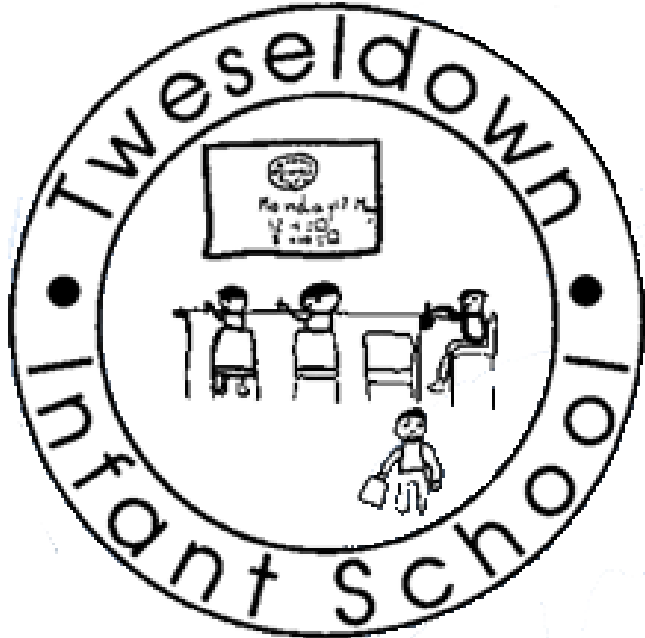


TWESELDOWN INFANT SCHOOL DEVELOPMENT PLAN 2021 - 2024



GROWING TOGETHER LEARNING TOGETHER

BACKGROUND TO THE SCHOOL

Seven years ago Tweseldown Infant School relocated from Tweseldown Road to its current site on Jubilee Drive. This was due to a new housing estate, Crookham Park, being built and our PAN grew from 230 to 360 from 2014 to today.

We are a school that prides itself upon our 'school family' that exhibits a warmth and friendliness from staff, children and Governors. It is important to us that our children are happy, confident and secure in school and, whatever their ability, we aim to help them to build on their knowledge, skills and understanding through an exciting range of learning opportunities.

We have an excellent academic and creative record, both within the curriculum and out of school hours, which develops the children's personal interests and their self-confidence and celebrates their achievements.

The School is set in extensive grounds, and benefits from a large field, a shade hut, hard surfacing playground, a wildlife area, two streams and an adventure playground.

Our Reception outdoor learning environment is an outstanding provision for our children to take their learning forward with all seven areas of learning captivated. This vast space planned to match outstanding practice in early years demonstrates our commitment to getting children off to an amazing start.

Inside, our classes are welcoming and equipped with up to date technology to support learning including a cookery room, library, and courtyard. The extension completed in 2018 ensured we were able to accommodate all four classes within a year group together along a corridor. We have a dedicated team of staff throughout the school.

We are very proud of the catchment in which our school is situated. Currently 20% of our families are from a service background. The development of the whole child is of great importance and all children are regarded as individuals and are encouraged to reach 'for the stars and beyond'. In doing so, we aim to nurture and develop happy, confident, motivated and self-disciplined children who are considerate, tolerant and sensitive to the needs of others. **Cultural Capital is of great importance at Tweseldown and we ensure our catchment children are at the core of everything we plan, teach, do and review.**

Our PTFA is a group of parents, staff and friends who aim to work together in supporting the School by fund raising, organising events to enhance the school life of our children and promoting and strengthening ties between families, the school and the wider community.

THE PURPOSE OF THE DEVELOPMENT PLAN

TO KNOW WHAT WE CAN IMPROVE AND STRIVE FOR AS A SCHOOL, SO THAT WE ARE ALWAYS EVOLVING TOWARDS THE BEST PLACE TO BE FOR OUR CHILDREN AND ADULTS

This document sets out the school's collective thoughts on how it wishes to move forward in terms of school improvement. It brings together, in a clear and simple way, the school's priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.

Inputs to the collective thoughts include SLT planning sessions, Governor and Parent feedback and pupil progress and results.

This document will be used by all school staff, Governors, OFSTED and parents due to the transparency of it being on our website.

OUR VISION AND VALUES

At Tweseldown, the dedicated team help children acquire the skills to be confident lifelong learners; enabling them to be happy, enthusiastic and independent.

Delivered through a set of core values that reflect how staff think, act, and interact

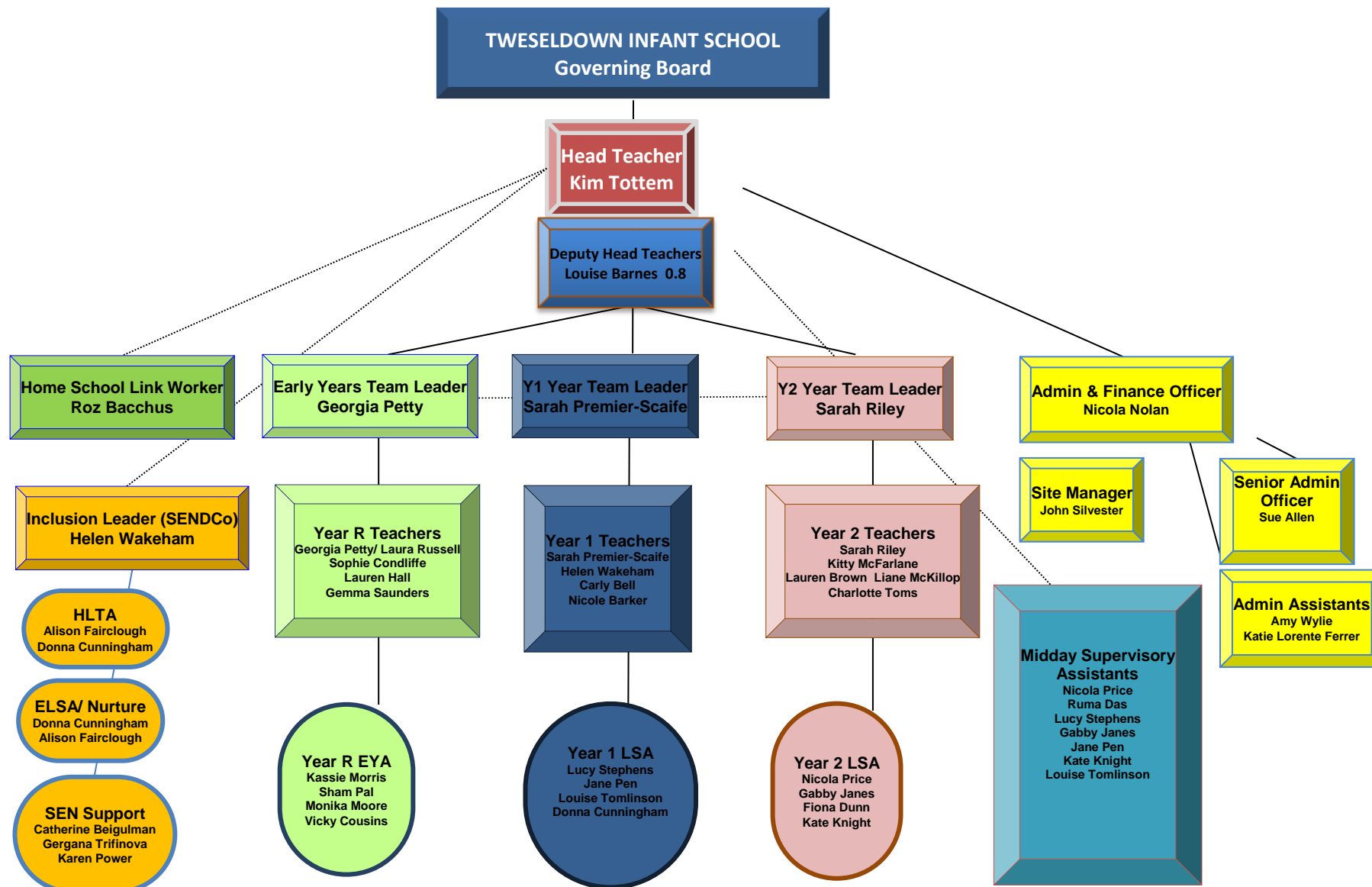


SWOT ANALYSIS OF THE SCHOOL TODAY: JULY 2021

Strengths	Areas of Development
<ul style="list-style-type: none"> • Passionate teachers • Warm relationships with children • Collaborate year teams • Whole year group planning • Planning is based on Cultural Capital • Planning is new this coming academic year • High expectations of children • CTs knowing progression of skills • Clear progression evident • Quality of teaching and learning strong • Learning walls in each classroom • Good communication with parents • Children are able to explain problem solving • Planning GDS tasks – challenging planning • Flexible grouping • Moderation • Bookending progress • A range of media used to engage pupils • Engaging curriculum • Differentiation of lessons • Creative staff • Enthusiastic learners • Hook days • Good questioning – key questions in planning • Growth mindset • Children self-assessing • Committed staff • High results- above county and national • Every child good progress from starting points • Strong leadership at senior leader level/ year group level/ Lunchtime supervisor level/ SEND • Holistic view of child 	<ul style="list-style-type: none"> • Supportive year group leaders • INSETs • Staff managing budgets • Subject courses attended • Monitoring subjects • Open and approachable staff • Knowledgeable and multi-skilled staff • Clear channels of hierarchy • All subject leaders know their subject • Skilled SLT with knowledge of teaching and learning • Clear systems in place • Confident to annotate planning • Foundation lessons practical and engaging • Dedicated support staff • Experience of support staff • Support staff are confident in feedback • Dedicated time from training with DHT • Positive impact on progress • All Support staff first aid trained • Confident to use initiative • Treated with respect • Lockdown learning very successful • Breakout groups in life teaching supported less able ensure progress • Parents supported with mental health • Above and beyond provision • Strong teams • Supportive of students and ECTs • Interventions in class • Large school with small school feel

	<ul style="list-style-type: none"> • Home/School Link Worker (HSLW) to track and encourage good attendance along with its importance and to meet parents prior to fining • Vulnerable families continue to be supported by HSLW/ PSA/ Breakfast club • To improve attendance ensuring we maintain 96%+ • Early Intervention of PBS to support pupils at risk of exclusion • School council profile raised in school • Baseline • New EYFS curriculum embedded
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Peer observations of all staff • Observe lessons in other schools • SLT to model lessons • Team teaching • Outside learning • Plan from children's starting points • Individualised creative curriculum • More community links • Fundraising in the community • Encouraging the community into school • Year Leaders to make teachers aware of appropriate evidence and record keeping 	<ul style="list-style-type: none"> • Plan to give children choices in their learning • Involvement of PBS • Comprehensive system for data analysis • Sharing data statistics with the whole team • Ensuring dedicated time between support staff and CT to liaise • Support staff to be involved in writing IEPs

STAFFING STRUCTURE (BASED ON EXISTING AND FUTURE NEEDS)



WHO CAN HELP US ACHIEVE OUR VISION?

Our support network contains both Government bodies and individuals and volunteers who the school feels can positively contribute, time and expertise and possibly funding to our plan.

- Teachers
- Teaching Assistants
- Special Needs Assistants
- Lunch Time Supervisors
- Caretaker
- Office Staff
- Home-School Link Worker
- Governors
- Parents
- PTFA
- Kitchen Team
- Cleaners
- Local Community
- Volunteers
- Outside Visitors
- Forces
- Outside Agencies
- Primary Behaviour Service
- Hampshire SEN Team
- Hampshire Inspectorate and Support Team
- Leading Learning Practitioner
- Service Level Agreements
- Hampshire County Council

STRATEGIC PRIORITIES

1. OUTSIDE AREA

Engage children to rest, work, play and socialise in our outside space across the curriculum.
Resources.

2. WRITING

Stamina
Fine motor
Data analysis ensuring in line with Hart/County/National

3. PROVING OUR ACHIEVEMENTS AND PUPIL PROGRESS

Showing EVERY child makes progress
Gaps identified, plugged swiftly
Staff Development (in new year groups)

4. RSE

Embedded
Engaging Lessons
School Council

5. WELLBEING

Children and Staff
Deadlines staggered
Adhere to 'Reasons to work at T'Down' document

6. EYFS

Baseline
New curriculum
New staff Assessment

7. FSM

Disadvantaged gap closed
additional support-holistic view
Thrive training and ELSA
reintroduction of Breakfast Club
Attendance and HSLW role re-established

8. FGB

Strengthening FGB
Succession Planning
Appoint and induct new Governors
Monitoring responsibilities

SCHOOL DEVELOPMENT PLAN: OVERVIEW

The table below identifies the immediate activities to ensure the school is equipped and ready to move forward

Strategic and Ofsted Reference	Objective	Specific Deliverable	Measurable Targets	Who	By When	Cost
that the objective is linked to	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	

Outside Space

Situation: Vast space that is not utilised effectively.

Question: How do we maximise the usage of the outside area to enhance children's learning and emotional wellbeing?

Strategy Priority 1, 5	Generate outdoor learning opportunities when planning the curriculum	<ul style="list-style-type: none"> • PPA sessions • Forefront of year leaders minds • New long term planning ensuring opportunities encapsulated • 1 outdoor maths lesson a week to be completed outside 	<ul style="list-style-type: none"> • Evidenced in planning/ learning walks and observations 	Year Leaders	Autumn 1 2021	
	Upskilling teachers to ensure staff are competent in delivering high quality outdoor lessons	<ul style="list-style-type: none"> • Training for staff: Outdoor learning 	<ul style="list-style-type: none"> • Staff survey regarding confidence outside • Staff using outside for a range of lessons • Fluidity of EYs teaching in KS1 	CTs in charge of allotment	09/21 and 05/22	£500
	Invest in Forest School training to maximum opportunities outside	<ul style="list-style-type: none"> • training 	<ul style="list-style-type: none"> • Forest school implemented 	Forest School Leader	Year 2	£3K
	Zone outside area ensuring all of the outside area is used effectively	<ul style="list-style-type: none"> • Investigate hard surfacing for football 	<ul style="list-style-type: none"> • Areas zoned 	HT	Year 1	£40K

		<ul style="list-style-type: none"> • 3 quotes for a castle (linked to learning) • Nature/ sensory area • Developing allotment 	<ul style="list-style-type: none"> • Hard play area instigated • Castle purchased and installed • Nature/ sensory area developed • Playtimes enhanced and outdoor skills improved 		Year 1 Spring Year 1 summer Autumn 1	
	Gardening Club set up	<ul style="list-style-type: none"> • Choose day/ year group and time • Ensure adequate tools and gloves for everyone attending club • Make links with local garden centres and landscapers 	<ul style="list-style-type: none"> • Children have a greater understanding of the outdoors • Children have good emotional wellbeing • School aesthetically pleasing 	Club Leader	Ongoing	£200

Situation: Results from Summer 2021 data analysis indicates writing needs to be a focus as below 80% ARE+ (77%) in Year 2 due to lockdown.

Question: How do we ensure good progress for all children in writing?

Strategic Priority 2,3	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	Quality first teaching to ensure CTs delivering engaging lessons	<ul style="list-style-type: none"> • High quality texts to enthuse children • Hooks into learning • Opportunities to write at length • Talk for writing • Children given an opportunity to self evaluate their writing • Teacher model high quality writing (WAGOTL) • Drafting and re-editing • Effective resources in place to enable children to spell, 	<ul style="list-style-type: none"> • 80%+ of children throughout the school (per year group) achieve ARE+ in writing 	Year Leaders English Leader	07/22	

		punctuate and use adjectives effectively.				
	Interventions timely to ensure rapid progress	<ul style="list-style-type: none"> Keep up not catch up- children spotted when not achieving full potential and swift action implemented Fluid grouping in whole class teaching Fluid grouping in streamed activities e.g phonics Peel away groups used effectively Focused writing groups in place from day 1 of each half term Parents informed how to help support at home SENDCo involvement if required and signposted to other professionals 	<ul style="list-style-type: none"> Interventions close the gap Fluid groupings Data shows accelerated progress 	CTs Year Leaders SENDCo	ongoing	
	Range of medium used to stimulate writing opportunities	<ul style="list-style-type: none"> Identified in planning High quality texts purchased Video and website links used to stimulate ideas for writing Talk partners prior to writing to model and generate ideas Use of visitors Role play Drama activities to enhance speaking and listening 	<ul style="list-style-type: none"> Children excited to write and have the stamina to produce longer pieces 	Year Leaders English lead	Ongoing	£4K
	Structured, high quality handwriting practice ensuring formation correct with ascenders and descenders by year 2	<ul style="list-style-type: none"> Early morning activity daily in the Autumn term in every class (explicitly taught on a Monday) Certificates for good writing Pencil licences in year 2 Use Penpalls Training for staff in handwriting 	<ul style="list-style-type: none"> Handwriting improves Letters formed correctly Grip correct Sharp appropriate pencils used Correct posture 	CTs	12/21	

		<ul style="list-style-type: none"> • Staff to remind children on pencil grip • Use pencil grips if children struggling • Appropriate writing materials in each class e.g 'fat tripod ' pencils in year R • Staff to remind children of posture and slant of paper (L/ R hand difference) 				
	Spelling of key words and NC words relevant to year group accurate	<ul style="list-style-type: none"> • Spelling reward chart in place per class • Words of the week on display • Write spellings 3 times if spelt wrongly (linked to Marking & Feedback policy) • Spelling homework • Spelling test weekly and results shared with parents • Intervention for children struggling with spelling • Super spellers of the week (Celebration assembly 'Spell' book) • Time allocated for teaching spelling daily • Reissue spelling flyer 	<ul style="list-style-type: none"> • Words spelt correctly • Children understand spelling rules and can implement effectively 	CTs	Yr 1	£20
	Revisit expectations for the end of each year highlighting the importance of sustained writing in each year group	<ul style="list-style-type: none"> • Expectations re-evaluated 	<ul style="list-style-type: none"> • Year leaders liaise with DHT to ensure writing key 	Year Leaders and English Leader	Year 1	

Proving our achievements and pupil progress

Situation: Children progress well at school. We need to ensure this continues to remain in line with Hart/ HCC and above National Averages.

Question: How do we ensure that children achieve their potential at Tweseldown?

<p>Strategy Priority</p> <p>Quality of Education</p>	<p>Ensure we have dedicated time for GDS interventions</p>	<ul style="list-style-type: none"> GDS results continue to improve above National and LA at EXS+ and GDS+ 	<ul style="list-style-type: none"> Dedicated time set aside for GDS intervention DHT facilitator of cuspung GDS children Jan-July 	<p>DHT</p>	<p>Year 1</p>	
	<p>Ensure three focus children selected during Pupil Progress meetings are FSM and /or potential GDS children</p>	<ul style="list-style-type: none"> 3 Cusping GDS children achieve GDS 	<ul style="list-style-type: none"> Progress term on term evident Monitoring illustrates GDS activities 	<p>CTs</p>	<p>Year 1</p>	
	<p>Make sure short term planning engages through resources or topics</p>	<ul style="list-style-type: none"> Planning shows exciting stimuli 	<ul style="list-style-type: none"> Year leaders ensure activities irresistible leader monitors subject leader observes and pupil conferencing 	<p>Year Leaders</p>	<p>Year 1</p>	
	<p>Ensure subject leaders attends cluster groups, conferences, network meetings and other schools to gain ideas on how to enthuse and develop children'</p>	<ul style="list-style-type: none"> Children excited about activities 	<ul style="list-style-type: none"> Attend meetings, conferences Disseminate info to staff 	<p>Subject Leaders</p>	<p>Year 1</p>	
	<p>Revisit expectations for the end of each year highlighting the importance of sustained writing in each year group</p>	<ul style="list-style-type: none"> Expectations re-evaluated 	<ul style="list-style-type: none"> Year leaders liaise with DHT to ensure writing key 	<p>Year Leaders and English Leader</p>	<p>Year 1</p>	
	<p>Pupil Progress meetings ensures every child receives support and challenge in order to reach their potential</p>	<ul style="list-style-type: none"> Termly pupil progress meetings SENDCo attendance Minutes shared to enable actions to be carried out Actions to be reviewed each term Year Leaders action planning 	<ul style="list-style-type: none"> Support impacts children's progress Children reach their full potential 	<p>SENDCo HT/DHT Year Leaders</p>	<p>Year 1</p>	

	<p>Ongoing assessment ensures gaps in learning are identified swiftly and addressed to ensure the gap is reduced</p>	<ul style="list-style-type: none"> • Ongoing CT assessment in all areas of the curriculum • Class teachers are confident in how to address children’s gaps in learning • Appropriate intervention is put in place to reduce the gap • Summative assessments to be accurate • Data formats to be completed accurately 	<ul style="list-style-type: none"> • Children reach their full potential 	<p>CTs Year Leaders SENDCo</p>	<p>Year 1</p>	
	<p>Teachers have a good knowledge of the curriculum for the year group they are in, thus enabling the children to make good progress.</p>	<ul style="list-style-type: none"> • Training • Senior leaders given time at the beginning of the year to become familiar with year group expectations • Cluster groups with local schools • Meetings with DHT half termly regarding expectations and ways forward • Year leaders confident and competent to disseminate to new teachers to their year group 	<ul style="list-style-type: none"> • Year leaders and class teachers are confident in the year group they are in 	<p>Year Leaders DHT Class teachers</p>	<p>Year 1</p>	

Situation: RHE curriculum is in place. Parents on board, INSET delivered to staff, policy in place, progression of skills followed.

Question: How do we continue to embed the RHE curriculum at Tweseldown?

<p>Strategic Priority 4</p>	<p>Raise the profile of school council at school ensuring positive changes are made</p>	<ul style="list-style-type: none"> • Launch school council in Assembly and explain importance • Democratic voting for school councillors • Regular meetings • School councillors disseminate to rest of school • Council votes for priorities to change • School council given a budget to manage • Liaise with another school council • Take part in The Big Debate (Biddebateclub.com) 	<ul style="list-style-type: none"> • Regular meetings and minutes shared • Badges for school councillors to wear to easily identify • School councillor board in school with photos of children • All pupils know the role of school councillors at school • Good lines of communication between school councillor and their class • Budget spent wisely • Organise a whole school event 	<p>PSHE Leader</p>	<p>Year 1 September 2021</p>	
	<p>Continue to embed the new RHE curriculum</p>	<ul style="list-style-type: none"> • Ensure all staff are confident with the delivery of the new RHE curriculum • Staff INSET training session • Link RHE and PSHE curriculums • Ensure all children in the School community are represented in the teaching and learning within the school • Evaluate the provision to ensure effective RSE is taking place • Learning walks 	<ul style="list-style-type: none"> • Staff INSET training has taken place • Staff aware of why RSE is important, statutory guidance and safeguarding links • Staff use the same vocabulary • Staff aware of curriculum content and resources and are confident to deliver 	<p>RHE leaders</p>	<p>Year 1</p>	

		<ul style="list-style-type: none"> • Planning • Dialogue with teaching staff • Pupil voice 	<ul style="list-style-type: none"> • RHE and PSHE curriculums are linked and taught effectively • Staff use a range of teaching strategies to ensure children feel safe and encouraged to participate in lessons 			
	Celebrating difference as a part of being British	<ul style="list-style-type: none"> • Planned opportunities as part of the curriculum to show diversity • Range of culturally diverse resources when teaching a topic • Children’s individual needs being met • Teaching children the British values as part of the PSHE and RHE curriculum 	<ul style="list-style-type: none"> • Children understand what it is like to be a citizen in a modern and diverse Britain today • Children are equipped to be able to challenge prejudice, stereotyping and relationships 	RHE leaders Class teachers	Year 2	

Situation: Prioritising wellbeing is key to ensuring good mental health of staff and pupils.

Question: How can we strengthen each individual's wellbeing at Tweseldown?

Strategic Priority 5	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	<p><u>Pupils</u> Ensure there are adequately trained ELSAs to offer support when the need arises</p>	<ul style="list-style-type: none"> • Train staff to ensure there is one ELSA per year group • ELSAs are released from class when required • Class teachers to make a referral to SENDCo to promote the wellbeing of pupils 	<ul style="list-style-type: none"> • ELSA in year r trained • SENDCo to have an overview of children who have been supported by an ELSA 	SENDCo	Year 2	
	Become a Thrive school to support children's mental health	<ul style="list-style-type: none"> • Train a Thrive practitioner • Release time as and when required for the Thrive practitioner to support children's mental health 	<ul style="list-style-type: none"> • Emotional wellbeing is a clear indication of academic achievement 	SENDCo	Year 1 (train practitioner) Year 2 (Thrive school embedded)	
	To continue to support local charities with fundraising events which in turn impacts pupil's mental health	<ul style="list-style-type: none"> • School Council select charities which are relevant to the children at our school • Whole day fundraising events • Staff member supporting and championing children's selections of fundraising events 	<ul style="list-style-type: none"> • Promoting positive wellbeing of pupils and staff • Supporting others which in turn impacts our own wellbeing and positive life outcomes 	School Council leader	Year 1 and 2	
	Building resilience in all aspects of everyday life	<ul style="list-style-type: none"> • Learning pit display in every classroom – we can't do it YET... • Practise modelled there is no failing – first attempt at learning • Circle times • Use of positive praise • Celebrating the achievements of others 	<ul style="list-style-type: none"> • Children are resilient learners • Children are happy when facing challenges • Children not feeling pressured • Children are aware of their own mental 	Class teachers ELSAs Thrive practitioner	Year 2	

		<ul style="list-style-type: none"> • Giving children the time to complete activities • Testing is low key in school • Policies in school reflect the school's ethos and values • Staff members to encourage and model the school's ethos and values 	health and activities to support this			
	<p>Staff</p> <p>Wellbeing of staff is strong to enable good mental health to be an effective practitioner to champion children's mental health</p>	<ul style="list-style-type: none"> • To update the positive reasons to work at Tweseldown yearly with regard to mental health • To continue 1:1 sessions termly with every member of staff • To signpost adults to areas of support if required • Staff to have a 'buddy' system in place • To ensure all staff are aware they can speak to a member of SLT – a genuine open door policy • Staff wellbeing survey given biannually 	<ul style="list-style-type: none"> • Staff supported • Reflected and acted upon outcomes from the staff wellbeing survey • Mental health and wellbeing taken seriously • Concerns about mental health are addressed quickly 	HT and DHT Senior leaders	Year 1	

Situation: There is a new curriculum for the EYFS and a statutory baseline which needs to be implemented from September 2021. We also have a new Reception team.

Question: How do we effectively implement the new EYFS curriculum and baseline with an inexperienced team?

Strategic Priority 6	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	Implement the new EYFS curriculum	<ul style="list-style-type: none"> • Class teachers to view HCC training videos • Year leader to have bespoke training and to disseminate to other team members • Planning reviewed to ensure it supports the new framework • Year team to evaluate the new curriculum's effectiveness half termly • Planning format to be reviewed • Liaise with EYFS cluster groups from local schools particularly with those which were pilot schools • INSET for all staff on the changes in the new EYFS curriculum 	<ul style="list-style-type: none"> • Year R staff are confident with the new curriculum • The new curriculum meets the needs of Year R children • The new curriculum is effective in delivering the seven areas of learning • Planning less onerous • Results are in line with previous years • All staff have an overview of the changes that have been made 	EYFS leader EYFS class teachers	Year 1 and Year 2	
	A new assessment format produced for the prime areas and Literacy and Numeracy illustrating those children not on track to make ELG and actions resulting from this	<ul style="list-style-type: none"> • A new assessment format is produced • Assessment is disseminated to year r team • Actions completed swiftly to ensure all children are on track 	<ul style="list-style-type: none"> • Percentages of children not achieving diminishes as the year progresses • Results are in line with previous year 	EYFS leader	Year 1 and 2	
	Implement the statutory baseline for EYFS	<ul style="list-style-type: none"> • Ensure we have enough materials to implement the assessment • Train all staff so it is delivered accurately 	<ul style="list-style-type: none"> • Baseline completed within the first half term • Online results submitted successfully 	EYFS leader	Year 1	

		<ul style="list-style-type: none"> • Staff able to access the online system and training materials • Training videos viewed by all class teachers • Online results are submitted • Any child who transitions into school from overseas is given the baseline assessment within 6 weeks of starting at Tweseldown • Inform parents that baseline will take place during the first half term at school 	<ul style="list-style-type: none"> • Year 6 will see value added 			
	New Year R Team are confident implementing the statutory requirements of a Year R teacher	<ul style="list-style-type: none"> • New to Year R training • PPA time together to support each other • Visits to other settings • Moderation together as a school • Moderation with the local authority and as a local cluster 	<ul style="list-style-type: none"> • Staff successfully inducted • Staff work well as a team 	EYFS leader	Year 1 and Year 2	

Situation: Our FSM children's outcomes were not as strong as non-FSM.

Question: How do we get attainment in line with other children?

Strategic Priority 7	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	Identify FSM children and their barriers to learning during pupil progress meetings to ensure they are on track to achieve their potential	<ul style="list-style-type: none"> • Children identified during PP meetings • Next steps in learning are identified • Support staff working afternoons to plug gaps in learning • Class teacher out of class for half of the year to support interventions • In class support • Fluid groupings • Discussions with parents for ways to help at home 	<ul style="list-style-type: none"> • FSM children make progress • Children achieve their potential • Children are supported with their learning at home 	Class teacher SENDCo	Year 1	
	Home school link worker to work with parents to empower them to support children with their schooling	<ul style="list-style-type: none"> • Run weekly breakfast club • Run parent support groups e.g. PPP, young mums, service, EAL • Analyse attendance • Meet parents if attendance drops below 90% • Club set up to support homework and forces • Ringing on first day of absence • Visiting families who are absent or if the school have safeguarding concerns 	<ul style="list-style-type: none"> • Parents feel empowered to support their children • Attendance has improved • Children's results are in line with other non-PP children 	HSLW	Year 1 and 2	

- | | | | | | | |
|--|--|--|--|--|--|--|
| | | <ul style="list-style-type: none">• Preparing supportive packs for families• Signposting families to other agencies• Referrals to children's services and/or ALP• Access funding and additional support available for families• Liaise with foodbank to support families when required• Be outside of the school during drop off and pick up times to make strong relationships with families | | | | |
|--|--|--|--|--|--|--|

Situation: To strengthen the governing body capacity and ensure that those who are less experienced or new to the role are clear of their monitoring responsibilities and fully able to support and challenge the school.

Question:

Strategic Priority 8	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	To ensure succession planning is in place for when any key governors step down from their role	<ul style="list-style-type: none"> • Less experienced governors supported by a mentor • Induction training with HCC • Any governors with key roles carry out additional HCC training 	<ul style="list-style-type: none"> • Governors ready to step up 			
	To monitor policies in action within the school setting	<ul style="list-style-type: none"> • Governors in school • Governors follow a clear monitoring schedule • Individual areas assigned to different governors for deep dives 	<ul style="list-style-type: none"> • 			
	Governors able to support and challenge the school	<ul style="list-style-type: none"> • Governors 	<ul style="list-style-type: none"> • 			
			<ul style="list-style-type: none"> • 			
			<ul style="list-style-type: none"> • 			
		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 			

FINANCE STRATEGY

What will it take to realise our vision (cost breakdown). Where will we focus our attention in generating funds and spending those funds?

Bids

Tescos/ Asda/ Waitrose tokens

Renting out of hall and field

FINANCIAL ANALYSIS AND EXPENDITURE EXPECTATIONS

What is the state of our finances at present, how do they need to look when we are acting out our vision

The school are ensuring minimum requirement/cost for running the school balanced with investment generation and cost cutting.

The 2021/ 22 budget and the 3 year plan

SCHOOL ACHIEVEMENTS

Achievements that we are particularly proud of ...

Induction of pupils at other times rather than beginnings of year

Pastoral support for families

Phonics results

Reading and Maths results at end of KS1

Committed and supportive staff

Challenging FGB

Liaison with Pre-Schools

Induction into year R

