

REVIEW OF 3 YEAR STRATEGY [2022/23]

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.	Quality first teaching for all. Regular PPMs to ensure children are working towards the correct expectations. Drop in sessions for teaching staff to discuss next steps	MEDIUM – Elements of curriculum implementation in some subjects requires further consistency and strength of practice to ensure quality approach across all classes for all learners	To continue and further develop systems within class pedagogy and monitoring including triangulation with LGB and trust support
2.	Each subject leader supports staff to understand the progression documents created. CPD sessions to further understand the principles behind metacognition and learning. All subjects explore 'Learning Links' to deepen opportunities to retain information in the long term memory. Children can access learning outside of the main curriculum e.g. music lessons	MEDIUM– while leaders have planned a clear and progressive curriculum and this is understood by staff, the effective implementation of this is not always translated into effective implementation to ensure learning is retained and GAPS do not widen	Continue
3.	Allocated time for the teaching of reading. Reading and comprehension skills used in other curriculum areas. CPD sessions for new staff members to understand the Reading/ Writing	MEDIUM – Reading. CPD during Spring 2023 needs further direction from leaders at school and trust level to ensure quality practice is consistent at all levels of implementation across the school. HIGH – Writing CPD has been strong and led well by the lead and processes	Continue to develop

	process. Reading links developed to provide quality materials for all subjects, not just English.	for the approach to writing are embedded Systems and CPD in place directed by the subject lead and supported by collaborative approaches within phases.	
4.	All KS1 groups focus on the quality of phonics sessions that follow a clear long-term plan. Early phonics Lead put in place to support colleagues to access the best techniques and resources in this area.	HIGH – Higher %b of children passing the Y1 screener and above national data picture than in previous years. Higher level of progress in pupils not achieving the EXP standard.	Continue to ensure good practice through monitoring and data scrutiny
5.	Subject leaders engage in Trust CPD sessions. Staff meeting timeline - opportunity for subject leaders to support colleagues. Cost of private music tuition covered.	HIGH – Good level of CPD support in place. Effectiveness of this in leading to classroom and learner impact will continue to be a feature of monitoring	Continue

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.	Whole staff training for consistent approach to handwriting with all age groups. Letter forming support sessions 2x per week. Adults support during main class sessions. Access to reference material in all written lessons	HIGH – Pupil Presentation is improved across all phases Staff confidence and subject knowledge is stronger	Continue to check through book scrutiny and monitoring processes to maintain high standards.
2.	Nurture/support/listening groups with specific children	MEDIUM - Internal and external providers have offered opportunities for sessions within school to enhance this specific support for children	Develop provision. The EEF Toolkit states “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” The school will continue it’s

	Monitor and assess the personal interests of the children and use these as a focus to structure session and experiences offered to pupils	matched to both individual needs and wider opportunities focussed on developing confidence and offer	work to secure the arts mark enabling further wider experience and cultural development for pupils to build confidence and secure that breadth of opportunity in and out of school
3.	CPD through Mastery Maths development programme New staff CPD in White Rose and modelling strategies Clear calculation policy in place for all staff to refer to.	MEDIUM – Continued monitoring and staff support needed to ensure consistency across all phases	Maths Lead to secure further leadership training with the Maths Hub and feedback to all staff. Rigour of staff support / CPD and monitoring to continue
4.	Teachers confident in the tracking of PP children. PP action plans created to provide a clear overview of the gaps that are being targeted. To provide accurate interventions based on identified gaps	LOW - Elements of curriculum implementation and pedagogy to support the retention of knowledge and address misconceptions in some subjects requires further consistency and strength of practice to ensure quality approach across all classes for all learners	Robust monitoring and evaluation. Support from Trust leaders and triangulation of challenge from LGB. Effective collaboration between leaders and teachers to prioritise small steps, quality provision and support for PP children. Further use of edukey to develop clear learning passports for pupils with tightly focussed provisions. Scrutiny of FFT and internal date with specific next steps including targeted interventions supported by SLT
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.	Well being / support team developed within school to act as an in-house agency that can provide immediate intervention.	HIGH – A culture of understanding focussed on how our children are really feeling about themselves as learners and themselves as people is provided support to pupils where needed	Continue to ensure that all pupils bur especially the most vulnerable are supported through this layer of practice and provision.

		<p>Issue for the pastoral team to pick up are quickly identified and addressed. This gives our children the chance to lighten their loads which leads to successes in school. HIGH – Regular CPD is having a positive impact on adults ability to respond and effectively understand how to manage varying pupil behaviours and need. This is also supporting teachers and TAs seeing signs of poor mental health in children and in one another</p>	
<p>2. To improve the attendance of younger children.</p>	<p>Office admin to respond quickly to all absences and work in collaboration with the Priority Pupil team and the EWO Effective communication links developed with EWO from LA Support provided for parents to understand the importance of early stages of education.</p>	<p>Medium – Despite some positive cases studies. persistent absence in key groups including SEND and disadvantaged pupils is still tracked as an issue</p>	<p>Continue Attendance remains a priority for the school. Monitoring of attendance is integral in ensuring pupils are in school</p> <p>Ensure that good practice builds and links with external agencies and support continue with PFSW to break down barriers and engage with parents and pupils in driving</p>
<p>3 For an increased number of parents to be engaged within the education of their child.</p>	<p>Parents actively encouraged to engage with class webpages through the year. Teams workshops available to develop parental confidence in the teaching of phonics at home. All teachers develop clear communication links with parent</p>	<p>Medium – Response to a varied and strong offer for parents to engage needs further development. A collaborative approach between home is in place and well structured. School will continue to drive communication to ensure we are working in partnership for the benefit of all pupils</p>	<p>Continue – Further communication and rationale to ensure parents understand the context and purpose of invites to engage in school events – worship, pupil learning and progress parent voice, parent learning</p>

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	LGB meeting Website using watermark across document to show working document for all parents/carers to read, copy on SRSCMAT staff notice board All pp pupils have a page profile which is shared with parents/carers at parents consultations
How do you know staff understand the strategy and apply correctly?	Briefing with staff working with disadvantaged, SEND lead identifies all key priorities. TA appraisal objectives include pp plan. All staff know who pp pupils are and the interventions in place Staff are now training to utilise Edu key for chronology