



Sacred Heart Catholic Primary School

School Improvement Plan

2022-2023

'To live, love and learn joyfully in the family of Christ'

Our Vision

The family of Sacred Heart Catholic Primary follows in the footsteps of Christ and is built on the teachings and traditions of the Catholic Church.

Our vision is that Sacred Heart will be an inspirational school where all love to work, learn and grow in the blessed family of Christ.

Through creating a stimulating learning experience, our children will become confident, independent and resilient with a social conscience for their journey through life. They will develop skills alongside knowledge to equip them to thrive in an increasingly complex and changing world.

Our school will be a place where all learners are happy and safe in a stimulating environment where the values of Jesus Christ are at the centre of everything we do.

Mission Statement

To live, love and learn joyfully in the family of Christ

As a Catholic School, we see Christ as the foundation of all our educational efforts. We are a community whose aims and work are lit by the vision of the Gospel. Our Mission is to bring the children to know, love and serve God in their hearts and minds.

Aims

We seek to:

- create a caring community in which each child is enabled to fulfil their full potential; spiritually, morally and academically.
- create an environment in which each child is encouraged to develop an enquiring mind and a life-long love of learning,
- ensure that every aspect of school life is rooted in the Gospel values
- recognise and value parents as the first educators of their children, fostering positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education.
- encourage each child to aspire to good moral behaviour and guide each child towards maturity; enabling each child to become a caring, responsible, active member of the community.

Targets 2022-2023

End KS2 Year 6 (28)	Reading		Writing		Maths		RWM	
	2022	2023	2022	2023	2022	2023	2022	2023
Expected	86.6%	82%	70%	75%	90%	78%	64%	
Greater Depth	40%	36%	10%	18%	20%	29%	10%	

End KS1 Year 2 (27)	Reading		Writing		Maths		RWM	
	2022	2023	2022	2023	2022	2023	2022	2023
Expected	77%	81%	71%	73%	80%	73%		
Greater Depth	29%	31%	9%	31%	13%	35%		

EYFS (30)	Reading		Writing		Numbers		SSM		GLD	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Expected									70%	

Phonics Screening Check (30)	2019	2021	2022
	81%		

		Reading	Writing	Maths
Year 5(29)	Expected	83%	76%	83%
	Greater Depth	34%	24%	24%
Year 4 (30)	Expected	77%	62%	62%
	Greater Depth	24%	31%	37%
Year 3(29)	Expected	77%	68%	80%
	Greater Depth	29%	29%	19%
Year 1(30)	Expected	87%	73%	83%
	Greater Depth			

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%	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected						
Greater Depth						

Sacred Heart Curriculum Wheel



To review Strategic Plan for 2022-2027

Strategic Objective 1: To promote and encourage a Catholic ethos throughout the school and the community:

1.2 We encourage the parish and local Catholic community to engage fully in the daily life of the school.

1.3 We develop strong working links with Catholic schools in the Lea Valley Deanery

To establish a growth mindset learning culture:

2.4 We encourage children to take an active and lead role in their own learning and progression; confidently learning from mistakes.

2.1 We encourage resilience and perseverance in our children to ensure successful learning.

Strategic Objective 3: To learn through inspirational curriculum

3.4 We create a curriculum which contributes to pupils' personal well-being and to their spiritual, moral, social and cultural development.

3.4 We develop children's confidence to express themselves through a curriculum encompassing science, the arts and humanities.

3.6: We provide opportunities to experience a diverse extra curriculum 3.7: We celebrate the rich and diverse cultures and achievements of our global family; embracing equality and differences.

Strategic Objective 4: To develop and embed sustainable, high quality and strong leadership throughout the school

4.4 We provide leadership opportunities for staff who demonstrate initiative, drive and vision.

4.5 We expect staff to reflect confidently on their own learning and identify their development needs.

4.6 We support the development of effective performance management and continuing professional development opportunities for improving teaching, based on the identified needs of staff, as well as the needs of the school.

Strategic Objective 5: To enhance the welfare and guidance offered to pupils, families and staff

5.4 We increase opportunities for pupils to voice their ideas and opinions.

5.5 We promote an increased and active environmental awareness.

Current Context of our School

The school has had a challenging 2021-2022 due to a fire within the school September 29th 2021. This caused significant impact to teaching and learning as well as to IT infrastructure, resources and office systems. The pupils, parents and staff have worked hard to ensure that learning resumed quickly and that pupils were back in school within a relatively short period of time. This year sees two new members of teaching staff join the team. One of the school's SLT is currently on maternity leave. Data wise, our school achieved well at the end of July 2022 but two areas of learning have been identified through assessment- spelling and greater depth in maths.

Key Priority 1 Maintain Catholic Life of the School	To prepare for the 50 th anniversary of Sacred Heart School through prayer and liturgy, developing a sustained understanding of The Sacred Heart. To embrace the challenges of the new Religious Education Curriculum 2022
Key Priority 2 Quality of Education	To continue to develop metacognition and regulation in the classroom to develop children's ability to think and to process and retain knowledge. To develop a whole school approach to SEND provision
Key Priority 3 Behaviour and Attitudes	Relationships among pupils and all staff reflect a positive and respectful culture; pupils are safe and they feel safe.
Key Priority 4 Personal	To develop tiers of pupil leadership across the school. There are sustained opportunities for pupils to develop their talents and interests
Key Priority 5 Leadership and Management	To develop sustained leadership in all roles across the school
Leadership and Management	To systematically establish, implement, monitor and evaluate racial equality good practice across all areas of school life
Key Priority 5.2 Leadership and Management	To further develop strong and targeted parental involvement with parents

Strategic Objective 1:

To promote and encourage a Catholic ethos throughout the school and the community

1.Maintaining and Developing the Catholic Identity of Our School 2022-2023

Key Priority 1 To prepare for the 50th anniversary of Sacred Heart School through prayer and liturgy, developing a sustained understanding of The Sacred Heart.
To embrace the challenges of the new Religious Education Curriculum 2022

Objective what do we want to achieve?	Key Tasks What will we do?	Deadlines when will it be done?	Budget	Responsi bility:	Monitoring/Evalua tion:	Success Criteria:	Progress Dec 2022
Develop prayer life of school to ensure understanding of the Sacred Heart.	Embed new strap line in each class- Love overcomes, love delights, those who love the Sacred Heart rejoice. -Bernadette Soubirous Develop a prayer manual across whole school (in line with new CD) Develop age appropriate lessons on the Sacred Heart	SEPT 2022 DEC 2022 DEC 2022		All Staff MF MF	Pupil Voice- show understanding Liaison with Fr, Charles Book Looks and pupil voice.	Pupils across the school show a developed understanding of the Sacred Herat. Pupils are able to know set prayers and which are age appropriate. A shared culture of the Sacred Heart is developed across the school.	All classes have the strapline visible in school
Prepare for anniversary Mass and Celebration	Prepare for Mass with Cardinal Nichols Prepare altar servers	June 2023 Oct 2022		MF/ Governors			
Continue to develop links with Parish	Implement school notice board in church with school news and achievements	To be established		Headteacher/ Governors	Staff/ Governors	Stronger links made with Parish.	School notice board is updated. Yet

	Monthly updates in parish newsletter	first half term 2022		rs/ Parish Priest			to have monthly updates in Parish Newsletter
Further develop role of chaplaincy team (carried over from last year)	New lead of CT Parent invitation to be reviewed. Children to take a greater responsibility for planning class masses/ Liturgies. Join Cafod Club to enable focus on Common Good Weekly chaplaincy meetings held at lunchtime Prayer groups established at lunchtimes. Chaplaincy 'action' plan developed by Team.	Begin Sept 2022 Oct 2022		M.Fusi	Pupil Voice Termly review of chaplaincy team CT to feedback to school community via assembly/ newsletter	Pupils actively involved in planning class Masses Pupils take a more active and leading role in their vocation to love and serve God and others.	Chaplaincy Team appointed Action Plan is developing
To familiarise teachers with newly revised RE curriculum, published 2022	Teachers to review current Way the Truth the Life resource in line with new Curriculum Directory. Academy Trust RE leads to discuss ways to address curriculum directory-	Oct 2022 Oct 2022-ongoing (review termly)				1.High quality and constructed lessons 2. Focus standard on the plans with subsidiary standards identified to know end point 3.High quality of response improving knowledge and skill of each child through oracy and written response 4. Challenge noted within writing or	Curriculum Directory not yet published

						through Feedforward Marking 5. Pupils progress noted with impact on long term memory	
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Strategic Objective 2: To establish a growth mindset learning;

Strategic Objective 3: To learn through inspirational curriculum

2. The Quality of Education

Key Priority 2

To develop metacognition and regulation in the classroom to develop children's ability to think and to process and retain knowledge.

Objective	Key Tasks	Deadlines	Budget I	Responsibility :	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
To continue to improve children's retention and recall of knowledge across the curriculum by focusing on metacognition, long-term memory and	Undertake oracy benchmark in school Ensure all teachers have tools to include a focus on oracy across the curriculum	Sept 2022	Training £xx	MF/ SLT MF/ SLT	Evidence includes pupils voice/ children's books, planning (lesson design), interviews with teachers, learning walks	More children achieving GDS and the gap of attainment between groups in school closes	JMc has attended training. He has led a staff meeting on metacognition and the curriculum.

self-regulated learning.	Senior Leader to attend development day- focus on including TA development	SEPT 2022		JMc	RAG rate practices using EEF form. Review each half term in KS meetings	Teachers use metacognitive strategies in children's learning Children demonstrate in their learning and in their use of metacognitive talk, and shared language across the school, that they are able to use metacognitive strategies to plan, monitor and evaluate their learning	Yet to undertake oracy benchmark
Building on the training from last year, the school maximises opportunities for oracy for all students; students use their voices in meaningful contexts in and beyond the classroom.	Staff undertake benchmark for oracy. Create whole school action plan for oracy Whole-school events provide a platform for oracy e.g. competitions and events promote oracy; the school's approach to oracy is highlighted at open evenings.	Sept 2022 Oct 2022	None	All staff RM All staff	Oracy lead to undertake pupil/ teacher voice SLT observations of class/ Learning walks	Across the school community, oracy is nurtured by everyday interactions and is visible, showcased and celebrated throughout school life	Yet to be started

For teaching and learning to reflect and value diversity to provide pupils with an understanding of communities beyond their experience. (Continued from previous plan)	Invite visitors to school from different communities to be involved in 'talking libraries' plan. Continue to identify need in curriculum to reflect diversity.	June 2023	No Cost Fee?	J.Mc leading all staff Subject Leaders	Headteacher and SLT to monitor	Pupils aware of diverse community to which they belong.	To be organised in Spring Term
To adopt and embed the SMART KIDS PHONICS, building on current good practice of phonics teaching (updated Oct 2022)	Whole Staff training on Phonics teaching delivered for SMART KIDS (Dragonfly)- Online Purchase resources to ensure reading books are in alignment with Smart Kids Phonics. Purchase resources to aid high quality teaching of phonics in KS1, EYFS and intervention groups.	Sept/ OCT 2022	£500 £3000 £1000	RM/ MF	Half termly monitoring of teaching of phonics		Phonics training has been undertaken by all staff. New books have been purchased through SMART KIDS Phonics. Monies from the FUND account has been used to purchase further books which are colour banded for KS2 Consultancy work from HfL on Phonics and schemes.

To improve pupils' spelling ability across all phases	Action plan for development of spelling Purchase Essential Spelling and use from Year 2 through to Year 6 Phonics taught in KS2 where appropriate.	Sept 2022 October 2022 Ongoing		RS MJ			Essential Spelling Purchased and is used. Will review in Spring Term. Initial indications are pleasing, especially Year 2.
To have a whole school focus on a cross curricular music project	Use of Carnival of the Animals to provide the stimulus for cross curricular 2 week project Arts Team to create an action plan for the project Invite parents to help plan and support pupils event	Spring 2023 Dec 2022 Dec 2022	Curriculum budget of £200 for resources.	All staff CG/ RM/ MJ	SLT to monitor progress Parent/ Pupil/ Staff Voice	Pupils are knowledgeable about the orchestra and know the work of Carnival of the Animals Parents and pupils are successfully engaged in a collaborative arts based project	Music lead is working on curriculum plan. <i>Dance Event secured for Spring term</i>
2.2 To continue to implement and monitor the impact of the strategies to improve the outcomes of specific groups of pupils, including those with middle prior attainment and those who have SEN and/or disabilities. (Ofsted 2018) <div> Target: To develop a whole school approach to SEND provision </div>							
To gain a clear understanding regarding current practice in SEND Provision.	- To complete a SEND review of whole school practice. - Meet and discuss whole school practice with SENDCO.	Oct 2022	N/A	SLT BC	Fortnightly monitoring in first term	All stakeholders will have a clear understanding regarding current whole school SEND. Clear strengths and	Report written. SEND Review yet to happen

						areas for development identified.	
The bottom 20% of readers make good progress in reading during this academic year, meeting their challenging targets	Identify pupils in bottom 20% for reading at the end of academic year 2021/22 – SLT to plan interventions for bottom 20% of readers in each class –	SEPT 2022 Half Termly review		SENCO / SLT/ RS	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors		Pupils identified. Intervention in place through National Tutoring- school led.
2.3 maintain the focus on developing and improving the quality of teaching of mathematics in key stage 2, particularly for the most able pupils, so that a greater proportion make above-average progress (Ofsted 2018)							
Objective what do we want to achieve	Key Tasks What will we do?	Deadlines	Budget I	Responsibility:	Monitoring/Evaluation:	Success Criteria:	DEC 2022
To improve standards of mathematics teaching across the school	Carry out staff and pupil voice on use of manipulatives. JM complete online training on CPA JM deliver INSET to staff. JM/JD to discuss individual maths targets during perf. man.	Training 1 Sept 2022 Training 2 Jan 2022 INSET ongoing Aut/Spr terms	£100 resources	JMc	Half termly book/planning checks Termly meeting with governor Pupil voice at start and end of year. Termly data analysis Termly lesson drop-ins Training evaluations. Subjects self-evaluation sheet		CPA training completed and staff meeting delivered to all staff. Learning walk indicated an increase in the use of practical resources.

					evidences improved standards		
To increase % attaining greater depth	<p>Carry out analyse of GD outcomes as pupils progress through the school.</p> <p>Complete termly GD book scrutiny to ascertain challenges.</p> <p>Run Y6 GD club during Spring term.</p> <p>Trial use of resource cards.</p>	<p>Oct 2022</p> <p>Termly</p> <p>Spring 2023</p>	£30 resource cards	JMc	<p>Discussion with head as part of termly data analysis meeting</p> <p>Percentage transferring GD for Y2 to Y6 increases when compared to previous year</p>		<p>Data will be analysed once entered. All year groups completed summative tests in November</p> <p>Resource ordered put through. Will be trialled in Spring term.</p>
To reduce the percentage of pupils who are making insufficient progress	<p>Ensure teachers are aware of the key pupils for their class.</p> <p>MF/JM/JD to discuss Identified pupils during pupils' progress meetings.</p> <p>Coach and support individual teachers as needed.</p>	<p>Sept 2022</p> <p>Oct 2023</p>		JMc	<p>Termly data analysis Identified pupils make improved progress.</p> <p>Whole school percentage of pupils BARE reduces.</p>		<p>Key pupils identified during target setting.</p> <p>Data will be analysed once entered. All year groups completed summative tests in November</p>
To improve children's financial awareness	Instigate staff voice to ascertain confidence in	Oct 2022		JMc	Staff and pupil voice indicates increased		Resources discussed with staff. JMc to cross-

	<p>delivering financially based learning.</p> <p>Discuss 'Money Heroes' resources with staff. Ensure all staff identify suitable place in the curriculum to deliver finance based lesson lessons.</p> <p>Share additional resources to aid staff in establishing progression across the school.</p> <p>https://barclayslifeskills.com/educators/lessons/?age=age-7-11&page=2</p> <p>Y6 to work with FOSH to discuss costing an event and how to spend (possibly based around House Captain Charity Day)</p>	<p>Aut 2022</p> <p>Sum 2023</p>			<p>awareness of financial issues.</p> <p>Work scrutiny shows progression of knowledge and skills.</p>		<p>reference PSHE curriculum to ascertain current coverage.</p>
3. Behaviour and Attitudes							
Key Priority 3	For Relationships among pupils and all staff to reflect a positive and respectful culture; pupils are safe and they feel safe						

Objective	Key Tasks	Deadlines	Budget	Responsibility:	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
Relationships among pupils and all staff reflect a positive and respectful culture; pupils are safe and they feel safe.	<ul style="list-style-type: none"> Appoint a Well Being Lead Wellbeing lead to attend 2 day govt. funded training Create action plan to promote healthy relationships in school Review mental wellbeing in school. Pupils and staff	SEPT 2022 OCT 2022 Dec 2022/ Mar 2023/ July 2023		LM			Miss Matteoni has been appointed as Well Being lead and has attended funded training. She created an action plan with a view to being rolled out for Spring Term.

Strategic Objective 5: To enhance the welfare and guidance offered to pupils, families and staff

4. Personal Development

Priority 4	To develop tiers of pupil leadership across the school						
Objective	Key Tasks	Deadlines	Budget Implications	Responsibility:	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
Define pupil responsibilities across whole school and raise profile of this	Review role of Prefects in Year 6 Review and update Mini Vinnies practice All responsible groups to meet and design a charter for our school. School Council Eco Council	Sept 2022 Oct half term		Joe Mc LM MF/ JMc HE	Groups to provide written update for school newsletter/ website Report to Governors	Pupils have a voice in key aspects of the school and feel empowered to contribute their ideas to whole-school development. Pupils show leadership in class and the playground.	Prefects have a more defined role across the school. Chaplaincy Team in place Mini Vinnies has restarted. No charter yet drawn up

	Play leaders/ Sports ambassadors RR team Chaplaincy Team Librarians						
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Strategic Objective 4: To develop and embed sustainable, high quality and strong leadership throughout the school							
5. Leadership and Management							
Key Priority 5	To further develop sustained leadership in all roles across the school						
Objective	Key Tasks What will we do?	Deadlines when will it be done?	Budget	Responsibility	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
To further develop Middle Leaders within the school strengthen significantly their skills and capacity to bring about improvements in teaching and standards.	<p>Ensure leadership time available for staff with clear outcomes to achieve.</p> <p>Review QFLT strategies in monitoring subjects</p> <p>Leaders to review Sonar Curriculum Materials</p> <p>Opportunities to meet subject leads across the MAT</p>	<p>Oct 2022</p> <p>Ongoing on a termly basis</p> <p>First Meeting Sept 2022-ongoing</p>	<p>Leadership Days</p> <p>Supply costs</p>	<p>All Subject Leaders</p> <p>MF</p>	<p>Use of teacher voice</p> <p>Use Specific subject leader analysis tool to measure impact of subject.</p> <p>Book scrutiny and review teacher planning</p> <p>SLT will meet and evaluate the impact of action planning. Findings shared with SLT.</p> <p>HT report to Governors</p>	<p>Subject leaders can confidently analyse and describe the effectiveness of their subjects.</p> <p>Subject leaders able to evidence impact of action plans.</p>	<p>Subject Leads across the MAT have met in regard to monitoring subjects. Each subject lead has been given time this term to monitor their subjects.</p>
To continue to develop shared leadership in the school through school improvement collaborative project teams	<p>RECAP teams on INSET Day.</p> <p>Write action plan for each group</p>		<p>10 days leadership</p> <p>Supply costs</p> <p>Cost of ARTS mark</p>			A sense of shared ownership and achievement is developed across school providing high outcomes for pupils.	NOT DONE

Metacognition and Behaviour for Learning Arts Mark Sustainability Ethos							
To appoint and develop a Senior Mental Health lead who has oversight of the whole school approach to mental health and wellbeing	<p>MHL to attend training – Developing Strong mental health leadership in school- TTE <i>Develop a policy and processes that support our whole school wellbeing</i> leading a whole school approach through the developing and embedding pathways to specialised support for pupils with mental health needs.</p> <p>Leading training for colleagues in awareness of these pathways and how to support pupils to access them. Embedding and sharing strategies for wellbeing in the school culture including taught curriculum</p>	<p>9th Sept 22 4th Nov 22</p> <p>January 23</p> <p>Spring 23</p> <p>Spring 23-ongoing</p>	£800- funded by DfE Supply Cost		Action plan to be written and shared with SLt and GOVS		Miss Matteoni has been appointed as Well Being lead and has attended funded training. She created an action plan with a view to being rolled out for Spring Term
Key Priority 5.2	To further develop strong and targeted parental involvement with parents						
Objective	Key Tasks What will we do?	Deadlines when will it be done?	Budget	Responsibility	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
To investigate positive routes of parent involvement	Parent Survey to canvass ideas for parental involvement	<p>Sept 2022</p> <p>Sept 7th 2022</p>				Outcomes to be set from parent response.	Successful initial parent meeting at curriculum evening in September.

	Introduce at Curriculum Evening 2022						
Develop reporting arrangements to ensure pupils have opportunity to reach full potential and give parents more support on how to support their child.	Move 'end of year reports' to Spring Term. Change INSET day from June to February for report writing Consult with staff on information for reports Share with parents in September new plans for assessment and reporting.	February 2023 SEPT 2022 SEPT 2022		All staff/ SLT to monitor	Parent voice	Pupils areas of need are identified and addressed in a timely manner, allowing more opportunity for parental support.	
To continue to embed workshops for parents in maths	SLT to develop new system of regular workshops for parents from KS1 and Ks2	Begin Autumn Term		J.McIntyre		Year 1 workshop	Phonics workshop has taken place.
Objective	Key Tasks What will we do?	Deadlines when will it be done?	Budget	Responsibility	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
To continue to increase parental engagement in phonics. (Build on success from lockdown)	To build on the success of parental online engagement during lockdown. To replace paper based phonics learning with active games. Reception / year 1 teacher to record a phonics games every 2 weeks and provide resources on the school website. Parents will then have 2 weeks to play the games at home alongside the teaching	Workshop by the end of Autumn 1. Phonics video to start on the first full week of school		RM	Parent voice.		Phonics workshop has taken place.

	<p>video. (Can also be used for below ARE in year 2)</p> <p>Small evaluation form could be added to their homework diaries to provide feedback on learning.</p> <p>TEAMS workshop for parents.</p>						
Increased parental engagement with reading at home	<p>Meetings with Parents/Carers of children BARE in Reading</p> <p>Whole-school reading challenge</p> <p>Reading for Pleasure Afternoon</p>	Second week of September		<p>RSmith (English Lead)</p> <p>SLT</p> <p>Class Teachers</p>	<p>RSmith to feedback to teachers/govs the Reading for Pleasure groups</p>	<p>More Parents/Carers report being aware of how to help their child with reading</p> <p>More children reading for pleasure, leading to progress in Reading data</p>	Has not yet started.
5.3 To systematically establish, implement, monitor and evaluate racial equality good practice across all areas of school life							
Objective	Key Tasks What will we do?	Deadlines when will it be done?	Budget	Responsibility	Monitoring/Evaluation:	Success Criteria:	Progress Dec 2022
To adopt a whole school approach addressing Racial Justice Equality and Diversity to create a strategic plan which addresses curriculum and personal development.	<p>Disseminate REJD materials from Westminster to Governors and Staff</p> <p>To carry out Audit</p>	Time for SLT to meet.		MF		<p>To inform, guide and equip ourselves with knowledge in approaching the concept of a diverse curriculum and how high-quality, high</p>	<p>Staff have looked at their class curriculum.</p> <p>Audit yet to be carried out by HT</p>

	<p>Implement policy from Westminster materials.</p> <ul style="list-style-type: none"> Share with the school community (parents, pupils, staff & Governors - website) <p>Subject Leaders to continue to Revise the curriculum to reflect diversity – decolonialise topics Review teaching resources – (continuation from previous year)</p> <p>SLT to develop action plan and review termly</p>			<p>MF</p> <p>ALL TEACHING STAFF</p> <p>Subject Leaders</p> <p>SLT</p>		expectation, anti-bias education can be delivered.	Materials to be shared in Spring Term.
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6 Early Years Provision							
Objective	Key Tasks	Deadlines	Budget	Responsibility	Monitoring/Evaluation: going?	Success Criteria:	UPDATE
To ensure all staff and EYFS Governor are aware of the new EYFS framework.	Inset meeting to be held with all EYFS staff to become familiar with new expectations. This will focus on adults as “play partners” and developing play alongside the child	September 10 th	Time needed as a key stage after school.	RM SS LZ	Observations EYFS lead. Report to Governors in December and July	All staff understand changes. Staff are able to observe against the new framework.	Yet to meet with EYFS Governor

	Early Years Teacher to meet with Governor to inform of new framework.					Adults as play partners is embedded into practice	
To raise percentage of GLD	Provision is carefully planned Computer programme to be used for monitoring pupils Build on 'GOLD' Mark to raise writing opportunities in Reception	January 2023		RM	RM / SLT	Higher percentage in writing and maths GLD	Target Tracker is being rolled out in Spring Term
To continue improve outcomes so that pupils are well placed to achieve well in KS1.	Identify gaps in learning and implement strategies to address these so that >80% of pupils achieve GLD by the end of Reception	Jul 2023	None	RM a	RM / SLT	EAL SEN Smooth transition into Year 1	
Continue to focus on language development with use of Nelli and Wellcom	Ensure language screening is in place for each child. Identify pupils in need of Nelli support	December 2022					Pupils being identified- SS using Nelli Programme
Continue to strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children.	<p>Improve the outside area for more purposeful learning.</p> <p>More mark making/ writing opportunities across the learning environment.</p>	March 2023		RG	RG/ SLT	<p>- Sand provision</p> <p>- Water provision</p> <p>- Mud kitchen provision</p> <p>- Music area/ wall</p> <p>- Outdoor maths provision.</p> <p>- mark making resources, e.g. "toolboxes" that can be changed regularly.</p>	Outside Reading area in place

