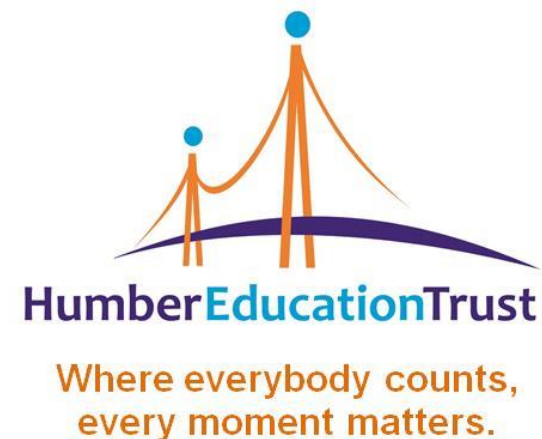


# **Bursar Primary Academy**

## School Improvement Plan

### 2024 - 2025



# Key Improvement Priorities 2024-2025

## A: To further embed basic skills in the core curriculum (English & Maths)

### Rationale:

- New writing curriculum to be implemented from September 2024
- New subject leaders in both reading & writing will be in place from September 2024
- Multiplication check results 2023 - number of pupils not achieving 20+
- Refinement of White Rose maths curriculum; focus on arithmetic

## B: To refine recent curriculum changes in the wider curriculum

### Rationale:

- New 'Bursar bespoke' curriculum plans were implemented in the academic year 2022 - 2023 - 2-year cycle
- Readiness Programme to be implemented in all year groups from September 2024

## C: To further develop leaders at all levels

### Rationale:

- Assistant Headteacher to be in post from September 2024
- New SENCO to be in post from September 2024
- 3 ECTs (1x ECT 1; x2 ECT 2s) from September 2024
- Subject Leaders to continue to drive and take ownership and accountability for their subjects
- Continued opportunities for staff to obtain NPQs/ take part in Trust-led training

## D: To further refine provision for vulnerable and disadvantaged pupils ensuring attainment and progress for all

### Rationale:

- New Attendance Officer in post from April 2024 - continue to be in line/ above National Expectations
- New Behaviour Curriculum to be implemented from September 2024
- Opportunities to promote/ refine SEND provision

## A: To further embed basic skills in the core curriculum (English & Maths)

### Rationale:

- New writing curriculum to be implemented from September 2024
- New subject leaders in both reading & writing will be in place from September 2024
- Multiplication check results 2023 – number of pupils not achieving 20+
- Refinement of White Rose maths curriculum; focus on arithmetic

| Objectives<br>What are the smaller steps that will lead to the achievement of the priority?                      | Actions<br>What will you implement to achieve the objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Success Criteria<br>How will you measure the achievement of the objective?                                                                                                                                                                                                                                                                          | Timescales<br>When will it be done? | Who is responsible?        |
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| Successful implementation of Bursar's new writing curriculum – the balance between transcription and composition | <ul style="list-style-type: none"> <li>• HET/HCAT writing progression document to be used to underpin Bursar's writing curriculum</li> <li>• Writing LTP to be redesigned focusing on half-termly expectations for each year group – non-negotiable oracy element</li> <li>• Spelling LTP to be refined supported by RWI spelling programme</li> <li>• New writing lead – Katy Smith and writing co-ordinator – Rachael Bygott; HT – Kate Finney as SLT member to support with writing curriculum</li> <li>• Planned subject leader monitoring and release time including learning walks, book scrutinies, coaching, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events</li> <li>• Termly data analysis</li> </ul> <p>Further refinements and monitoring will continue this academic year; RWI Spelling LTP to be transferred to Writing Progression document.</p> | <ul style="list-style-type: none"> <li>• % of pupils in each group working at EXS/ EXS+ to increase</li> <li>• Pupil fluency and automaticity in basic skills to become embedded – evidence in books</li> <li>• Pupil voice demonstrates knowledge acquired</li> <li>• Staff voice demonstrates increased confidence in teaching writing</li> </ul> | From September 2024                 | KS/RB<br>(Supported by KF) |
| For new reading lead to monitor and further embed reading curriculum                                             | <ul style="list-style-type: none"> <li>• Planned subject leader monitoring and release time including learning walks, book scrutinies, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events</li> <li>• New reading lead – Jessica Gregory (AHT) and reading co-ordinator – Stacey King; HT – Kate Finney as additional SLT member to support with reading curriculum</li> <li>• Continued monitoring of new interventions and reading programmes implemented last academic year to support pupil progress – Reading Plus (fluency) and Fresh Start intervention; Learning with Parents – home reading platform</li> </ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• % of pupils in each group working at EXS/ EXS+ to increase; the number of pupils receiving reading interventions to decrease</li> <li>• Pupil voice demonstrates knowledge acquired</li> <li>• Increased % of parents listening to pupils reading at home</li> </ul>                                       | From September 2024                 | JG/SK<br>(Supported by KF) |

|                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                         |
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|                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Refined home reading challenges and rewards to increase parental engagement and increase the number of pupils reading at home</li> <li>Termly data analysis</li> </ul> <p>Monitoring to continue.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                         |
| For maths lead to monitor, refine and further embed maths curriculum                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Planned subject leader monitoring and release time including learning walks, book scrutinies, in-house moderation, sharing of good practice, professional discussions, in-house training and Trust-wide training events</li> <li>Maths lead – Rebecca Lusby – to return from maternity leave in October 2024; DHT – Sophie Follan as SLT member to support with maths curriculum</li> <li>Maths lead to undertake HET Mastery Maths training delivered by Katy Drinkall (Neadsen HT) – 5 training events – and disseminate to all staff</li> <li>Daily focus on arithmetic and multiplication knowledge acquisition; targeted interventions for pupils not achieving 20+ in 2023 MTC</li> <li>Concrete resources/ maths stations to be set up in each classroom – daily reference to measures – Bursar’s Benchmarks.</li> </ul> <p>Maths Lead – Rebecca Lusby to continue to undertake HET Mastery Maths training and continue to disseminate to staff via INSET/training. Daily focus on multiplication and arithmetic to continue – arithmetic opportunities to be further refined in the spring term.</p> | <ul style="list-style-type: none"> <li>Outcomes of subject leader monitor show successful delivery of maths curriculum and pupil progress</li> <li>Pupil voice demonstrates knowledge acquired</li> <li>Staff voice demonstrates increased confidence in teaching/assessing maths</li> <li>100% of interventions/teaching groups are set up using accurate assessment information</li> <li>Increased % of pupils across all year groups achieving EXS/EXS+</li> </ul> | From September 2024 | RL<br>(Supported by SF) |
| <b>Resources required (inc financial, CPD, Trust support etc)</b> <ul style="list-style-type: none"> <li>Trust-wide School Improvement opportunities</li> <li>INSET/CPD planned</li> <li>Curriculum budget set and resources ordered for each class/specific year group dependent on individual subject leader action plans</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Monitoring/evaluating arrangements</b> (inc leaders, governors and HET) <ul style="list-style-type: none"> <li>Weekly staff meeting agenda</li> <li>Half-termly planner detailing monitoring in-house</li> <li>Termly governor review of progress against SIP</li> <li>Link governor visit/s to review monitoring and progress against targets above</li> <li>HET School Improvement Visits</li> </ul>                                                             |                     |                         |

## B: To refine recent curriculum changes in the wider curriculum

### Rationale:

- New 'Bursar bespoke' curriculum plans were implemented in the academic year 2022 - 2023 - 2-year cycle
- Readiness Programme to be implemented in all year groups from September 2024

| Objectives<br>What are the smaller steps that will lead to the achievement of the priority? | Actions<br>What will you implement to achieve the objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Success Criteria<br>How will you measure the achievement of the objective?                                                                                                                                                                                                                                                                                                                                              | Timescales<br>When will it be done?               | Who is responsible?                           |
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| For curriculum lead to review the impact of Bursar's bespoke 2-year cycle curriculum        | <ul style="list-style-type: none"> <li>• Macro choices to be reviewed</li> <li>• Necessary amendments made regarding sequencing - opportunities for knowledge to be revisited maximised</li> <li>• Planned INSET/ CPD opportunities - INSET 1; staff meeting agenda/ staff consultation and training</li> <li>• 1:1 subject leader meetings to be undertaken - INSET 1</li> <li>• Staff and pupil voice obtained</li> <li>• Trips, visitors and experiences map to be populated - INSET 1</li> <li>• Assessment in foundation subjects embedded/ feedback given to subject leads half-termly, overseen by curriculum lead</li> <li>• Subject ambassadors to be reintroduced and promoted</li> </ul> <p>Monitoring to continue; evaluation of assessment in foundations subjects to continue/ become further embedded - reporting to subject leads.</p> | <ul style="list-style-type: none"> <li>• Refined curriculum LTP</li> <li>• Pupil voice demonstrates knowledge acquired</li> <li>• Evidence in books shows clear progression and knowledge learnt</li> <li>• Staff voice demonstrates increased confidence in teaching/ assessing the foundation subjects</li> <li>• 100% of trips, visitors and experiences planned and undertaken</li> </ul>                           | From September 2024                               | SF<br><br>Subject Leaders                     |
| For single subject leads to monitor and further embed the foundation subjects               | <ul style="list-style-type: none"> <li>• Planned subject leader monitoring and release time including learning walks, book scrutinies, in-house moderation, sharing of good practice, professional discussions and in-house training</li> <li>• Subject leader audit of skills (confidence levels) to tailor support offered in school (bespoke to each subject lead)</li> <li>• Subject leader action plans to be devised, analysed and evaluated</li> <li>• Planned INSET/ CPD opportunities including support from external professionals - strengthening CPD offer</li> <li>• Disseminating new learning from training/ courses - evaluating the impact</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• 100% of learning walks and wider monitoring demonstrate effective implementation of the agreed curricula</li> <li>• 100% of targets are achieved from subject action plans</li> <li>• Pupil voice demonstrates knowledge acquired</li> <li>• Staff voice demonstrates increased confidence in teaching foundation subjects</li> <li>• Staff CPD log to be completed</li> </ul> | From September 2024<br><br>Half-termly monitoring | SF<br><br>Subject Leaders<br><br>All teachers |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Revised policies for each curriculum subject</li> <li>Sequenced MTPs and pacing grids following Cycle B LTPs; disciplinary and substantive knowledge clearly identified – knowing more and remembering more forever – building on prior knowledge considering working memory and cognitive overload</li> <li>White Rose Science to be implemented</li> <li>Weekly subject briefings to be held</li> <li>Planned parental engagement workshops to be held across the year – planned and organised.</li> </ul> <p>Parental workshops held in the autumn term were reading/ phonics workshops across the whole school – the parental engagement was fantastic.</p> | <ul style="list-style-type: none"> <li>Succinct subject reports show detailed outcomes for all pupils, including specific groups of pupils; increasing the number of pupils working at EXS/EXS+</li> </ul>                                                 |                     |                    |
| To ensure pupils are equipped for the next stage in their learning journey - Readiness Programme                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Non-negotiables for each year group to be clearly defined/ adaptations for pupils working below NC expectations</li> <li>Readiness Programme to be shared with all stakeholders</li> <li>Monitoring of classroom culture and expectations, including pupil voice</li> <li>Staff training/ CPD</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Increased % of pupils being 'ready' for the next stage of their learning year-on-year</li> </ul>                                                                                                                    | From September 2024 | JG<br>All teachers |
| <b>Resources required (inc financial, CPD, Trust support etc)</b> <ul style="list-style-type: none"> <li>Trust-wide School Improvement opportunities</li> <li>INSET/CPD planned</li> <li>Curriculum budget set and resources ordered for each class/specific year group dependent on individual subject leader action plans</li> <li>Releasing staff for monitoring</li> <li>Budget for curriculum visits, visitors and key experiences</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Monitoring/evaluating arrangements</b> (inc leaders, governors and HET) <ul style="list-style-type: none"> <li>Monitoring timetable</li> <li>Subject leader progress meetings</li> <li>Termly reporting to LGB</li> <li>Link governor visits</li> </ul> |                     |                    |

## C: To further develop leaders at all levels

### Rationale:

- Assistant Headteacher to be in post from September 2024
- New SENCO to be in post from September 2024
- 3 ECTs (1x ECT 1; x2 ECT 2s) from September 2024
- Subject Leaders to continue to drive and take ownership and accountability for their subjects
- Continued opportunities for staff to obtain NPQs/ take part in Trust-led training

| Objectives<br>What are the smaller steps that will lead to the achievement of the priority?                 | Actions<br>What will you implement to achieve the objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Success Criteria<br>How will you measure the achievement of the objective?                                                                                                                                                                                                                                                     | Timescales<br>When will it be done?                                                                           | Who is responsible?                |
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| Assistant Headteacher to share responsibility of whole school Teaching and Learning with Deputy Headteacher | <ul style="list-style-type: none"> <li>• AHT – Jessica Gregory – to be responsible for new to school transition/ transition from EY2 to Year 1 (Year 1 provision-based classroom environment)</li> <li>• DHT – Sophie Follan – to be responsible for transition from KS1 to KS2/ transition from Year 6 to Year 7 – summer term</li> <li>• Clear monitoring focus for SLT half-termly including learning walks, formal lesson observations, book scrutinies, staff voice, pupil voice and CPD</li> <li>• On-going coaching by HT, DHT, AHT – embedding the Teacher Development Programme (TDP)</li> <li>• Deputy Headteacher – Sophie Follan – to undertake Responsive Coaching Trust-led training to enhance TDP</li> <li>• Weekly SLT meetings</li> </ul> <p>AHT Jessica Gregory will begin maternity leave March 2025.<br/>DHT Sophie will continue to undertake Responsive Coaching training and implement school-wide.</p> | <ul style="list-style-type: none"> <li>• Increased % of pupils achieving GLD (EYFS)</li> <li>• Increased % of pupils working at EXS/ EXS+</li> <li>• On-going professional discussions</li> <li>• Improvement in standards evidenced through excellent classroom practice, staff and pupil voice, evidence in books</li> </ul> | <p>From September 2024</p> <p>On-going weekly/ half-termly monitoring</p> <p>Mid-year/end of year reviews</p> | <p>KF, SF, JG</p> <p>All staff</p> |
| Headteacher to support new SENCO in role                                                                    | <ul style="list-style-type: none"> <li>• HT/ SENCO to ensure statutory SEND documents are in place and published accordingly</li> <li>• Curriculum adaptations to be refined and amended on LTPs</li> <li>• SEND provision across the school to be monitored and refined, including provision map of interventions, ensuring progress for all pupils through the sensory curriculum, PKS Standards, Small Steps documents and SEND partner programmes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• SEND policy updated</li> <li>• SIR written and published</li> <li>• SEND register up to date</li> <li>• IEPs written and reviewed as per schedule</li> <li>• ECHPs provision in place and monitored</li> </ul>                                                                        | <p>From September 2024</p> <p>On-going weekly/ half-termly monitoring</p>                                     | <p>KF/CF</p> <p>All staff</p>      |

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|                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Opportunities to further enhance the SEND provision in school to be explored due to changes in pupil need</li> <li>• SENCO – Charlotte Fogg – to have access to SEND training/ NPQ opportunity</li> </ul> <p>HT/SENCO will continue to work collaboratively; SENCO – Charlotte Fogg has been accepted onto the NPQSENCO.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Professional discussions/ staff workshop opportunities/ training</li> </ul>                                                                                                                                                                                                                                                      |                                                                 |                                     |
| For subject leaders to continue to drive their subjects; being accountable and responsible for the on-going progression and development of their subjects                         | <ul style="list-style-type: none"> <li>• Subject policies to be reviewed, saved in subject folders and published on the school website – all statutory policies are published on the website – website compliant.</li> <li>• MTPs to be in place for each subject reflecting the requirements of the bespoke LTPs</li> <li>• Subject leader pacing grids to be completed by phase leads/ phase teams ensuring coverage across the year</li> <li>• Subject leader action plans to be in place and regularly analysed and reviewed – evaluations to continue term on term</li> <li>• Curriculum experiences to be mapped out across the year (visits, visitors, key awe and wonder moments)</li> <li>• Subject leadership monitoring release time to be planned with specific monitoring activities carried out; feedback to all staff by subject leads</li> <li>• Purposeful CPD opportunities to be planned by subject leads</li> <li>• Governor visits arranged and undertaken – Governor day TBA; Safeguarding governor visits undertaken</li> <li>• Subject leads to champion their subjects through sharing key concepts creatively, e.g. Welcome to assembly PowerPoints/ class quizzes/ whole school competitions</li> </ul> | <ul style="list-style-type: none"> <li>• 100% policies to be completed</li> <li>• MTPs in place</li> <li>• Targets on 100% action plans to be actioned</li> <li>• 100% governor visits arranged to be undertaken</li> </ul>                                                                                                                                               | From September 2024<br><br>Weekly INSET/ half-termly monitoring | SF<br><br>All staff                 |
| For national qualifications (and training) to be undertaken to support continuous professional development and on-going school improvements (providing a positive impact for all) | <ul style="list-style-type: none"> <li>• For Headteacher (KF) to complete NPQH</li> <li>• For Deputy Headteacher (SF) to complete NPQSL</li> <li>• For SENCO (CF) to begin NPQ SENCO</li> <li>• For UKS2 Shared Lead (CB) to complete NPQLT – ongoing</li> <li>• For DHT (SF) to begin Trust-led Responsive Coaching training which will enhance the TDP – Effective strategies to teaching</li> <li>• For UKS2 Shared Lead/ Maths Lead (RL) to complete Trust-led Maths Mastery training – ongoing</li> <li>• For x2 ECTs to successfully complete ECF (2<sup>nd</sup> year); for x1 ECT to successfully complete ECF (1<sup>st</sup> year)</li> <li>• For x4 Teaching Assistants to undertake L3 TA SEND Apprenticeship.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• 100% of staff undertaking NPQs/ Trust-led/ statutory training to complete or be successfully accepted</li> <li>• 100% of staff to receive training regarding Responsive Coaching and implement these initiatives school-wide – impact evident through learning observations, learning walks, staff voice, pupil voice</li> </ul> | From September 2024<br><br>Weekly INSET/ half-termly monitoring | KF, SF, CF, CB, RL<br><br>All staff |

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|                                                                                                                                                                                                                                                                                      | Rebecca Lusby has also begun the NPQLT via Ambition Institute (DRET). |                                                                                                                                                                                                                                                                                                        |  |  |
| <b>Resources required (inc financial, CPD, Trust support etc)</b> <ul style="list-style-type: none"> <li>• Staff meeting time/INSET time dedicated to monitoring</li> <li>• Subject leader release time</li> <li>• Release time/cover for staff to attend NPQ/ ECT events</li> </ul> |                                                                       | <b>Monitoring/evaluating arrangements</b> (inc leaders, governors and HET) <ul style="list-style-type: none"> <li>• Monitoring timetable</li> <li>• Staff appraisal targets</li> <li>• Termly reporting to LGB</li> <li>• Link governor visits</li> <li>• Pupil Progress meetings each term</li> </ul> |  |  |

## D: To further refine provision for vulnerable and disadvantaged pupils ensuring attainment and progress for all

### Rationale:

- New Attendance Officer in post from April 2024 – continue to be in line/ above National Expectations
- New Behaviour Curriculum to be implemented from September 2024
- Opportunities to promote/ refine SEND provision

| Objectives<br>What are the smaller steps that will lead to the achievement of the priority?                                                                                                                 | Actions<br>What will you implement to achieve the objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Success Criteria<br>How will you measure the achievement of the objective?                                                                                                                                                                                                                                                                                                   | Timescales<br>When will it be done?                                                                       | Who is responsible? |
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| <ul style="list-style-type: none"> <li>• Attendance Officer to continue to drive attendance – meeting or exceeding national attendance expectations for all pupils &amp; reducing % of PA pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance Officer in the main office to receive any absence phone calls in the main office from 8am</li> <li>• Attendance Officer present on main gates in a morning – supporting families to arrive at school on time (lates to be monitored and weekly texts sent)</li> <li>• Registers checked at 9.15am, phone calls home made; home visits made according to our Home Visits Procedure checklist</li> <li>• Daily tracking of each class/ vulnerable/ PA pupils – support as necessary</li> <li>• Daily tracking of class attendance – posters displayed on each classroom door, weekly incentives in place for above 97% attendance</li> <li>• Weekly tracking of class/ whole school attendance – RAG display in main entrance and top corridor, trophy awarded in celebration assembly</li> <li>• x2 Dojo points daily for punctuality</li> <li>• x5 House Points weekly for whole week attendance</li> <li>• Weekly attendance meetings with Senior Attendance Lead (HT) – analysis and further actions</li> <li>• Support from Trust Attendance Lead and Safeguarding Lead regarding action planning – succinct targets</li> <li>• Stages document in place to track PA pupils, interventions and impact</li> <li>• SAP (School Attendance Panel) meetings in place after initial conversations for pupils at risk/PA pupils</li> <li>• Meetings with parents are booked by the Attendance Officer for any parents requesting a Leave of Absence</li> </ul> | <ul style="list-style-type: none"> <li>• Whole school attendance continues to remain above primary national average and continues to improve year-on-year (2022 – 93.36%; 2023 95%. Primary NA 94.5%)</li> <li>• Persistent absenteeism continues to reduce year-on-year and remains below primary national average (2022 – 16%; 2023 11.3%. Primary PA NA 15.1%)</li> </ul> | <p>From September 2024</p> <p>Daily monitoring</p> <p>Weekly monitoring</p> <p>Half-termly monitoring</p> | DM/KF               |

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|                                                                                                                                         | <ul style="list-style-type: none"> <li>Half termly celebration events for improved attendance (PAs) and 100% attendance.</li> </ul> <p>Whole school attendance is currently is 95.4% (there have been two particularly bad weeks across NEL in Nov 2024) – this is however, still above NEL primary average of 95% and just above the national primary average of 95.1%</p> <p>All of the above will continue throughout the academic year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                           |                                    |
| <ul style="list-style-type: none"> <li>Behaviour Curriculum to be written and shared</li> </ul>                                         | <ul style="list-style-type: none"> <li>'Behaviour and Culture' audit to be completed - baseline</li> <li>Creation of behaviour curriculum</li> <li>Shared with all stakeholders</li> <li>Behaviour curriculum promoted and implemented in school</li> <li>Half termly behaviour incentives; daily behaviour incentives – 'House Points' around school – team contribution, Class Dojo – individual reward, Star of the Week assembly, Bursar Values awards, WOW cards</li> <li>Graduated approach to behaviour shared and implemented, including playtime behaviour points system</li> <li>Monitoring of behaviour inside and outside the classroom – whole school behaviour culture</li> <li>Staff CPD – 'Restorative conversations' and 'conflict coaching'</li> </ul> <p>Further refinements to playtime behaviour have been implemented – new playground markings, specific games for staff to lead and new sheds and equipment ordered to promote pupil enjoyment and engagement at playtimes. DHT – Sophie Follan – has lead on vision sharing and staff training and playtime expectations with regards to modelling play/ engagement activities.</p> | <ul style="list-style-type: none"> <li>Excellent pupil learning behaviour in classrooms</li> <li>Pupils engaged in purposeful play at playtimes</li> <li>Pupils demonstrating outstanding behaviour throughout school</li> <li>% pupils receiving half-termly behaviour treat increases</li> <li>% pupils receiving playtime points decreases</li> </ul> | <p>From September 2024</p> <p>Daily monitoring</p> <p>Weekly monitoring</p> <p>Half-termly monitoring</p> | <p>SF</p> <p>All staff</p>         |
| <ul style="list-style-type: none"> <li>Refinement in SEND provision to ensure the needs of all learners are met and promoted</li> </ul> | <ul style="list-style-type: none"> <li>Adaptive teaching is evident to ensure access for all; detailed in curriculum LTPs</li> <li>Sensory curriculum, PKSS, Small Steps, Partner programme in place to ensure progress for all learners (pupils working below NC)</li> <li>Bespoke provision in place for pupils with EHCPs</li> <li>Explore opportunities for extend SEND provision further with the LA – to continue to work collaboratively with the LA/ continue to explore opportunities to develop a 'Bursar Den' – bespoke provision base on site.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Children with SEND will make good or better progress towards IEP/ EHCP targets</li> <li>Positive parent voice</li> <li>Staff voice shows increased confidence in teaching children with a range of need</li> <li>Learning walks, book scrutinies, in-house</li> </ul>                                             | <p>From September 2024</p> <p>Weekly monitoring</p> <p>Half-termly monitoring</p>                         | <p>CF</p> <p>(Supported by KF)</p> |

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|                                                                                                                                                                                                                        | My Happy Mind (NHS recommended mental health programme) to be launched in January 2025 – the programme has been shared with staff – training completed; there will be a parent workshop in spring term 1. | <p>moderation shows evidence of adaptive teaching</p> <ul style="list-style-type: none"> <li>100% pupils receiving interventions are making progress</li> </ul>                                                                                                            |  |  |
| <b>Resources required (inc financial, CPD, Trust support etc)</b> <ul style="list-style-type: none"> <li>Budget for SEND/attendance/ behaviour incentives</li> <li>Sue Fuller &amp; Phillip Painter support</li> </ul> |                                                                                                                                                                                                           | <b>Monitoring/evaluating arrangements</b> (inc leaders, governors and HET) <ul style="list-style-type: none"> <li>Termly reporting to governors</li> <li>EHCP / SEND reviews by LA</li> <li>SEND support visits from HET</li> <li>HET School Improvement visits</li> </ul> |  |  |