



The School Development Plan
Millfields Primary School
September 2018-August 2019

The following plan is based upon the outcome of School Self Evaluation, and is based on discussions between the Headteacher, Senior Leadership Team and Staff on how best to move the school forward. The objectives are not in hierarchical order.

This is a working document for the use of the Head-teacher, Staff and Governors.

Its purpose is to give direction to the work of the school, to identify budget implications and to ensure that all areas are related back to the vision and aims of the school.

It may be necessary, during the course of the year, to redefine the aims of the plan in response to any changing educational context.

Our vision for Millfields

'Children at the heart of a learning community'

We work together as a community to provide a happy, secure and stimulating environment where every learner is entitled to an experience of learning which is rich and varied, enjoyable and challenging, and inspires all to strive for excellence so that every individual is able to shape his/her own destiny and create a better future for themselves and others.

As children are at the heart of our learning community, we actively seek their involvement in the development of the school, valuing their ideas, opinions and contributions.

We recognise the importance of parents as the first educators and we aim to build on that foundation. We see them as partners in the learning process and we seek ways to strengthen that partnership for the benefit of the children.

We encourage and support people to become effective members of, and contributors to, their local communities. We work with the wider community to enrich our learning opportunities and promote understanding, tolerance and respect for others' differences and beliefs.

We will aim for effective communication between children, staff, parents and governors, which will provide a sound basis for learning together.

We provide an exciting curriculum which is relevant to children's lives, where provision is matched to need and which ensures that pupils have the skills, knowledge and understanding to prepare them for the next stage of their education and the changing world in which we live. In addition, we feel it is important that the curriculum also promotes children's creative, expressive, empathic, social, moral, spiritual and physical development. We encourage pupils to take responsibility for their own actions and make informed choices in order to prepare them for adult life and lifelong learning.

Progress Report on the School Development Plan objectives for January 2018 to August 2018

Objective: To ensure that the school has robust procedures to assess foundation subjects that are based on key skills and that there is differentiation in foundation subjects, so that they are accessible to all children

Progress:

Key Performance Indicators (KPIs) for single year groups were compiled by subject leaders, compared for suitability by the Senior Team and were agreed. End of year assessments in foundation subjects were made by class teachers using those KPIs.

Subject leader release time was used to monitor planning and pupil work for curriculum coverage, standard of work and differentiation. The reports were shared with the subject link governors. All foundation subject link governors carried out a school visit to verify the reports during the spring or summer term 2018.

Further actions:

- In some subjects, there were 'generic' KPI objectives/skills over two or more year groups. How will subject leaders monitor progression between year groups if the objective is the same? Relevant subject leaders will address this within their own subject action plans and share with class teachers.
- Some link governors did not complete their reports within a reasonable timeframe (or at all). Subject leaders will chase up governor visit reports if not received within two weeks.

Objective: To ensure that leaders and governors focus on consistently improving outcomes for disadvantaged pupils

Progress:

KS2 SATs 2018:

Disadvantaged (3 pupils): 100% expected in Reading, Writing and Mathematics.

: Progress: Reading +4.8 (School non-disadvantaged +3.8; national disadvantaged -0.7)

Writing +1.8 (School non-disadvantaged -1.2; national disadvantaged -0.5)

Maths +3.5 (School non-disadvantaged +3.2; national disadvantaged -0.6)

The disadvantaged pupils outperformed their non-disadvantaged peers and national scores in all areas.

Of the 8 disadvantaged pupils currently in school, 6 were making at least expected progress by the end of the summer term 2018.

Further actions: Classteachers will continue to monitor disadvantaged pupils individually.

Objective: To ensure that we have an ICT infrastructure that is appropriate for delivering a robust computing curriculum

Progress:

The new technician has checked all the school systems. He has installed a new, more powerful server and a faster internet, including more routers to allow more devices to log on at once and at speed.

Friends of Millfields donated £5000 to the school for the purchase of 32 new iPads which are up and running and being used in classes successfully.

Useful programmes and Apps are being shared during staff meetings.

Google drive has been set up to allow staff to save and share work, documents etc. Staff were trained to use it during a staff meeting.

Further Actions:

- IT equipment is expensive and becomes obsolete relatively quickly. Staff laptops need replacing regularly. Reduced school budgets do not allow the school to purchase state of the art resources. The subject leader and technician are constantly seeking value for money updates.

Objective: To develop the Thrive Approach in school to support the social and emotional development of all learners

Progress:

Two members of staff, Kath Russell and Jo Osborne, have completed training to become licenced Thrive practitioners.

Two other members of staff, Despina Cousins and Abi Stansfield have been trained to deliver Thrive with individual children.

Some whole staff training has taken place.

Further actions:

- Following the departure of the Deputy Head at Easter, Kath Russell had to take on additional responsibilities and had insufficient time to deliver the full training to staff. This will now take place this year.
- Both licenced practitioners need their licence to be renewed this year following refresher training.
- The planned Introduction to Thrive parents' meeting has not yet taken place.
- This objective will be continued on to this years' SDP.

Objective: To engage our Foundation Stage and Key Stage 1 parents in reading with their children and ensure that the parents understand the importance of early reading

Progress:

The EYFS team held an information evening for parents covering phonics and reading with children in February 2018. This was attended by about 67% of the Reception and Year 1 parents.

The teachers held individual conversations with as many parents who did not attend as they could.

The message was reinforced at parents' meetings.

Teachers introduced a new grid signing system into the reading diaries to encourage parents to write in them. This has been working successfully.

The percentages of children reading at least four times per week have increased in all Infant classes. From Reception to Year 1 the average percentage of children reading regularly at home has increased from about 50% to about 80% this year.

Further actions:

- Consider the introduction of weekly individual certificates for those who have read every day.
- Parent meetings to be arranged by EYFS/Key Stage 1 teachers to cover: Reading/Speaking & Listening in Reception; phonics and phonics screening in Year 1; comprehension skills in Year 2.

Objective: To introduce and integrate the use of 10 Frames and Bar Modelling into the teaching of maths

Progress:

EYFS teachers attended 10s Frames training in October 2017. They then disseminated that training to teaching and support staff, alongside a brief introduction to bar modelling - December 2017.

Staff training on bar modelling by a trainer from EES for schools took place later in December 2017.

In house training for LSAs led by Sarah Barnard took place in March 2018.

Resources have been purchased to help deliver the concrete stage of bar modelling.

Text book resources have been purchased to support teachers.

Subject leader analysis of the impact of the bar modelling approach has shown increased pupil engagement.

Further actions:

- Some teachers are still to be trained (or have their training reinforced to increase confidence in delivery)
- Further evidence is still required regarding the impact of this approach on pupil progress
- This objective will continue to be monitored through the SDP this year.

OVERVIEW OF TARGETS - September 2018 to August 2019

Effectiveness of Leadership and Management

- To ensure that leaders and governors have a deep and accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff

Quality of Teaching, Learning and Assessment

- To embed the use of 10 Frames and Bar Modelling into the teaching of mathematics at all levels
- To introduce and integrate whole class guided reading
- To ensure that teachers and support staff understand how to access and use the Essex Provision Guidance to support any pupil who is falling behind

Personal Development, Behaviour and Welfare

- To embed the THRIVE program and approach throughout the school to support learning, as well as the understanding of Zones of Regulation
- To continue to promote high standards of behaviour when pupils are out of class, including during assembly, at mealtimes and when pupils are moving around school

Outcomes for Pupils

- To increase the percentage of pupils achieving higher levels across the school in writing
- To enable pupils to achieve above-average progress in writing between Key Stage 1 and Key Stage 2 in comparison to national
- To increase girls' attainment levels in reading, writing and mathematics in the Key Stage 2 cohorts (2018/19)

Effectiveness of the Early Years Provision

- To ensure an upward trend in the percentage of pupils achieving a Good Level of Development (GLD) at the end of the EYFS

2017/2018 Data against National standards for Key Stage 1 and 2

Key Stage 2 (Year 6 2017/18) reading, writing and mathematics combined attainment by pupil group

Breakdown	Cohort	Combined Attainment			
		Achieving the expected standard		Achieving a higher standard	
		School %	National 2018	School %	National 2018
All pupils	31	90	64	19	9
Male	16	81	60	13	7
Female	15	100	68	27	10
Disadvantaged	3	100	67	33	11
SEN with statement or EHC plan	0	N/A			
SEN Support	3	0	61	0	9
No SEN	28	100	70	21	10
English first language	29	90	61	21	9
English additional language	2	100	61	0	9

Key Stage 2 (Year 6 2017/18) reading attainment by pupil group

Breakdown	Cohort	Reading Attainment					
		Achieving the expected standard		Achieving a higher standard		Average score	
		School %	National 2018	School %	National 2018	School	National 2018
All pupils	31	97	75	65	28	112	105
Male	16	94	71	63	24	111	104
Female	15	100	79	67	32	113	106
Disadvantaged	3	100	77	67	29	112	
SEN with statement or EHC plan	0	N/A					
SEN Support	3	67	71	33	25	106	
No SEN	28	100	79	68	28	112	
English first language	29	97	71	62	25	112	
English additional language	2	100	71	100	25	113	

Progress: +3.9 (significantly above national average)

Key Stage 2 (Year 6 2017/18) writing attainment by pupil group

Breakdown	Writing Attainment				
	Cohort	Achieving the expected standard		Achieving a higher standard	
		School %	National 2018	School %	National 2018
All pupils	31	90	78	23	20
Male	16	81	72	13	15
Female	15	100	84	33	25
Disadvantaged	3	100	81	33	21
SEN with statement or EHC plan	0	N/A		N/A	
SEN Support	3	0	76	0	18
No SEN	28	100	86	25	21
English first language	29	100	76	24	18
English additional language	2	100	76	0	18

Progress: **-0.9** (National 0.0)

Key Stage 2 (Year 6 2017/18) maths attainment by pupil group

Breakdown	Maths Attainment						
	Cohort	Achieving the expected standard		Achieving a higher standard		Average Score	
		School %	National 2018	School %	National	School	National
All pupils	31	97	76	48	24	110	104
Male	16	94	75	50	25	110	105
Female	15	100	75	47	22	109	104
Disadvantaged	3	100	80	33	27	109	
SEN with statement or EHC plan	0	N/A					
SEN Support	3	67	75	33	23	111	
No SEN	28	100	83	50	26	110	
English first language	29	97	75	45	23	110	
English additional language	2	100	75	100	22	114	

Progress: **+3.2** (significantly above national average)

Key Stage 1 (Year 2 2017/18) reading attainment by pupil group

Breakdown	Cohort	Achieving the expected standard		Achieving greater depth	
		School %	National 2018	School %	National 2017
All pupils	32	81	75	25	26
Male	14	100	71	29	22
Female	18	67	80	22	29
Disadvantaged	0	N/A	60	N/A	28
SEN Support	2	0	30	0	25
No SEN	31	87	84	27	29
English first language	28	79	76	18	25
English additional language	4	100	73	75	25

Key Stage 1 (Year 2 2017/18) writing attainment by pupil group

Breakdown	Cohort	Achieving the expected standard		Achieving greater depth	
		School %	National 2018	School %	National 2017
All pupils	32	84	70	13	16
Male	14	100	63	7	11
Female	18	72	77	17	20
Disadvantaged	0	N/A	53	N/A	
SEN Support	2	0	22	0	16
No SEN	31	90	79	13	18
English first language	28	82	70	7	16
English additional language	4	100	69	50	16

Key Stage 1 (Year 2 2017/18) mathematics attainment by pupil group

Breakdown	Cohort	Achieving the expected standard		Achieving greater depth	
		School %	National 2018	School %	National 2018
All pupils	32	91	76	28	22
Male	14	100	75	36	22
Female	18	80	77	22	19
Disadvantaged	0	N/A	61	N/A	
SEN Support	2	0	33	0	21
No SEN	31	97	84	30	23
English first language	28	89	76	25	21
English additional language	4	100	75	50	21

Phonics Screening

Year 1

Breakdown	Cohort	Achieving the expected standard	
		School %	National 2018
All pupils	32	94	82
Male	22	95	79
Female	10	90	86
Disadvantaged	1	100	70
SEN Support	3	66	44
No SEN	28	96	89
English first language	29	90	83
English additional language	3	100	82

2 out of the 3 Year 2 pupils who needed to re-take the test achieved the expected standard - 66% (National 92%)

Millfields Primary School
% of pupils meeting age related expectation (ARE) and exceeding ARE compared with national benchmarks
July 2018

Key: Amber highlight = concern
 Red highlight = major concern

Key Stage 1

Year 1 (Reception scores for Reading, Writing and Mathematics only)

Year 1 2018/19 Meeting	All (51)	Nat '18 (KS1)	Girls (23)	Nat '18 (KS1)	Boys (28)	Nat '18 (KS1)	DIS (4)	Nat '18 (KS1)	SEND (4)	Nat '18 (KS1)	EAL (8)	Nat '18 (KS1)
Reading	87	75	96	80	79	71	75	60	75	30	88	73
Writing	77	70	83	77	71	63	50	53	75	22	75	69
Maths	83	76	87	77	79	75	75	61	75	33	88	75

Year 1 2018/19 Exceeding	All (51)	Nat '18 (KS1)	Girls (23)	Nat '18 (KS1)	Boys (28)	Nat '18 (KS1)	DIS (4)	Nat '18 (KS1)	SEND (4)	Nat '18 (KS1)	EAL (8)	Nat '18 (KS1)
Reading	26	26	26	29	25	22	50	28	0	25	25	25
Writing	13	16	13	20	14	11	25	18	0	16	0	16
Maths	15	22	9	19	18	22	50	23	0	21	0	21

Year 2

As at July 2018

Year 2 2018/19 Meeting	All (31)	Nat '18 (KS1)	Girls (10)	Nat '18 (KS1)	Boys (21)	Nat '18 (KS1)	DIS (1)	Nat '18 (KS1)	SEND (3)	Nat '18 (KS1)	EAL (3)	Nat '18 (KS1)
Reading	90	75	90	80	90	71	100	60	67	30	100	73
Writing	81	70	90	77	76	63	0	53	33	22	67	69
Maths	84	76	90	77	81	75	0	61	67	33	67	75

Year 2 2018/19 Exceeding	All (31)	Nat '18 (KS1)	Girls (10)	Nat '18 (KS1)	Boys (21)	Nat '18 (KS1)	DIS (1)	Nat '18 (KS1)	SEND (3)	Nat '18 (KS1)	EAL (3)	Nat '18 (KS1)
Reading	35	26	50	29	29	22	0	28	33	25	0	25
Writing	29	16	40	20	24	11	0	18	33	16	0	16
Maths	26	22	30	19	24	22	0	23	0	21	0	21

Key Stage 2

Year 3

As at July 2018 (KS1 SATs)

Year 3 2018/19 Meeting	All (30)	Nat '18 (KS2)	Girls (16)	Nat '18 (KS2)	Boys (14)	Nat '18 (KS1)	DIS (0)	Nat '17 (KS2)	SEND (1)	Nat '17 (KS2)	EAL (4)	Nat '17 (KS2)
Reading	87	75	75	79	100	71	N/A	77	0	71	100	71
Writing	87	78	75	84	100	72	N/A	81	0	76	100	76
Maths	93	76	88	76	100	75	N/A	80	0	75	100	75

Year 3 2018/19 Exceeding	All (30)	Nat '18 (KS1)	Girls (16)	Nat '18 (KS2)	Boys (14)	Nat '18 (KS2)	DIS (0)	Nat '17 (KS2)	SEND (1)	Nat '17 (KS2)	EAL (4)	Nat '17 (KS2)
Reading	27	28	24	32	29	24	N/A	29	0	25	75	25
Writing	13	20	19	25	7	15	N/A	21	0	18	50	18
Maths	29	24	25	22	36	25	N/A	27	0	23	50	23

Year 4

As at July 2018

Year 4 2018/19 Meeting	All (29)	Nat '18 (KS2)	Girls (14)	Nat '18 (KS2)	Boys (15)	Nat '18 (KS2)	DIS (2)	Nat '17 (KS2)	SEND (5)	Nat '17 (KS2)	EAL (3)	Nat '17 (KS2)
Reading	83	75	79	79	87	71	50	77	40	71	67	71
Writing	72	78	57	84	87	72	50	81	20	76	67	76
Maths	83	76	79	76	87	75	50	80	20	75	67	75

Year 4 2018/19 Exceeding	All (29)	Nat '18 (KS2)	Girls (14)	Nat '18 (KS2)	Boys (15)	Nat '18 (KS2)	DIS (2)	Nat '17 (KS2)	SEND (5)	Nat '17 (KS2)	EAL (3)	Nat '17 (KS2)
Reading	37	28	21	32	47	24	0	29	0	25	33	25
Writing	24	20	7	25	40	15	0	21	0	18	33	18
Maths	24	24	0	22	47	25	0	27	0	23	33	23

Year 5

As at July 2018

Year 5 2018/19 Meeting	All (27)	Nat '18 (KS2)	Girls (10)	Nat '18 (KS2)	Boys (17)	Nat '18 (KS2)	DIS (0)	Nat '17 (KS2)	SEND (3)	Nat '17 (KS2)	EAL (4)	Nat '17 (KS2)
Reading	81	75	80	79	82	71	N/A	77	33	71	100	71
Writing	74	78	60	84	82	72	N/A	81	33	76	100	76
Maths	78	76	70	76	88	75	N/A	80	33	75	100	75

Year 5 2018/19 Exceeding	All (27)	Nat '18 (KS2)	Girls (10)	Nat '18 (KS2)	Boys (17)	Nat '18 (KS2)	DIS (0)	Nat '17 (KS2)	SEND (3)	Nat '17 (KS2)	EAL (4)	Nat '17 (KS2)
Reading	11	28	0	32	18	24	N/A	29	0	25	25	25
Writing	7	20	0	25	12	15	N/A	21	0	18	0	18
Maths	15	24	0	22	24	25	N/A	27	0	23	75	23

Year 6

As at July 2018

Year 6 2018/19 Meeting	All (27)	Nat '18 (KS2)	Girls (16)	Nat '18 (KS2)	Boys (11)	Nat '18 (KS2)	DIS (1)	Nat '17 (KS2)	SEND (3)	Nat '17 (KS2)	EAL (2)	Nat '17 (KS2)
Reading	78	75	75	79	82	71	100	77	33	71	50	71
Writing	81	78	81	84	82	72	100	81	33	76	50	76
Maths	81	76	69	76	100	75	100	80	33	75	100	75

Year 6 2018/19 Exceeding	All (27)	Nat '18 (KS2)	Girls (16)	Nat '18 (KS2)	Boys (11)	Nat '18 (KS2)	DIS (1)	Nat '17 (KS2)	SEND (3)	Nat '17 (KS2)	EAL (2)	Nat '17 (KS2)
Reading	37	28	25	32	55	24	100	29	0	25	0	25
Writing	37	20	25	25	45	15	100	21	0	18	0	18
Maths	33	24	19	22	55	25	100	27	0	23	0	23

Target	Success Criteria	Lead Responsibility	Date of Completion
To ensure that leaders and governors have a deep and accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff	Leaders and governors use information gained from surveys of pupils, parents and staff to maintain school improvement by focusing on the impact of their actions in key areas	Janet Meacock to coordinate. Governors and SLT to formulate actions.	Spring term 2019 for surveys
To embed the use of 10 Frames and Bar Modelling into the teaching of mathematics at all levels	Children will have an increased understanding and mastery of calculation, reasoning and problem solving through the use of manipulatives and drawn models, thus impacting positively on progress in mathematics	Sarah Barnard to lead	Summer 2019 measure impact on results in EYFS, KS1 and KS2 classes
To introduce and integrate whole-class guided reading	All children will be able to access challenging texts with enriching vocabulary, whatever their reading ability There will be a positive impact on reading comprehension ability at all levels (written and/or oral)	Janet Meacock to lead	Summer 2019 measure impact and review
To ensure that teachers and support staff understand how to access and use the Essex Provision Guidance to support any pupil who is falling behind	Teachers are accessing the Provision Guidance for strategies to help support those pupils who are falling behind	Kath Russell to lead training Janet Meacock to measure impact on pupil progress	Summer 2019 to measure impact on progress

To embed the THRIVE program and approach throughout the school to support learning, as well as the understanding of Zones of Regulation	To continue to explore the concept of what the THRIVE programme is to all staff. To share simple strategies and activities with all staff through a series of training sessions so they can support a wide range of children in the school, building on their social and emotional development	Kath Russell to lead	Summer 2019 to measure impact on pupils' learning
To continue to promote high standards of behaviour when pupils are out of class, including during assembly, at mealtimes and when pupils are moving around school	Pupil conduct will reflect effective strategies by the school to promote high standards of behaviour throughout the school day	Janet Meacock to lead	Summer 2019 and on-going
To increase the percentage of pupils achieving greater depth across the school in writing	Assessments in summer 2019 and on-going will reflect that the percentage of pupils achieving greater depth in writing across the school is increasing	Janet Meacock (English) and Sarah Barnard (Maths) to lead	Summer 2019 and on-going
To enable pupils to achieve above-average progress in writing between Key Stage 1 and Key Stage 2 in comparison to national	Assessments at the end of Year 6 (July 2019 - year 6; July 2020 - Year 5; July 2021 - Year 4; July 2022 - Year 3) will show that pupils will achieve above-average value-added progress at the end of Key Stage 2 in writing	Janet Meacock (English) to lead	Summer 2019 and on-going
To ensure an upward trend in the percentage of pupils achieving a Good Level of Development (GLD) at the end of the EYFS	The downward trend in the percentage of pupils achieving GLD at the end of EYFS for the past three years will be reversed	Katie Cundy (EYFS and KS1) to lead	Summer 2019 and on-going

<p>To increase girls' attainment levels in reading, writing and mathematics in the Key Stage 2 cohorts (2018/19)</p>	<p>Assessments at the end of Year 6 (July 2019 - year 6; July 2020 - Year 5; July 2021 - Year 4; July 2022 - Year 3) will show that the percentage of girls achieving age related expectations at the end of Key Stage 2 in both English and mathematics will be above national average</p>	<p>Janet Meacock (English) and Sarah Barnard (Maths) to lead</p>	<p>Summer 2019 and on-going</p>
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Leadership and Management				
Key Priority: To ensure that leaders and governors have a deep and accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff				
Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
<ul style="list-style-type: none"> Devise and carry out parent, staff and pupil questionnaires 	Beginning of spring term	SLT	Governors	School leaders and governors will have an accurate understanding of how parents, staff and pupils regard the school
<ul style="list-style-type: none"> SLT and governors formulate actions/strategy changes as a result of responses and report back to stakeholders 	By end of spring term	SLT and CoG	Governors	Parents, staff and pupils will feel satisfied that their views are being taken into account

Quality of teaching, learning and assessment				
Key Priority: To embed the use of 10 Frames and Bar Modelling into the teaching of mathematics at all levels				
Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Complete training for those who need it and refresh for others	By end of spring term 2019. £200 for EES training	Sarah Barnard	Maths link governors and SB	All staff will be confident in teaching the 10 frames and/or bar modelling method
Analyse impact of bar modelling approach through pupil perception, book scrutiny and lesson observations	By end of summer term 2019	Sarah Barnard	Maths link governors and SB	The bar modelling approach will be embedded in the teaching of maths and will be having a positive impact on pupil learning

Key Priority:

To introduce and integrate whole class guided reading				
Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Introduce to staff the idea of replacing 'carousel' group reading activities with whole class guided reading sessions, including the pedagogy and research behind it	Autumn term 2018 - Staff meeting	Janet Meacock	Literacy link governors and SLT	Staff will understand the reasoning behind changing the process of guided reading.
Arrange external training for teaching and support staff so that all receive the same input at the same time	November 2018 £355	EES for Schools	Literacy leader JM	Staff will be given the tools and confidence to plan for whole class reading sessions.
Teachers to be planning for whole class guided reading in their own classes	Spring term 2019	All class teachers	Literacy link governors and SLT	Whole class guided reading will be beginning to be embedded in each class.
Analyse impact of whole class guided reading through pupil perception, book scrutiny and lesson observations	Spring and summer terms 2019	JM	Literacy link governors and SLT	All children, including lower ability readers, will be accessing texts with a rich range of more advanced vocabulary and achieving a higher level of comprehension

Key Priority:

To ensure that teachers and support staff understand how to access and use the Essex Provision Guidance (EPG) to support any pupil who is falling behind				
Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Train teachers/support staff on how to access and use the Essex Provision Guidance	Autumn term 2018	Kath Russell	SLT	Staff will be able to access with confidence the contents of the guidance to aid with planning
Staff to complete pupil progress planners using the EPG for strategies to aid pupil catch-up	Autumn term 2018	All class teachers	SLT	Clear strategies being employed by teachers to help those children in danger of falling behind
Analyse end of term assessments (Dec 2018) and discuss outcomes in pupil progress meetings with class teachers	January 2019	JM and class teachers	SLT and governing body	Teachers are able to assess the impact of strategies tried (whether successful or not), the reasons for those outcomes and how to address any issues

Personal Development, Behaviour and Welfare

Key Priority:

To embed the THRIVE program and approach throughout the school to support learning, as well as the understanding of Zones of Regulation

Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Kath Russell and Jo Osborne to attend annual practitioner update (compulsory to keep licence to practice)	Autumn term 2018 - £190	KR and JO	JM	Training will be refreshed
Continue staff training sessions for both teachers and LSAs	Regular on-going training through the year	Kath Russell	JM and governing body	Staff will feel confident in using appropriate Thrive language, strategies and resources to deliver Thrive successfully
Introduce weekly 'Thrive' class assemblies	Autumn term 2018	All class teachers	JM and KR	Thrive will be embedded as a whole school well-being programme (not just for individual pupils)
Hold Introduction to Thrive evening session with Q and A to be delivered to parents	Spring term 2019	KR and JO	JM	Parents will understand the benefits of the Thrive approach for individuals and the whole school
Carry out training with specific LSAs so that they can deliver small group activities in class	Spring term 2019	KR and JO	JM	LSAs will be enabled to deliver meaningful Thrive sessions for small groups which will have a major impact on pupil well-being and therefore learning

Personal Development, Behaviour and Welfare

Key Priority:

To continue to promote high standards of behaviour when pupils are out of class, including during assembly, at mealtimes and when pupils are moving around school

Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Staff meeting to revisit school rules and discuss ideas to promote high standards of behaviour	Autumn term 2018	All staff	SLT	Refreshed ideas regarding expectations and rewards/consequences
Meeting with Mid-Day Assistants to discuss effectiveness of current lunch time reward/sanction system	Autumn term 2018 Overtime costs	AS and MDAs	SLT	Refreshed ideas regarding expectations and rewards/consequences at lunch time
Reflect new ideas with pupils. Discuss and ask them for their ideas	Autumn term 2018	Class teachers	SLT	Pupil voice is heard. Pupils feel involved in decision making and therefore more engaged with rules
Monitor effectiveness of new rules/rewards/sanctions on pupil behaviour around school	On-going from Autumn term 2018	All staff	SLT	The same standards of behaviour within the classroom are reflected when pupils are out of class

Pupil Outcomes

Key Priority:

- To increase the percentage of pupils achieving higher levels across the school in writing
- To enable pupils to achieve above-average progress in writing between Key Stage 1 and Key Stage 2 in comparison to national
- To increase girls' attainment levels in reading, writing and mathematics in the Key Stage 2 cohorts (2018/19)

Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Thorough analysis of end of year assessments to identify target pupils	September 2018	SLT	Governing body	All pupils who should be achieving higher levels of attainment and/or progress in writing (including girls in Key Stage 2) are identified
Teachers complete pupil progress planners for all identified pupils with suggested strategies for accelerated learning	Autumn term 2018	Class teachers	SLT	Planned interventions are taking place
Teachers check pupil progress to assess impact of interventions; if little or no impact, fresh interventions to be introduced	Autumn term 2018	Class teachers	SLT	Interventions are leading to accelerated learning. If impact not obvious, new strategies are being employed
Thorough analysis of autumn and spring assessment data to monitor progress and attainment of all identified pupils	January 2019 April 2019	SLT	Governing body	A higher percentage of pupils are achieving higher levels and progress across the school. Girls' attainment levels in reading, writing and maths are increasing in KS2

Key Priority:				
To ensure an upward trend in the percentage of pupils achieving a Good Level of Development (GLD) at the end of the EYFS				
Initial Actions	When/Cost	Who	Monitoring	Outcome/Impact
Thorough analysis of EYFS 'on entry' baseline assessments to identify early any issues	October 2018	EYFS teacher and JM	SLT	Immediate identification of issues for personalised learning planning
Analyse end of term data for autumn and spring; identify any pupil not on track to achieve GLD	January 2019 April 2019	EYFS teacher and JM	SLT	Early focussed intervention
Plan and deliver interventions and targeted learning	On-going	EYFS staff	SLT and Governing body	A higher percentage of pupils will achieve GLD compared with the past three years