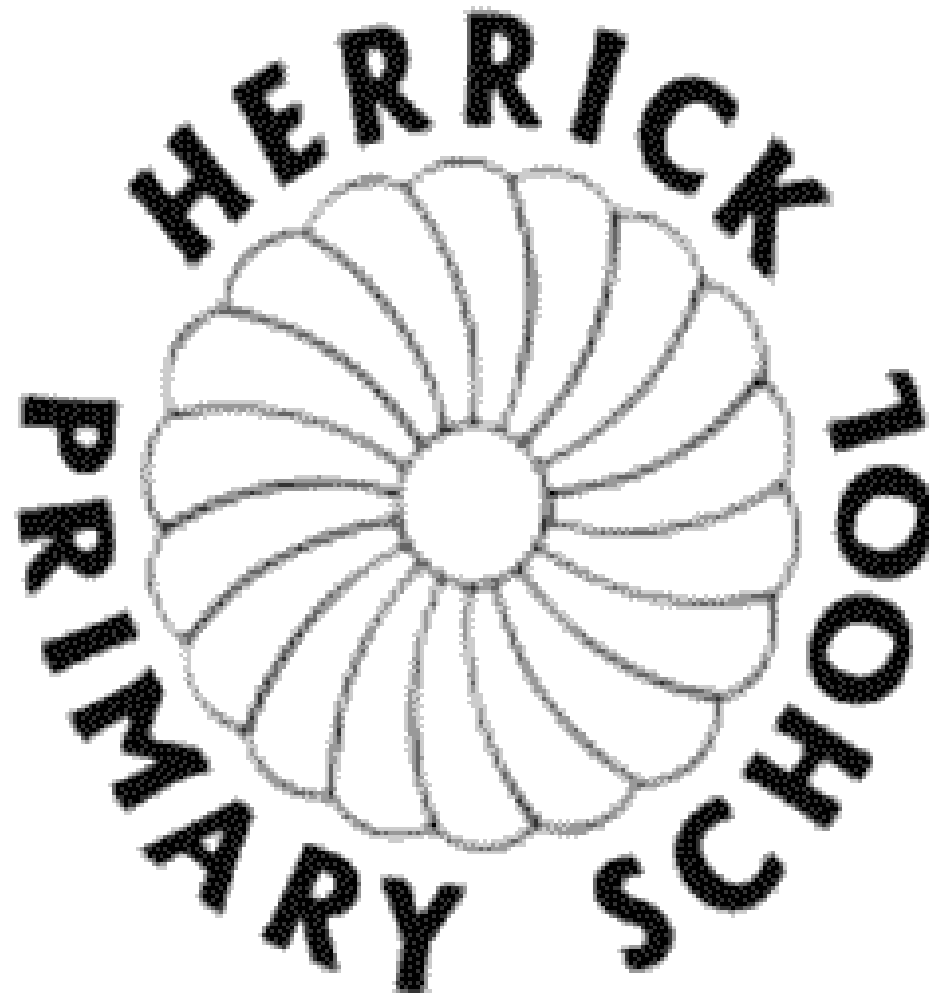


School Development Plan 2021-24 Original (3 Year Plan)

School Development Plan 2023-24(Year 3 of plan-Evaluation)



# Our Vision

Our Vision is of an equitable and inclusive education that is underpinned by the essence of 'Every Child Matters', which to all at Herrick means:

## TO GIVE EACH AND EVERYONE A CHANCE

Our educational values are based on the richness and diversity of the school's communities and the significant partnership that school, parents and carers have in ensuring pupils' well-being, improving their achievement and personal development.

Our educational values are:

- *provide enjoyable learning experiences through an innovative and relevant curriculum*
  - *collectively support all children to achieve their full potential*
    - *to respect and celebrate cultural diversity*
  - *access and address the needs of children, parents/carers, staff and community*
  - *nurture children to become confident and responsible citizens of the 21<sup>st</sup> Century*

*OR*

as in the words of our children

- being me, being safe, being happy
  - *learning never stops*
  - *speak Herrick*
- *I am curious, independent, confident, I like to investigate and I like a challenge (Attitudes)*
- *I am a: maker of right choices, never give up, helper of others, member of the community, and finder of the unknown (Character)*

As we enter the academic year 2023-24, our School Development Plan builds on the successes of the previous year but also continues to develop aspects that were either not embedded or introduced – in this, the third (final) year of our plan you will identify strands that are highlighted in red, indicating that they were part of last year's plan.

We cannot deny that covid-19 has impacted education, therefore we want our children to be equipped with whatever life throws at them, for them to have key characteristics and an attitude that encompasses all the aspects of a positive learning culture. Two core features are essential in being successful in the 21st century - the uncertainty of qualifications, career paths, jobs etc. make 'character' and 'attitudes' all the more important. We at Herrick endeavour to develop both our 'Herrick Character' and 'Learning Attitudes', which we nurture and develop amongst all our children. In these times and going forward, we are determined to ensure that, '**learning never stops**' – no matter what!

## 'Our Journey Post Pandemic'

In the past year, the second year of our 3 year plan – we endeavoured to ensure a good quality of education to the children in our care.

However, we were ambitious in our endeavour to achieve a level of success as in previous years. Education moves at a pace and we must consistently review our provision, adjust our practice and learn from research in order to maintain excellence and meet the demands of a changing educational landscape.

Aside from changing local and national agendas, with competing priorities, children and families are not 'constant' and progress is not linear. We cannot assume there will always be an upward trajectory of improvement simply because of previous success.

We also know, from first-hand experience, the challenges and barriers which can easily affect improvement at our school and progress for our children. Whilst these are created for reasons beyond our control, it is our job as educators to be the champion for children and 'to give each and everyone a chance' a reality for everyone at Herrick Primary School.

After completing the evaluation of SDP 22-23 it was evident that targets needed to be refined and adapted in-order to build on key areas that has supported progress across the different strands of school development. In this year's plan we have been more selective and reduced overall actions and focused on key targets that have evolved through our monitoring and evaluation. Curriculum development continues to be a priority and is supported through specific subject action plans (and not included in the overall SDP). As all schools we have had to face obstacles that has limited the impact of some the actions identified last year but we continue to identify ways to take the school forward.

The School Improvement Plan for 23/24 is about us considering how we overcome the barriers which we, like any other school, face and how we unleash the potential for us and for our children. We know that by, working together, we really can overcome any barriers and unleash the potential in every one. This year we have identified key priorities which have a number of actions to support in achieving successful outcomes.

Our journey since 2021 has seen a number of changes and therefore in this final year of our original plan, we have revised our targets in accordance with key areas of development.

### *Main priorities for improving the effectiveness of the school:*

1. To implement an effective and purposeful assessment system for the foundation subjects.
2. To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.
3. To ensure children reflect in all lessons on the level of learning through using the Herrick Learning Attitudes when assessing success criteria (progression statements).

## Key Targets 23-24 *(school priorities underlined)*

### Leadership & Management

1. To implement recommended actions identified as part of the SIL (School Improvement Leicester) 2 day review process (SEND, governance and safeguarding)
2. To address specific outcomes of M&E of foundation subjects (key vocabulary and oracy)

### Quality of Education

1. *To implement an effective and purposeful assessment system for the foundation subjects.*
2. *To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.*
3. To ensure that L&T non-negotiables are understood and used by all staff in supporting pupils.

### Personal Development

1. To promote the understanding and respect of differences through amended RE curriculum – developing children’s knowledge, communication and celebration of the school’s diversity.
2. *To ensure children reflect in all lessons on the level of learning through using the Herrick Learning Attitudes when assessing success criteria (progression statements).*
3. Strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.

### Behaviour & Attitudes

1. To provide opportunities for pupil voice in evaluating and developing curriculum subjects.
2. To effectively review and employ strategies that improve rates of attendance.
3. To strengthen parent/carer understanding of their s role in managing e-safety online behaviour at home.

### EYFS

1. To provide effective coaching, CPD & support for EYFS staff so that they are skilled in the early identification of SEND and that they can adapt the curriculum effectively.
2. To strengthen the understanding of EYFS staff about their role in modelling play, supporting PSED and facilitating free flow learning so that this is actively used within learning experiences.
3. Promote and embed White Rose EYFS maths.

## Leadership & Management

Teacher Assessment at 'expected' (20-21)					Year 1 2021-2022					Year 2 2022-2023					Year 3 2023-2024				
%	R	W	M		%	R	W	M		%	R	W	M		%	R	W	M	
6	80 (79)	85 (83)	82 (84)		6	84 (80)	78 (82)	74 (84)		6	<b>57/68</b> (79)	<b>58/70</b> (81)	<b>72/83</b> (84)		6	80	58	80	
5	63	42	59		5	71	49	65		5	83	64	64		5	71	34	60	
4	57	59	63		4	79	64	74		4	71	68	66		4	69	53	71	
3	72	63	72		3	74	65	74		3	56	51	60		3	82	68	73	
2	51 (77)	40 (69)	49 (78)		2	61	50	63		2	78	57	69		2	73	41	59	
1	43	35	45		1	75	64	72		1	67	58	63		1	62	56	57	
Phonics	41				Phonics	77				Phonics	60				Phonics	78			
EY	80	76	73		EY	83	71	83		EY	82	76	80		EY	65	67	65	
Brackets represent FFT (50)					Brackets represent FFT (50)					<b>Yr6 bold data pupils with KS1 data</b> Brackets represent FFT (50)									

### Milestones/Indicators

	Year 1	Year 2	Year 3	Revised for 23-24
<b>Shared vision and ambition at all levels through distributed leadership</b>	To establish a staff team that supports each other in developing practice through the GROW coaching model	Progress to self-reflective individuals who participate and engage in regular 1:1 coaching and consistently deliver high quality planning/teaching.	Develop all teachers as coaches through training and devise/design a staff initiated coaching programme.	1. To implement recommended actions identified as part of the SIL (School Improvement Leicester) 2 day review process (SEND, governance and safeguarding)
<b>Subject Development -clearly identified roles and responsibilities</b>	To support staff in the development of the new curriculum, ensuring all have understood overviews(intent), SOL(implement) and subject builders(impact)  To develop pedagogy in-relation to subject leadership and curriculum opportunities	<u>Subject Leadership development</u>  To support staff in appraising quality of children's work across different year groups with reference to the intent and SOL.  To support staff with reviewing planning (with emphasis on vocabulary) for their subject.	<u>Subject Leadership development</u>  To assess the impact of subject builders.  To be in a position to review curriculum intent and sol.	
<b>Rigorous and robust Appraisal/ M &amp; E processes in place</b>	To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes	Appraisal Targets –intention is to secure good/high quality teaching across the school in the 3 following standards – 3 Demonstrate good subject and curriculum knowledge.		

	To devise new plan on meetings and CPD in-line with flexible working and ensuring clear progress of teacher development through weekly video / written logs	4 Plan and teach well-structured lessons & 5 Adapt teaching to respond to the strengths and needs of all pupils  Review success of new plan and CPD SLT to review impact of weekly video/written logs and reshape accordingly.		2. To address specific outcomes of M&E of foundation subjects (key vocabulary and oracy)																								
<b>Post Covid 'Focus'</b>	To embed change that supports wellbeing and mental health for all staff, this to include (1) drive down unnecessary workload, (2) champion flexible working and diversity and (3) maintain clear communication pathways with staff representatives (union and wellbeing leads)	SLT to provide termly 1:1 well-being meetings to prevent potential conflict, anxiety and opportunity to raise personal concerns. Further review roles and responsibilities of Teaching Assistants - how skills can be further developed through external training/courses.																										
<b>Safeguarding</b>	Systematic approach to making Herrick a safe /secure place to learn for all children. Full compliance with safeguarding guidelines. CLT to have clear roles and responsibilities for strands of safeguarding (Safeguarding Hub). All stakeholders are clear as to expectation at Herrick and their roles within this framework	Continue to consolidate safeguarding procedure and key information/knowledge for <u>all staff</u> through frequent short bursts of training.																										
<b>Health &amp; Safety Procedures and Protocols in place</b>	Windows/ Lighting/ Heating -Work alongside the LA and its officers to ensure the fabric of the building and appropriate procedures are in place i.e. documentation re risk																											
<b>Governing Body</b>	To strategically plan for falling numbers and budget deficit																											
<b>Number on Roll (PAN 60)</b> 6:60/5:60/4:49/3:60/2:53 1:51/EY:45/ Nam:17 Npm:27	6:60/5:49/4:60/3:53/ 2:51/1:45/EY: 48/Nam:19 Npm:0 (15+ spring)	6:49 -60/5:60- 58/4:53 - 56/3:51-55 2:45-54/1:48- 45/EY: -50-39/Nam:24 Npm: (15+ spring) -0	6:59/5:60/4:58/3:56/2:53/ 1:-39/ EY: -38/ No nursery provision																									
<b>Financial Projections</b>																												
<table border="1"> <tr><td>Funds</td><td>1, 806, 676</td></tr> <tr><td>Less</td><td>-1, 511, 786</td></tr> <tr><td>Contingency</td><td>294, 890</td></tr> </table>	Funds	1, 806, 676	Less	-1, 511, 786	Contingency	294, 890	<table border="1"> <tr><td>Funds</td><td>2, 030, 062</td></tr> <tr><td>Less</td><td>-1, 802, 065</td></tr> <tr><td>Contingency</td><td>227, 997</td></tr> </table>	Funds	2, 030, 062	Less	-1, 802, 065	Contingency	227, 997	<table border="1"> <tr><td>Funds</td><td></td></tr> <tr><td>Less</td><td></td></tr> <tr><td>Contingency</td><td></td></tr> </table>	Funds		Less		Contingency		<table border="1"> <tr><td>Funds</td><td></td></tr> <tr><td>Less</td><td></td></tr> <tr><td>Contingency</td><td></td></tr> </table>	Funds		Less		Contingency		
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## Leadership & Management – Plan & Review

**Target 1: To implement recommended actions identified as part of the SIL (School Improvement Leicester) 2 day review process (SEND, governance and safeguarding)**

To address/develop	SEND - Review and develop the quality first teaching approach across the school to ensure consistency in all lessons.			
Yr Group/Phase	All Phases			
Staff Responsible	Class Teachers			
Monitoring	A.Aydin			
Term	Over the year			
Action	<ul style="list-style-type: none"> <li>Monitor and evaluate the progress of pupils with SEND in all subjects and review the effectiveness of teaching and learning approaches for these pupils.</li> <li>Check that pupils' targets are being addressed in class.</li> <li>Check that adaptations shown in planning are being followed in class.</li> <li>Talk with pupils with SEND more frequently about their learning.</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Clear sustained strategies to support SEND children are put in place across the school to ensure good progress.</li> <li>Opportunities for training, assessment and review (e.g. PPMs, Data collection, AFL, teaching and learning walks/reviews, pupil surveys, book monitoring) will enable information used to identify barriers to learning.</li> <li>Subject leaders continue to maintain the gathering of relevant information to inform progress of SEND children and support is offered as needed.</li> <li>Good levels of communication among staff in delivering effective L&amp;T that supports access to all areas of the curriculum</li> </ul> <p>(supply cost - £2500)</p>			
Outcome/s	<p>We have developed a graduated approach to working with pupils with SEND. A <i>watch, assess and review</i> approach has been implemented and staff are encouraged to work alongside the SENCO at all times. Quality first teaching is recognised as important. Staff are expected to ensure this is provided in all lessons, allowing for an inclusive approach to teaching shared learning outcomes – (however, some teachers need further training in adapting learning to meet needs). Therefore in small number of classes, pupils with SEND not having adaptations and support, can become distracted. Evidence of supported learning in books is inconsistent, resulting in differing outcomes.</p> <p><i>POP</i> targets, for pupils needing additional support, are set, planned for and regularly reviewed by the SENCO. Teacher planning is also reviewed to ensure adapted provision is planned for.</p> <p><b>EVIDENCE: SEND Provision Map/ Pupil interviews/ POPs/ Learning Reviews/ Assessment 23-24 (Tdrive- Updated Curriculum Overviews 24)</b></p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

To address/develop	Develop further CPOMs recording – for example, timescales or 'no further action' to inform monitoring, additional pastoral provision and follow up actions.
Yr Group/Phase	DSL
Staff Responsible	A.Aydin

Monitoring	U.Patel HT / A.Adin			
Term	Term 1			
Action	<ul style="list-style-type: none"> <li>Staff meeting to ensure that all staff continue to record clear chronologies are in place</li> <li>Weekly safeguarding updates to be incorporated in staff meetings (15mins)</li> <li>To continue with weekly DSL meetings held to discuss current concerns and discuss timelines for monitoring</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Sampled evidence to reflect accurate recordings</li> <li>Incidents are followed up promptly and within the same day with actions recorded.</li> <li>Weekly DSL meetings recorded on CPOMs</li> </ul>			
Outcome/s	<p>We have develop a pro forma for handwritten recording. Details from DSL meetings now recorded weekly. CPOMS also reflects timescales or 'no further action' to inform monitoring, additional pastoral provision and follow up actions. Weekly questions incorporated in Memo and all staff meetings begin with safeguarding focus. Completed 2 external safeguarding audits – autumn and reviewed recommendations summer 2024.</p> <p><b>EVIDENCE: Staff meeting- weekly safeguarding segment/ weekly DSL minutes/ CPOMs/ Safeguarding audits (Safeguarding Support Limited)/ LA Audit folders</b></p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	(Revisit scenario-based training in respect of sexualised aspects, with a particular focus on being aware of any normalised behaviour from pupils and staff.			
Yr Group/Phase	All staff			
Staff Responsible	U.Patel HT			
Monitoring	U.Patel HT / A.Adin			
Term	Term 1-3			
Action	<ul style="list-style-type: none"> <li>To provide fortnightly scenarios in staff meeting to discuss</li> <li>Follow up from Inset safeguarding day with relevant quizzes</li> <li>TA meetings to include 15 min safeguarding updates</li> <li>Complete NSPCC inspired learning logs in-relation to sexualised aspects</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Clear understanding of current KCSIE (September 23)</li> <li>Understanding of protocols to follow in-relation to different scenarios</li> <li>Staff have understood 'HSB' and recognise 'Brook' traffic light system</li> </ul> <p>£550 (course materials)</p>			
Outcome/s	<p>Embedding of Brook Traffic Light tool has further supported understanding of sexualised aspects, with a particular focus on being aware of any normalised behaviour from pupils and staff. Updated safer recruitment procedures to prioritise safeguarding when recruiting staff – have ensured all relevant pre-employment checks/references are sought and relevant evidence kept in personnel records.</p> <p><b>EVIDENCE: Staff quizzes/ Staff meeting – Brook Traffic Lights/ Single central record termly checks/ on-line pre-employment checks</b></p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	Governors to consider how well their written documentation helps them understand provision and subsequently how to better hold leaders to account.			



Yr Group/Phase	All year groups.			
Staff Responsible	CLT + subject leads			
Monitoring	U.Patel HT/ S.Tuckwood			
Term	All year			
Action	<ul style="list-style-type: none"> <li>• Termly visits of governors assigned to specific areas of the school – review and evaluate progress and success of SDP in-relation their area (contributes to challenging the school).</li> <li>• Presentations to be delivered to L&amp;T groups (governors)</li> <li>• Agreement on A4 proforma to support governors understanding of key priorities identified by school</li> </ul> (supply cost - £1500)			
Impact/Cost	<ul style="list-style-type: none"> <li>• Governors provide relevant challenge to school on progress made in-relation to priorities</li> <li>• Governors fully aware of L&amp;T initiatives and impact on progress</li> <li>• Greater pedagogical knowledge shared and discussed with governors</li> <li>• All safeguarding aspects to be checked and compliant</li> <li>• Monitoring of vulnerable children shared and understood by governors</li> </ul>			
Outcome/s	Governors have reviewed how meetings support level of accountability and how well written documentation helps them understand provision – sections of HT report (PowerPoint) identifies key governors to conduct monitoring of specific areas identified and submit report. Also a learning and teaching team formulated to focus mainly on curriculum. Governors also checked out how fit for purpose the website was and recommended working party to support better navigation of website with relevant information. School website made significant changes to ensure both that it was compliant and parent/child friendly. <b>EVIDENCE: HT governors reports/ governor visit reports/ governor monitoring of subjects (Autumn 23)/ Subject presentations 2023 (PowerPoints – Tdrive – updated curriculum overview 24)</b>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

**Target 2: To address specific outcomes of M&E of foundation subjects (key vocabulary and oracy)**

To address/develop	To enhance the understanding and application of subject specific vocabulary across the curriculum		
Yr Group/Phase	All year groups.		
Staff Responsible	CLT + subject leads		
Monitoring	S.Kaur/		
Term	All year		
Action	<ul style="list-style-type: none"> <li>• Subject leaders to review overviews &amp; SOLs and develop further key vocabulary (Science, Geography &amp; History) – term 1.1</li> <li>• All vocabulary for the lesson is presented at the beginning of each lesson– term 1.2</li> <li>• Subject leaders to use pupil voice questionnaires to assess the retention of vocabulary – term 2.1</li> </ul>		
Impact/Cost	<ul style="list-style-type: none"> <li>• Children can apply precise vocabulary when talking about a particular topic (oracy).</li> <li>• Children have included subject specific vocabulary when completing tasks.</li> <li>• All lessons have a section dedicated to the introduction of new vocabulary.</li> <li>• The use of new vocabulary is explicitly modelled by the teacher during lessons.</li> <li>• Retrieval tasks are used to revisit vocabulary from previous lessons/topics.</li> </ul>		
Outcome/s	Subject leaders have a clear overview of topics to be taught each year from Reception to Year 6. The	Outcomes: RAG review success	

	<p>topics are in line with National Curriculum expectations and are year group appropriate. Learning outcomes are clear in relation to component substantive knowledge. Components for each unit are clearly sequenced, with learning expectations coherently planned.</p> <p>Leaders have identified vocabulary and staff CPD to develop these areas has taken place.</p> <p>In Science, History and Art children discuss their recent learning well, using appropriate language. Key stage 2 pupils are able to make links to learning across other curriculum areas and some have extended their knowledge at home. In some cases, Pupils are beginning to discuss previous learning taught in earlier years.</p> <p>Pupils' books vary in-relation to specific vocabulary but through discussion children use key vocabulary to articulate learning.</p> <p><b>EVIDENCE: Curriculum overviews/ Oracy voice 21 subjects sentence stems/ updated curriculum overview 24 – including progression and specific vocabulary</b></p>	<table border="1"> <tr><th colspan="3">Autumn</th></tr> <tr><td>R</td><td>A</td><td>G</td></tr> </table>	Autumn			R	A	G	<table border="1"> <tr><th colspan="3">Spring</th></tr> <tr><td>R</td><td>A</td><td>G</td></tr> </table>	Spring			R	A	G	<table border="1"> <tr><th colspan="3">Summer</th></tr> <tr><td>R</td><td>A</td><td>G</td></tr> </table>	Summer			R	A	G
Autumn																						
R	A	G																				
Spring																						
R	A	G																				
Summer																						
R	A	G																				
To address/develop	Utilising the Voice 21 methodology, to increase the range of meaningful opportunities for developing vocabulary and oracy in lessons.																					
Yr Group/Phase	All year groups.																					
Staff Responsible	All teachers																					
Monitoring	S.Kaur/ Beth Phipps																					
Term	All year																					
Action	<ul style="list-style-type: none"> <li>• Ongoing oracy CPD – starting 1.1</li> <li>• Cross key-stage lesson study to look at opportunities for 'oracy' in lessons – 1.1</li> <li>• Feedback from lesson study – 1.2</li> <li>• Explicitly teach a talk tactic each half term – 1.2</li> <li>• Oracy leads to present the methodology of Voice 21 to L&amp;T group – 1.2</li> <li>• Member of the L&amp;T group to visit school to monitor use of oracy across the curriculum – 2.1</li> <li>• Cross key-stage lesson study to look at opportunities for 'oracy' in lessons – term 2.1</li> <li>• Feedback from lesson study – 2.2</li> <li>• Member of the L&amp;T group to visit school to monitor use of oracy across the curriculum – 3.1</li> </ul>																					
Impact/Cost	<ul style="list-style-type: none"> <li>• Teachers are beginning to use a range of oracy groupings within lessons.</li> <li>• The children have significant opportunities to develop their own oracy skills within lessons.</li> <li>• Children's responses to questions will demonstrate the impact of the Voice 21 project.</li> <li>• Children have opportunities to use and apply new and subject specific vocabulary through talk.</li> <li>• Governors are fully informed on how school are developing the use of oracy</li> </ul>																					
Outcome/s	<p>The majority of children are well aware of strategies and actively collaborate with peers in discussion related to their learning. Monitoring and evaluation of oracy across the school reflects teachers incorporate oracy practise from Voice 21 in daily lessons. It is evident that oracy guidelines/voice levels are established in each classroom. Children interviews shows a higher level of confidence in children's ability to articulate learning and are able to share what oracy looks like in their classroom.</p> <p><b>EVIDENCE: Oracy updates/ oracy strategies/ Structure PowerPoint/ oracy voice action plan/ pupil interview</b></p>	Outcomes: RAG review success																				
		Autumn	Spring	Summer																		
		R A G	R A G	R A G																		

## Quality Of Education

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Revised for 23-24
<b>Milestones/Indicators</b>				
<b>Sharing best practice both internal and with external support</b>	To continue to develop a curriculum with a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary			<ol style="list-style-type: none"> <li>1. <u>To implement an effective and purposeful assessment system for the foundation subjects.</u></li> <li>2. <u>To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.</u></li> <li>3. To ensure that L&amp;T non-negotiables are understood and used by all staff in supporting pupils.</li> </ol>
<b>Marking and Assessment</b>	To provide opportunities to assess through our subject builders. High expectation in quality and quantity of work			
<b>Curricular Provision- Secure Cross –curricular links</b>	<p>To ensure that pupils learn more and remember more</p> <p>Develop clear process that shows: Progression Consistency across year groups Success criteria identified for all learners</p>	Embed – refine curriculum map/provision. All leaders to have produced portfolios with exemplars of work	Established - Distinctive curriculum to meet the needs of Herrick children. A diverse and dynamic curriculum allowing children to use their own resilience	
<b>Planning Process</b>	To develop deep learning through clarity of meaning for both teachers and pupils: recall, learn apply and justify (not an end product of learning but happening throughout	Refine planning so sequential blocks of learning supports building on knowledge and skills for all groups of learners across the curriculum. Intent and implementation facilitates a better work life balance.	Review process to ensure that is secure and 'impact' reflects outstanding outcomes for all learners.	
<b>Long/Medium/Short</b>				
<b>Outcomes</b> -core -phonic screening -Vulnerable Pupils (PP/PYG/SEN)	All standards of attainment are at least in line with National Averages.	All standards of attainment are at least in line with National Averages and begin to exceed them. 90% of pupils working at age-appropriate levels of attainment.		

## Quality of Education – Plan & Review

### Target 1: *To implement an effective and purposeful assessment system for the foundation subjects.*

To address/develop	Ensure assessment in the foundation subjects tracks pupil progress and identifies gaps in learning			
Yr Group/Phase	Yr Rec -6			
Staff Responsible	All staff			
Monitoring	U.Patel			
Term	Terms 1-3			
Action	<ul style="list-style-type: none"> <li>Subject leaders to review subject assessment grids – 1.1</li> <li>Develop partnerships with other schools to review subject overviews 1.2</li> <li>Internally moderate assessment data for foundation subjects – 2.1</li> <li>Presentation to L&amp;T group on assessment in foundation subjects – 2.1</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Our assessment data is used to identify gaps in learning.</li> <li>Subject leaders are aware of pupil progress in their subject across the school.</li> <li>Learners benefit from accurate analysis of assessment information to make good and better progress.</li> <li>Governors are aware of the systems in place to monitor progress in foundation subjects.</li> </ul> <p>£500</p>			
Outcome/s	<p>The completion of a half termly assessment sheet which ensures class teachers can feedback on specific units, children, resources, barriers keeps the subject leader informed.</p> <p>Subject leaders have been released to specifically to interview and look at books of children who are 'flagged' up as underachieving in their subject. This has improved the leaders' knowledge of patterns, individuals across the school, specific units and resources needed. Appropriate support and changes can be made as a result.</p> <p>However, subject leaders are in the early stages of looking at assessment and require assistance on next steps to improve the overall quality of teaching and learning.</p> <p><b>Evidence:</b> X Drive 'curriculum/Updated Curriculum Overviews/Assessment &amp; Subject Leads' folders</p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G
To address/develop	To develop the use of end of unit quizzes to assess children's knowledge and understanding of a topic			
Yr Group/Phase	Yr 1- Year 6			
Staff Responsible	Class Teachers and Teaching Assistants			
Monitoring	S. Kaur/S.Punchard			
Term	1-3			
Action	<ul style="list-style-type: none"> <li>Complete SOL quizzes that reflect knowledge and vocabulary the children will be exposed to in the unit – 1.1</li> <li>A consistent template for quizzes is established (KS1 and KS2 templates) – term 1</li> <li>Lumio quizzes formulated and saved on school website 1.1 – 3.1</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Children complete end of unit quizzes for foundation subject topic.</li> <li>Quiz templates are consistent across the school.</li> <li>Quizzes and scores are used to assess the children and identify gaps in knowledge.</li> </ul> <p>£800</p>			

Outcome/s	At the beginning of each half term, an analysis is provided for teachers based on the outcome of the online assessment. Gaps in each subject are revisited. Despite all quiz questions being updated, we need to continue to ensure that there is consistency in teaching, addressing gaps and moving identified children on in their learning. <b>Evidence:</b> Analysis documents shared with staff/Herrick Website password Herrick 123	Outcomes: RAG review success					
		Autumn		Spring		Summer	
		R	A	G	R	A	G

**Target 2: *To improve outcomes in writing across both key stages with a particular focus on quality, content and stamina.***

To address/develop	To use recommendations and targets set by LA writing consultant to embed a consistent approach for the delivery of writing sessions from year 1 to year 6.						
Yr Group/Phase	Yr 1-6						
Staff Responsible	All staff						
Monitoring	S.Kaur						
Term	Term 1-3						
Action	<ul style="list-style-type: none"> <li>• Subject lead to monitor consistency in approach to the delivery of this subject across all year groups – 1.1 , 2.1 &amp; 3.1</li> <li>• Presentation on writing programme (22-23) and action plan for 23-24 to Governors – 1.1</li> <li>• Governors to monitor Writing sessions – term 1.2, 2.2 &amp; 3.2</li> <li>• Moderation of writing, both internally and as a collaboration, to ensure consistency and successful outcomes – 3.2</li> </ul>						
Impact/Cost	<ul style="list-style-type: none"> <li>• Writing standards in year 1 and 2 improve as a result of the implementation of writing action plan.</li> <li>• The consistency in the delivery of writing strategies in Years 3 to 6 is embedded into pupil learning.</li> <li>• Writing outcomes show sustained improvement.</li> </ul>						
Outcome/s	Partner teachers are able to carry out a diagnostic assessment and agree next steps. A more clear understanding of specific writing requirements for the year group is evident. Writing moderation with a cluster of schools reveals we are in line with other schools and pitch learning at appropriate level. However, further clarity is needed for GDS writers and how to best support them particularly in years 1, 3, 4 & 5. <b>Evidence:</b> Diagnostic Assessment/DG Moderation slides Literacy Folder	Outcomes: RAG review success					
		Autumn		Spring		Summer	
		R	A	G	R	A	G

**Target 3: To ensure that L&T non-negotiables are understood and used by all staff in supporting pupils.**

To address/develop	To embed L&T non-negotiables across the school.					
Yr Group/Phase	Rec – Y6					
Staff Responsible	All staff					
Monitoring	U.Patel/ S.Kaur					
Term	Terms 1-3					
Action	<ul style="list-style-type: none"> <li>• SENCo to roll out training for all staff – starting term 1.1</li> <li>• Presentation to Governors Teaching &amp; Learning group on non-negotiables – 1.2</li> </ul>					

	<ul style="list-style-type: none"> <li>To develop the use of non-negotiables as whole class strategies – 1.1</li> <li>To further develop the use of non-negotiables (TAs) to focus on strategies to support specific children – 1.1</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>In talking about pupils at relevant meetings, staff refer to mainstream core standards and strategies arising from these.</li> <li>Provision for all pupils is targeted to their relevant needs.</li> </ul>			
Outcome/s	<p>Learning Reviews show that the majority of children are making sufficient progress. Oracy is having a positive impact in the majority of classrooms. 2/3 ECTS are consistent in their delivery and showing strengths. Learning Review reveals there is improvement in teaching in term 2.</p> <p><b>Further development</b> High levels of absence for individuals affects the level of progress required. Staff continue to progress, improve and demonstrate while individuals sustain a poorer quality of teaching without development. There is still inconsistency. <b>Next steps:</b> Metacognition needs to be revisited through CPD. <b>Evidence:</b> Learning and Teaching Policy, Inset Day slides, Learning Review feedback</p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

Outcomes					
Attainment measures	Nat. overall (2023)	Sum. 23	Aut. 23	Spr. 24	Sum. 24
<b>EYFS</b>					
% with <b>GLD</b> at the end of EYFS		63%			52%
<b>Phonics</b>					
% achieving the expected standard in <b>phonics</b> by the end of year 1		60%			78%
% achieving the expected standard in <b>phonics</b> by the end of year 2		59%			36%
<b>KS1</b>					
% achieving the expected standard or above in <b>reading</b>		78%			73%
% achieving a high standard in <b>reading</b>		0%			12
% achieving the expected standard or above in <b>writing</b>		57%			41
% achieving a high standard in <b>writing</b>		13%			4
% achieving the expected standard or above in <b>mathematics</b>		69%			59

% achieving a high standard in <b>mathematics</b>		26%			6					
Outcome/s						Outcomes: RAG review success				
						Autumn		Spring		Summer
						R	A	G	R	A

Outcomes						
KS2	Nat. overall (2023)	Sum. 23	Aut. 23	Spr. 24	Sum. 24	
% achieving the expected standard or above in <b>reading</b>		57%			80	
% achieving a high standard in <b>reading</b>		18%			27	
<b>Reading</b> average scaled score		102.9			103.3	
% achieving the expected standard or above in <b>writing</b>		58%			58	
% achieving a high standard in <b>writing</b>		5%			3	
% achieving the expected standard or above in <b>mathematics</b>		72%			80	
% achieving a high standard in <b>mathematics</b>		23%			25	
<b>Mathematics</b> average scaled score		103.6			101.0	
% achieving the expected standards in <b>R,W,M combined</b>		52%			56	
% achieving a high standard in <b>R,W,M combined</b>		5%			3	
% achieving the expected standard or above in <b>EGPS</b>		66%				
% achieving a high standard in <b>EGPS</b>		20%				

Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

### Personal Development

	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Revised for 23-24
<b>Milestones/Indicators</b>				
<b>Wellbeing and Mental Health</b>	To support wellbeing and mental health through actions that enable children to recognise and be true to 'being me, being safe and being happy'	To review role of TAs at break/lunchtime and alter to provide pastoral support during children's social time.	Based on the needs of the school, appoint a full time pastoral carer to work with parents to help settle individuals, provide 1:1 for identified children.	<ol style="list-style-type: none"> <li>To promote the understanding and respect of differences through amended RE curriculum – developing children's knowledge, communication and celebration of the school's diversity.</li> <li><u>To ensure children reflect in all lessons on the level of learning through using the Herrick Learning Attitudes when assessing success criteria (progression statements).</u></li> <li>Strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.</li> </ol>
<b>SMSC</b>	To develop the whole individual through a range of SMSC opportunities including to participate, respond and reflect on what it means to be human and consider the wonders and worries of the world	To continue to raise awareness of climate change and encourage to recognise the role as active citizens in the world they live in through meaningful whole school initiatives.  To further develop outdoor learning opportunities which encourages children to take responsibility for their community and surroundings through planting and maintaining their environment.		
<b>SRE</b>	To provide children with appropriate information on Jigsaw and have opportunities to discuss their feelings and concerns	To review the success of Jigsaw and work with parents to introduce aspects of Jigsaw that have been withheld.	Teach aspects of Jigsaw which have been withheld previously with parental consent.	
<b>British Values</b>	To develop all aspects of British Values, with focus on 'mutual respects and tolerance', of those with different faiths and beliefs and for those without faith. Respecting the values, ideas and beliefs of others whilst not imposing our own on others. Review curriculum and assemblies.			



## Personal Development – Plan and Review

**Target 1: To promote the understanding and respect of differences through amended RE curriculum – developing children’s knowledge, communication and celebration of the school’s diversity.**

To address / develop	Ensure that RE curriculum plans and enrichment activities support in embedding knowledge of different religions and support in children’s ability to communicate and share in celebrating diversity			
Yr Group /Phase	Rec – Yr6			
Staff responsible	All staff			
Monitoring	A.Aydin / U.Patel			
Term	Term 1			
Action	<ul style="list-style-type: none"> <li>• Staff meeting to highlight the importance change in progression statements</li> <li>• Review of curriculum and identify opportunities for children to express ideas on religions</li> <li>• Teaching &amp; Learning group to review amendments to the curriculum plans – term 1</li> <li>• Ensure that planned trips and visits (+assemblies) are linked to year group religion of study</li> <li>• Review subject medium-term plans and identify questions that explore the world beyond</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>• Our curriculum will support in embedding knowledge of religions that reflect modern Britain.</li> <li>• Teachers have a clear understanding of how to teach to support progression.</li> <li>• Children will be able to express their ideas of world religions linked to other backgrounds/cultures/races to their learning.</li> </ul>			
Outcome/s	Curriculum overview updated – ensured thread of Christianity runs throughout year groups (Rec-Yr6)/ cut back on repeating world religions, each year focus on one key religion linked to their faith assembly (Yr5 topics include atheism, Humanism and non-religions). Clear progression statements have been established which are connected to 3 aspects: (a) knowing about and understanding religions and worldviews, (b) expressing and communicating ideas related to religions and worldviews and (c) gaining and deploying the skills for studying religions and worldviews. M&E of subject reflects children need further support in expressing their ideas and making links. <b>Evidence: RE folder/ RE black folder/ Overviews/ SOL</b>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

**Target 2: To ensure children reflect in all lessons on the level of learning through using the Herrick Learning Attitudes when assessing success criteria (progression statements).**

To address / develop	To support children employ learning attitudes that promote self-reflection on level of learning through continual checking of achieving success as identified in progression statements
Yr Group /Phase	Rec – Yr6
Staff responsible	All staff (subject leads)
Monitoring	U.Patel / S.Kaur/ S.Punchard
Term	Term 1-3

Action	<ul style="list-style-type: none"> <li>All subject leads to review subject overviews and look to reduce cognitive load</li> <li>Review of progression statements and match to SOLs</li> <li>Teaching &amp; Learning group to review amendments to SOLs– 1.2</li> <li>Ensure all lessons give children opportunities to employ learning attitudes</li> <li>Children continually check against progression statements in-relation to their learning</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>Our curriculum will support in making children more independent learners</li> <li>Teachers have more time to review concepts not understood</li> <li>Less cognitive load on children</li> <li>Children will be able to share the process of their learning</li> </ul>			
Outcome/s	<p>Progression statements matched to SOLs, removed aspects of unit which led to cognitive overload, focus on achieving progression statements – teachers formulate success in-relation to progression statements. Through M&amp;E it is evident that a clear ‘must have’ in comparison to ‘could have’ needs to be established as in specific subjects too much is being attempted( Science/Art and History) to be focus for next year. Children continue to need support in articulating learning through use of key vocabulary identified in overviews.</p> <p><b>Evidence: Work scrutiny/ Pupil interviews/ Vocabulary/ Overviews</b></p>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

**Target 3: Strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.**

To address / develop	To further develop the contribution of children in school life			
Yr Group /Phase	Rec – Yr6			
Staff responsible	All staff (subject leads)			
Monitoring	A.Aydin/ S.Punchard/ K.Brennan			
Term	Term 1-3			
Action	<ul style="list-style-type: none"> <li>Formulate Herrick Management Team (Red Hats, Fabs &amp; School Councillors)</li> <li>Devise plan of assemblies to share outcome of children survey summer 23 (next steps)</li> <li>Review playground procedures and behaviour that impacts school environment (continue classroom reviews by children)</li> <li>Weekly assemblies to support in distinguishing between ‘Learning Attitudes’ and ‘Herrick Character’ – ambassadors to choose phone home Friday (check against criteria)</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>All children have clarity on their role and who to seek for support</li> <li>Children recognise that their contribution in surveys leads to change in school (survey next steps)</li> <li>the curriculum is further developed through extra-curricular activities, which considerably strengthen the school’s offer</li> <li>will support in developing pupils’ character – being Ericc, and knowing the jingle and mime ‘I see with my two eyes the three Cs’</li> </ul>			
Outcome/s	<p>Children have clear understanding in their contribution to the Herrick Management Team – school council conduct classroom checks, contribute to playground policies and support in identifying positive learning attitudes. Clear distinguish between Herrick Character and Learning Attitudes, supporting in overall behaviour both in class and playtime/s. Children survey supported greater emphasis on independent learning and fair share in time allocation to all subjects across the</p>	Outcomes RAG review success		
		Aut.	Spr.	Sum.
		R A G	R A G	R A G

	curriculum. Culture of safety and seeking help established across the school with specific information provided of the views of each class – this supported teacher action specific lessons/learning to support individual classes/pupils. <b>Evidence: School Flag/ School council/ Pupil interviews/ Pupil survey/ notes from pupil teams</b>			

<b>Behaviour &amp; Attitudes</b>				
	<b>Year 1 2021-2022</b>	<b>Year 2 2022-2023</b>	<b>Year 3 2023-2024</b>	<b>Revised for 23-24</b>
<b>Milestones/Indicators</b>				
<b>Protocols/Procedures in place a whole school level</b>	To develop awareness of good hygiene practice and ensure all children are aware of the routines and procedures in school that are there to keep them self	To maintain standards in hygiene practise post covid and children to recognise the benefits of long term practice of good hygiene-dental, handwashing, clean clothes, lunchtime standards as lifelong skills		<ol style="list-style-type: none"> <li>1. To provide opportunities for pupil voice in evaluating and developing curriculum subjects.</li> <li>2. To effectively review and employ strategies that improve rates of attendance.</li> <li>3. To strengthen parent/carer understanding of their s role in managing e-safety online behaviour at home.</li> </ol>
<b>Curriculum development to reflect whole school approach to Healthy Lifestyles</b>	To develop understanding of maintaining and living a healthy life style through exercise and diet			
<b>Herrick Character and Learning Attitudes</b>	<p>To ensure the 'Herrick Character' and 'Learning Attitudes' are embedded in all aspects of school life – learning never stops!</p> <p>To use the school ethos- 'to give everyone a chance', promote school values including 'being never giver upper' (resilience)</p>	Through new PTA, support parent community with promoting school/shared values at home.	<p>Opportunities created to demonstrate Herrick Character/Learning Attitudes through various initiatives/after school clubs through work with PTA.</p> <p>Example-raise money for wider community and charities by being involved in challenging sports events, social gatherings etc.</p>	

## Behaviour and Attitudes - Plan and Review

**Target 1: To provide opportunities for pupil voice in evaluating and developing curriculum subjects.**

To address/develop	Ensure pupil voice questionnaires give subject leaders relevant feedback about their subject.			
Yr Group/Phase	Yr1 – Yr6			
Staff Responsible	All staff			
Monitoring	U.Patel			
Term	Terms 1-3			
Action	<ul style="list-style-type: none"> <li>• Subject leaders to carry out a whole school pupil voice questionnaire for their subject – 1.1 &amp; 1.2</li> <li>• Review questionnaire content and alter accordingly, if required, for future use – 2.1</li> <li>• Review of subject overviews and SOLs based on feedback from the children – 2.2</li> <li>• Share the outcomes of the pupil voice with the interviewed group, as well as the wider school so that all pupils know that their opinions are valued and used to improve and change their learning – 2.3</li> <li>• Pupil Voice findings, and proposed amendments to curriculum planning, to be shared with the Teaching &amp; Learning group 3.1</li> </ul>			
Impact/Cost	<ul style="list-style-type: none"> <li>• Our curriculum development will be influenced by pupil voice.</li> <li>• Pupils at Herrick will feel that they contribute to changes in school in positive way.</li> <li>• Books, trips and visits reflect the responses from pupil voice questionnaires</li> <li>• Pupil voice added to subject corridor displays.</li> </ul>			
Outcome/s	<p>Children have had the opportunity to take part in pupil voice questionnaires with a focus on being safe and their attitudes towards ensuring they are safe at school. Subject leaders have interviewed children for their subject areas, which has lead to curriculum alterations as a result, albeit minor, but necessary changes.</p> <p>Children’s work has formed displays throughout the school, which provided opportunities of ownership and pride when displayed. <a href="#">(See T-drive displays 2324)</a></p> <p><b>EVIDENCE:</b> refer to <a href="#">analysis of children’s questionnaire (Autumn v Summer 2024)</a> / <a href="#">School council minutes/ Merging of British values and Being happy, Being me, Being Safe flag</a></p>	Outcomes: RAG review success		
		Autumn	Spring	Summer
		R A G	R A G	R A G

**Target 2: To effectively review and employ strategies that improve rates of attendance.**

	<b>Protocols/Procedures in place a whole school level</b>
To address/develop	To continue to utilise a range of strategies to promote good attendance.
Yr Group/Phase	Rec – Yr6
Staff Responsible	All staff
Monitoring	U.Patel/ A.Aydin
Term	Terms 1-3
Action	<ul style="list-style-type: none"> <li>• Fortnightly attendance review meetings to include a specific focus on disadvantaged and SEND</li> <li>• Half-termly leadership review of overall attendance data</li> </ul>

	<ul style="list-style-type: none"> <li>• Termly class attendance competition based on improved attendance</li> <li>• Weekly communication to teachers on concerns in attendance patterns</li> <li>• Referrals to outside agencies for support with attendance</li> <li>• Presentations to governors on school attendance at L&amp;T group visits (termly)</li> </ul>																											
Impact/Cost	<ul style="list-style-type: none"> <li>• Improved attendance.</li> <li>• Importance of good attendance is highlighted with key families; opportunity for families to raise any concerns / difficulties linked to attendance</li> <li>• Following each monitoring conference, agreed actions are implemented which impact on raising attendance</li> <li>• There is a robust set of measurable data to demonstrate the impact of these strategies.</li> <li>• Governors are fully informed on this important area.</li> </ul>																											
Outcome/s	<p>Clear and systematic procedures have taken place for early identification of attendance. Communication with parents and guardians has allowed for early intervention and support. EWO referrals have been undertaken to support persistent absenteeism. Weekly attendance award is awarded to highest % class as well as individual 100% weekly attendance winner. A Aydin monitors attendance data half termly. Pupils, who their attendance below 90% are monitored by A Aydin. The school attendance letter are sent to parents and if there is no progress in attendance the parents are invited to attendance meeting. EWO referrals have been completed for certain pupils.</p> <p>The school term holidays have been unauthorised and penalty notices are issued. The school issued 15 penalty notices this academic year</p> <p>2 pupils have been referred to EWO. (No improvement on attendance, attendance is continue to be concern)</p> <p>1 CME referral completed in this summer term.</p> <p><b>EVIDENCE: Attendance review 2024/ weekly notes on attendance (file)/ Governor presentation and notes from visit</b></p>																											
	<table border="1"> <thead> <tr> <th colspan="9">Outcomes: RAG review success</th> </tr> <tr> <th colspan="3">Autumn</th> <th colspan="3">Spring</th> <th colspan="3">Summer</th> </tr> </thead> <tbody> <tr> <td>R</td><td>A</td><td>G</td> <td>R</td><td>A</td><td>G</td> <td>R</td><td>A</td><td>G</td> </tr> </tbody> </table>	Outcomes: RAG review success									Autumn			Spring			Summer			R	A	G	R	A	G	R	A	G
Outcomes: RAG review success																												
Autumn			Spring			Summer																						
R	A	G	R	A	G	R	A	G																				

**Target 3: To strengthen parent/carer understanding of their s role in managing e-safety online behaviour at home.**

To address/develop	Further develop communication pathways for parent/carers in supporting their understanding of e-safety online behaviour at home
Yr Group/Phase	Rec – Yr6
Staff Responsible	All staff
Monitoring	U.Patel/ A.Aydin
Term	Terms 1-3
Action	<ul style="list-style-type: none"> <li>• Plan Information sessions termly for all parents/carers (place presentation on website)</li> <li>• Communication home of current concerns linked to social media sites 1.2, 2.2 &amp; 3.2</li> <li>• Meetings in school where issues have come to light</li> </ul>

	<ul style="list-style-type: none"> <li>Standard letters highlighting risk etc (termly)</li> </ul>									
Impact/Cost	<ul style="list-style-type: none"> <li>Reduction of incidents related to e-safety online behaviour</li> <li>Parents/Carers confident in approaching school for support (including relevant information on website)</li> <li>Current concerns shared with parents/carers signposting support agencies if relevant</li> <li>Termly e-safety letter for parents established</li> </ul>									
Outcome/s	<p>Monthly E-safety newsletter published for parents as well as designated page, for both parents and children on Herrick Website (<a href="#">Herrick Primary School</a>). Also, designated area for parents (<a href="#">Herrick Primary School</a>). Overall increase in identified online issues due to higher level of understanding and vigilance. Mr Patel, the head teacher, delivered E- safety workshop for parents in spring term. Any incident reported to DSL team, which is related to online safety. DSL and deputy DSI met with children and their parents and guidance have been offered. Online safety has been thought in Jigsaw and in Computing. 3 incidents are recorded on CPOMS. <b>Evidence: CPOMS/ School website – newsletters/ NSPCC – speak out. Stay safe programme.</b></p>									
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Outcomes: RAG review success										
Autumn	Spring	Summer								
R A G	R A G	R A G								

<b>EYFS</b>				
	<b>Year 1 2021-2022</b>	<b>Year 2 2022-2023</b>	<b>Year 3 2023-2024</b>	<b>Revised for 23-24</b>
<b>Milestones/Indicators</b>				
<b>Curriculum</b>	To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED)	Development of continuous provision encourages and supports Herrick character and learning attitudes		<ol style="list-style-type: none"> <li>To provide effective coaching, CPD &amp; support for EYFS staff so that they are skilled in the early identification of SEND and that they can adapt the curriculum effectively.</li> <li>To strengthen the understanding of EYFS staff about their role in modelling play, supporting PSED and facilitating free flow learning so that this is actively used within learning experiences.</li> <li>Promote and embed White Rose EYFS maths.</li> </ol>
<b>Assessment</b>	To adopt a new EYFS reforms – assessment	Robust monitoring supports identification of specific need and adapting plans accordingly		
<b>Initiatives</b>	To develop outdoor learning programme	Strengthen partnership with parents through shared collaborative work		

## EYFS – Plan and Review

**Target 1: To provide effective coaching, CPD & support for EYFS staff so that they are skilled in the early identification of SEND and that they can adapt the curriculum effectively.**

To address / develop	All staff (including ECT) are supported in teaching strategies that effectively support SEND							
Yr Group /Phase	Phase 1							
Staff responsible	EYFS staff							
Monitoring	A Aydin							
Term	1.1 to 3.2							
Action	<ul style="list-style-type: none"> <li>• Support SEND children when planning, this to include:</li> <li>• Improve 'fluency' of reading (including reading by sight)</li> <li>• Follow the Little Wandle scheme (ensure fidelity)</li> <li>• Focussed home learning tasks</li> </ul>							
Impact/Cost	<ul style="list-style-type: none"> <li>• Higher level of tricky words</li> <li>• Staff meetings focus on progress od SEND</li> <li>• Strong school/parents relationships established</li> </ul>							
Outcome/s	<p>EYST link teacher had a 1:1 meeting with ECT teacher and supported her with implement strategies to support SEND pupil in her class. These strategies also supported EAL children. SEND coordinator supported ECT with low-level disruptions in whole class teaching. Teachers planned and taught the Little Wandle keep up sessions daily to children who were in need of extra support.</p> <p>1 SEND pupil – made progress in all areas of learning. Although the SEND child has the speech delay, he has made good progress in phonics. Elementary 3 funding has been used to support SEND pupil's language development- Nelli intervention, extra phonics and developing peer interaction</p>	Outcomes RAG review success						
		Aut.	Spr.	Sum				
		R A G	R A G	R A G				
	<table border="1"> <tr> <td><u>SEND</u></td> <td><u>Baseline</u></td> <td><u>Summer</u></td> <td></td> </tr> </table>	<u>SEND</u>	<u>Baseline</u>	<u>Summer</u>				
<u>SEND</u>	<u>Baseline</u>	<u>Summer</u>						

	<b>Pupil</b>										
	<b>Literacy</b>										
		<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>				
	<b>Phonics</b>										
		<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>				
	<b>PSED</b>										
		<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>				
<p>Reading data has been effected by new arrivals with new to English and school term unauthorised long holidays. Since January 2024 we have had new 5 children. We had 5 children who had long term unauthorised holidays during spring and summer term.</p>											

Target 2: To strengthen the understanding of EYFS staff about their role in modelling play, supporting PSED and facilitating free flow learning so that this is actively used within learning experiences.

To address/develop	To support school readiness, including fine motor, writing and transition											
Yr Group/Phase	Rec											
Staff Responsible	All staff											
Monitoring	A.Aydin /R.Lewis											
Term	Terms 1-3											
Action	<ul style="list-style-type: none"> <li>• Intervention targeted groups</li> <li>• Continuous provision focusing on supporting fine motor skills</li> <li>• Tapestry observations</li> <li>• Teacher directed activities focused on securing pencil grips</li> </ul>											
Impact/Cost	<ul style="list-style-type: none"> <li>• To bridge any gaps in key areas of learning focusing primarily on PSED</li> <li>• To ensure gap between boys and girls reduced</li> <li>• Increase percentage of pupils achieving GLD</li> </ul>											
Outcome/s	Parents are given phonics and handwriting (letter formation) packs to support their children's learning at home. Through continues provision children access to activities that supports their fine motor skills as well as letter formation and pencil grip ( such as playdough- threading, cutting, drawing, painting, letter formation sheets, whiteboards and pen) Children who has weak fine motor skills have received small group targeted activities indoor and outdoor, such as playdough disco. Little Wandle Keep up session regularly taught by the class teachers. EYFS teachers planned regular guided writing and shared writing opportunities in their weekly planning. Topic related writing activities have been planned as part of the continuous provision and TAs have supported pupils to							Outcomes: RAG review success				
								Autumn		Spring		Summer
								R A G		R A G		R A G



attend these activities during the week.  
 During summer term, children visits KS1 playground during play and lunchtime as well as sharing the field with KS1 children at lunchtime.  
 Mr Patel met with some Reception children's parents to explain the split year 1 and 2 class in next academic year.  
 They will visit their class and meet their teacher on the transition morning in July. The class teachers will meet at the last week of the summer term to share information and SEND POP. Teacher will also share the pupils' characteristic of learning strengths and areas of development.

	<u>Baseline</u>		<u>Summer</u>			
<u>Literacy</u>						
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
<u>PSED</u>						
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
<u>Physical</u>						
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>

### Target 3: Promote and embed White Rose EYFS maths.

To address/develop	Strengthen the use and impact of White Rose EYFS maths so that it is deeply embedded across reception.				
Yr Group/Phase	Rec				
Staff Responsible	All EYFS staff				
Monitoring	A.Aydin /R.Lewis & S.Punchard				
Term	Terms 1-3				
Action	<ul style="list-style-type: none"> <li>Plan for knowledge of number including cardinality and the main operations</li> <li>Draw links between knowledge and real life context</li> <li>Provide rich learning opportunities focused on sequential small steps</li> </ul>				
Impact/Cost	<ul style="list-style-type: none"> <li>Developed close working practice with Maths lead (better understanding of EYFS)</li> <li>Confident number knowledge developed among reception children</li> <li>Developed positive attitudes towards maths</li> <li>Higher quality of L&amp;T of maths in EYFS</li> </ul>				
Outcome/s	White Rose EYFS resources have been used to plan EYFS daily structured maths sessions. 2 groups have been taught by the class teachers and the new arrival group has been thought by the bilingual Level 3 TA. Practical real life related activities are planned as part of continues provision such as restaurant, shoe		Outcomes: RAG review success		
			Autumn	Spring	Summer
			R A G	R A G	R A G

shop, building site etc.  
 Children are given opportunities to apply their new learning in the practical activities which are embedded in to the continues provision such as water play- jugs and cups, data collection- telly charts  
 Measuring, comparing lengths, heights in construction area and art areas.

	<u>Baseline</u>		<u>Summer</u>			
<b>Maths</b>						
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>