more creative and focused approach to meeting the needs of all pupils within the classroom will also lead to increased progression rates, with external advice and support implemented when needed
- Lesson observations show that the lowest 20% of children are being support by the class teacher for the majority of the time
- Lesson drop ins demonstrate highly effective teaching pedagogy.

- Use of knowledge organiser activities/games to help pupils commit concepts/facts to memory. (Important to do retrieval through quizzing – KO's must be used consistently and as a crucial part of each lesson).
- Staff meeting to remind staff about transferral of knowledge to short term memory, long term memory, use of knowledge organisers
- Offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting etc.

Metacognition Strategies
- Explain to pupils why we need to review learning, why they need to recall from memory, why they need to be motivated (supports learning behaviours).
- Share the bigger picture/put the learning in context.

Strategies to support poor short term and working memory and embedding learning into longer term recall
- Reduce working memory load by reducing quantities of material e.g. not too much text to read, and reviewing topics regularly.
- Simplify mental processing activities; break down multi-step tasks.
- Plan for plenty of repetition opportunities to support knowledge acquisition.
- Use memory aids such as word strips, wall charts, multiplication grids and counters. As well as audio recording devices and programmes (as above).
- Use of thought mapping, note taking and visual prompts wherever possible, encourage older pupils to become more independent with this.

Reading intervention foci including SHINE planning:
- Focus on all the following aspects to ensure reading recovery:
- Phonological awareness and decoding accurately
- Word recognition
- Wider decoding
- Comprehension strategies (teaching/learning each reading skill systematically through VIPERS)
- Responding to text

Reading Pedagogy
- QFT- targeted questioning and scaffolded support for those identified as the bottom 20%.

Reading strategies for the lowest 20%:
- One to one reading diagnostic task and reading record completed to produce a pupil profile to use as a bench mark start point.

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strategies for QFT and other interventions.
- Twilight Sessions: continue to implement x1 Phase SEND review meeting at the end of each term so that Support Staff and Teachers can evaluate provision and explore further strategies to to support any pupils whose progress is causing concern.
- Continue to hold regular meetings with SEND governor, increase involvement with other staff and pupils
- Ensure external agencies are deployed efficiently and that their advice is acted upon and has an impact.

Wider Strategies
- Robust attendance monitoring of groups- PP, SEN with EHCP and the bottom 20% of attainders in the school
- Train an additional staff member in school to support the ELSA with mental health and wellbeing concerns
- Character Education work to focus on skills that can be transferred to learning into the classroom (e.g. resilience, problem solving and teamwork skills)

Reading Resources
- Diagnostic tasks
- Literacy Shed VIPERS

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feel confident in achieving them.
- Immediate intervention time is prioritised for SEND, target and disadvantaged pupils.
- Accurate AFL and small steps data analysis consistently informs the next steps in learning for SEND pupils.
- Communication between class teachers and support staff will be thorough and support pupils' learning and progress.
- Evidence shows the deployment of support staff has a measured and evidenced impact on pupil progress and wellbeing, as well as impacting on classroom and whole school SEND practice.
- Appraisal: Support Staff will be able to evidence their impact on pupil progress in terms of outcomes.

Reading
- Evidenced by improvement measured at end of specific intervention programme.
- Improvement seen in reading skills for decoding, word recognition and wider range of strategies used for comprehension.
- Phonetic knowledge has increased and is being applied for reading and spelling.
- Shared reading allows immersion in more demanding texts and reading for enjoyment.
- Comprehension skills are more advanced.

- Pupils with SEN can evaluate their learning effectively and identify next steps for themselves
- Pupils are able to use strategies to make progress and feel more confident in their learning.

Reading
- Reading Age has improved at a faster rate than chronological age.
- Reading stamina has improved in terms of time reading independently and pace (words read aloud per minute).

Other
- SEND and lowest 20% parental engagement in parents' evening to be at least 95%
- Attendance of key groups (e.g. bottom 20%, PP, SEN with EHCP to be no less than 2% below school's average each term

- Check book banded reading book from previous year is still applicable following above task.
- Daily reading programmed into class timetable.
- Daily phonics lessons in EYFS & KS1 – timetable in revision of earlier phases as well as new phases being taught as intervention.
- Shared reading with focus on VIPERS, to ensure good depth of understanding. Map in a wide range of tasks exploring vocabulary, use of graphic organisers, (and sequencing, analysis of themes, comparison with other texts, zones of relevance for KS2)
- Teach children the range of strategies necessary to be able to tell the gist of a piece of text so they can explain in own words all salient facts.
- In KS2, pupils should be encouraged to make connections between different pieces of information they have read. Use the discussion as an opportunity to include GPS. For example, pronoun links.
- Work on stamina so children are improving not only how long they can read for as independent readers **but also pace of reading aloud**. (Year 2 needs to be 90 words per minute; Year 3 and 4 need to be over 100).

Accelerated Reader
- Target pupils whose reading age is less than their chronological age for additional intervention.
- Reports for SEND/lowest 20% should be collected fortnightly and checked so that pupils not reading or performing less well on quizzes can have their ZPD checked.

Reading Interventions/Targeted Academic Support
- Intervention groups to address the stumbling block for each pupil who is struggling to read - work on strategies to assist.
- Each class will most likely need more than one intervention for reading covering comprehension/inference and one for SEND/LA focusing on pace and comprehension.
- For Y6 especially, reading comprehension and written answers – model how to construct a good answer with all necessary detail and focus on the phrasing of questions so children are familiar with what that question is asking for. Identify any pupils with major difficulties learning to read.
- Look at strategies for improving working memory as well as same day phonics intervention for KS1 and EYFS.
- Delivery of NELI to target group in EYFS.
- SHINE intervention material to be introduced for 22-23.

Maths – See Priority Area 1

Writing Pedagogy
- Ensure that a Writer's Toolkit is used for each unit

- Power of Reading tasks
- Ensure a wide range of texts/genres are used as material for children to access and enjoy throughout the year
- Phonics Play

Incentives
- Higher profile rewards for regular reading at home and A/R word count.

Writing Resources
- Grammarsaurus
- Pie Corbett games
- Talk for Writing books
- Lancs KLIPS document
- Orchard GPS SOW
- Spellingdrome

- Vocabulary knowledge has expanded by exposure to more demanding text, discussion of morphology and looking at words in context.

Writing
- Children become familiar with GPS elements needed in every sentence and improve their ability to check after writing (DIRT) so punctuation is in place.
- New skills are learnt and applied in talk for writing tasks
- A clear improvement from the cold write at the start of each unit to the work completed at the end of the unit. This will be seen in quality, use of genre features and stamina.
- Good editing evidenced through DIRT sessions.

- Work through Talk for Writing GPS progression document to ensure coverage of all objectives
- Maintain practice by using a range of revisit sessions/starters at the beginning of every English lesson.
- Follow the Talk for Writing sequence of lessons for a unit. However, extend the number of lessons on the imitation section: read as a reader and read as a writer so that children have sufficient practice at sentence writing.
- Make it clear how much writing is expected – mark on the page or state number of sentences to be completed and checked. Need to build writing stamina.
- Have word banks for key vocabulary on desks.
- Working walls need to have lots of quality resources that can be referred to for writing. Story/text maps need to be displayed as well as the all-time toolkit and toolkit being used for the genre. Use WAGOLLS.
- Allow lots of time for DIRT following a Hot Write.

Writing Interventions/ Targeted Academic Support
- Interventions focusing on building sentences for children finding sentence work difficult. Moving on to sequencing sentences. Rehearse, write, check.
- Embed the use of Clicker 8 with SEND.
- Intervention for children without SpLD who find spelling challenging due to gaps in knowledge.
- Audit current standards of writing for SEN, LA and disadvantaged pupils across the school - identify the specific aspects of writing that need to be improved
- Class Teacher to create an action plan of personalised opportunities for this group of children against the findings of the pupil audit
- Deliver specific impact driven interventions across the school (Interventions will be monitored and tracked accordingly with any that are not effective being swiftly closed)
- Ensure that planning clearly outlines the scaffolding strategies used to a) support pupils' writing but b) enable them to transfer skills independently

Activity	Intervention Resources	EP package	SEND Resources	X1 day a week tuition	CPD	Literacy Resources	Literacy Subscriptions
Cost	Shine Subscription £720	£1500	£1200	£6000	£3000 CPD budget	£200	Phonics Play £25; AR extra £69.96; AR Sub £2333.34

Staff Professional Development Plan (CPD)

Whole school priority link	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?
Priority1: Maths	• Elements of mastery • How to use stem sentences • Ensuring high quality questioning • Models and representations	Maths Subject Leader Maths Hub Peer to Peer Coaching	Teaching of core principles of mathematics allows children to more confidently secure arithmetical fluency and to better engage with solving problems, showing perseverance and their factual knowledge. As a result, progress and attainment levels increase.	Vicky Giffard Training Maths Hub CPD – Maths Specialist Program for Support Staff	CB reporting to FS
Priority 2: Art, DT, French, Music, PE & Computing,	• Subject Leaders provide training sessions to develop staff understanding of the main content for their subject area and how this links to subject progression grids. • 'Teach the Teacher': Curriculum workshops to strengthen teachers' skills and expertise in a subject e.g. exploring art techniques using different media, securing technical vocabulary in Music and exploring timbre, pitch etc. • CPD for PE by staff from the Horizon Team.	Foundation Subject Leaders	Teachers' subject knowledge is improved, ensuring concepts and skills are taught effectively. As a result, the quality of teaching and learning across these subject areas is strengthened.	In-house/NA SDG Network Meetings LLA courses	Subject Leaders reporting to FS and AC.
Priority 3: MA	• Improve the level of challenge and attainment of MA pupils by developing staff understanding and confidence in delivering Greater Depth opportunities and strategies. • CPD to improve understanding of expectations for GDS, what does it look like and how to achieve in RWM.	FS AC Maths Leader CB English Leader	Staff are confident in the effective use of a range of pedagogical strategies to consistently challenge MA pupils. As a result, the % of GDS and pupils working 'above' increases.	NACE Leading on policy and provision for more able learners - recorded webinar £100 NACE Planning for Challenge Online Module/Recorded Session £150 (From CPD Budget £3000)	FS & the SLT

Priority 4: SEND/LA	• Continue a rolling programme of workshops to upskill all teaching teams in: Dyscalculia, Working Memory, Sensory Processing Disorder, supportive learning environments and strategies for QFT and other interventions. • Twilight Sessions: continue to implement x1 Phase SEND review meeting each term • Training on scaffolding strategies • Training on metacognition strategies	FS SENDCOs HW & LF	Staff feel confident, trained and well supported re: SEND provision. They have a good understanding of how to meet the needs of children with ALN/SEND and can plan effective adapted learning opportunities. As a result, SEND pupils and those in the lowest 20% make good or accelerated progress.	LLA courses TBC (CPD Budget £3000)	Phase Leaders reporting to FS, HF & LF
Other headline CPD	• Support Staff: Phonics & Early Reading (August INSET) • Teach the Teacher in History, Geography & RE/Subject Leader Take Away Sessions • Pupils' Mental Health - focus on Attachment	SLT Subject Leaders EP		LLA courses TBC (CPD Budget £3000)	