

Elm Tree Primary School



School Development Plan 2020-2021

Contents

Area	Target	Lead
Quality of Education	To improve standards in Mathematics	Demi Harrison
	To improve the outcomes for pupils within the Computing Curriculum	Martyn Taylor
	Target: To develop a consistent approach to the teaching of Phonics across school	Charlotte Walker
	To develop the teaching of Music and build staff confidence	Abi Gaskell
Behaviour & Attitude	To provide a whole school individualised intervention to support pupils social, emotional and mental health development. To implement Jigsaw to strength the whole school ethos towards emotional and social welling.	Jane Brownbill
Personal Development	To develop awareness and participation in citizenship across the school, within individuals, classes, local community and the wider world.	Stuart Brown
	To provide opportunities to participate in a variety of activities both individual and group to aid the development of physical, intellectual, social and personal development accessing activities and venues that provide unique learning experiences.	Stuart Brown
	To create a new Holiday Club proposal to increase our school offer to all pupils at Elm Tree Community Primary, in particular those children that are looked after and in care.	Luke Rutter
Leadership & Management	To Develop Middle Leadership roles across school	Martyn Taylor
	To ensure all children have their individual needs met in all areas	Roseann Cartwright
		David Lamb

Area: Quality of Education - Mathematics			Target: To improve standards in Mathematics				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To train teachers to ensure they are up to date with the current teachings of mathematics.	Online Training and training which is accessible in school or on training days.	DH	Autumn 2	£1000	SDP	<ul style="list-style-type: none"> - Staff will have increased confidence in teaching mathematics. - Staff will have increased knowledge and understanding about teaching Mathematics. - Staff will have ongoing access to support - The quality of teaching will increase 	
Ensure that the school has sufficient resources for Mathematics and that the resources are being used effectively.	Purchase equipment boxes for each class- all labelled. Purchase Target Maths books Y3-6- sign in and out sheet in Demi's classroom.	DH	Autumn 2	£3000	Maths	<ul style="list-style-type: none"> - Teachers have a structured scheme to follow. - Coverage is appropriate across all areas of Mathematics curriculum. - All resources are in place to teach each unit 	
Ensure the maths policy is implemented across school.	Staff meeting discussing the new maths policy, where staff can ask any questions.	DH	Autumn 1	N/A	N/A	<ul style="list-style-type: none"> - Teachers will have a structured week by week to follow. - Staff will understand how mathematics lessons are run across school. - Children will have a consistent approach to mathematics. - Children will be taught specific calculation strategies. 	
To implement the 4 operations structure in KS2 to the week.	Staff meeting discussing the new 4 structure in KS2, where staff can ask any questions.	DH	Autumn 1	N/A	N/A	<ul style="list-style-type: none"> - Staff will be clear on the 4 operations. - Staff will be clear on new structure of the week. - Children will develop mastery in the 4 operations by the end of KS2. 	
To ensure all staff are being consistent across school in their teaching of maths.	Observe staff once per term to ensure we are being coherent across school.	DH	Autumn 2	N/A	N/A	<ul style="list-style-type: none"> - Teachers will understand what is expected of them. - Children will be taught in a consistent way (calculation strategies, use of equipment & assessment). 	
Develop teacher's confidence by offering support in all areas resulting in quality teaching and being able to develop their CPD.	Send out a questionnaire to all staff asking them to highlight any areas they lack confidence in, within maths- or speak to them on a 1:1 basis. Provide	DH	Autumn 2	N/A	N/A	<ul style="list-style-type: none"> - Staff will have increased confidence in teaching mathematics. - Staff will have increased knowledge and understanding about teaching Mathematics. - Staff will have ongoing access to support. 	

	training or courses for these areas.					- The quality of teaching will increase.	
To ensure the curriculum is taught in a logical order ensuring children are building on their skills and revisiting throughout the year.	Discuss the week by week in the policy meeting and address any concerns there.	DH	Autumn 1	N/A	N/A	- Children will make outstanding progress from their individual starting points - Children will be able to access learning at an appropriate level.	
To ensure all children are completing their work on squared paper to facilitate the laying out of the calculation structure.	Books with squares provided, express that children should complete their work in their books rather than sheets where possible.	DH	Autumn 2	N/A	N/A	- Children will layout their work correctly. - Squared paper will aid their understanding of specific contexts, such as place value.	
To understand where we need to improve within mathematics.	Compare target tracker data for maths and pinpoint weak topics- investigate why we don't do as well in mathematics across the year. Implement strategies where needed from these results.	DH	Spring 2	N/A	N/A	- Subject leader will understand where we do well in the mathematics curriculum. - Subject leader will identify where we need to improve in mathematics. - Teachers will be aware of improvements which need to be made. - Teaching of mathematics will improve. - Assessment data will improve.	
Monitor mathematics progress across the year and moderate alongside another school.	Whole school moderation with teachers and subject leaders termly. Organise moderation with another primary school to compare levels and bands. Daily TT practice. Daily basic maths practice. Model strategies and present to them. Help children to take pride in their work- incentive for them to do this.	DH	Summer 1	N/A	N/A	- Children will make excellent progress from their starting points o the end of the year. - Staff will understand what is expected of each band within Target tracker. - Share comparison data from both schools with staff.	
Identifying mathematical vocabulary to be used consistently across the school.	Staff training delivered discussing maths vocab and why it is important. Compile a list of mathematics vocabulary and teachers to display upon working walls throughout the year within class for pupils to refer to.	DH	Summer 2			- Staff will have increased knowledge of the vocabulary need to be used within mathematics. - Children will start to use the vocabulary in their mathematical thinking and reasoning.	

Ensure pupils are being challenged correctly and effectively.	Ensure children are correctly challenged during a lesson-focus at this was a target from OFSTED. Children to make effective progress within a lesson and are correctly challenged. If this seems a common theme across school-deliver staff training on how to challenge within a lesson-providing examples on the drive should they need it.	DH	Spring 1	N/A	N/A	<ul style="list-style-type: none"> - Teachers are competent in challenging children (problem solving & reasoning). - Adequate challenges are visible for all children of all levels within each mathematics lesson. - Childrens mathematical reasoning and problem solving will develop throughout the course of the year. 	
Procedure for monitoring progress: lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation.							

Area: Quality of Education - Computing			Target: To improve the outcomes for pupils within the Computing Curriculum				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To Provide the required resources for the new computing curriculum	<ul style="list-style-type: none"> - To evaluate a range of schemes for Computing - Purchase Scheme of work - Purchase resources to allow delivery of the scheme - Organise new scheme to start where are children are currently at 	MT	Autumn Term	£10,000	ICT curriculum	<ul style="list-style-type: none"> - Teachers have a structured scheme of work to follow. - Coverage is appropriate across all areas of computing curriculum. - All resources are in place to teach each unit 	
To ensure there is a clear progression across skills in all strands	<ul style="list-style-type: none"> - Identify where the children are operation at - Design year 1 of the curriculum to build on current skill level - Match appropriate stage not age related topics to class groups 	MT	Autumn Term	£0	N/A	<ul style="list-style-type: none"> - Children will make outstanding progress from their individual starting points - Children will be able to access learning at an appropriate level 	
To increase access to quality computers	<ul style="list-style-type: none"> - Decide where a new ICT suite is to be located - Appoint a contractor to complete the work - Purchase new computer equipment 	MT/KA	September 2020	£3000 £4000	Buildings ICT Resources	<ul style="list-style-type: none"> - All Computing lessons will happen on a timetabled basis - Children will have access to high quality computers and peripheral resources 	

	- Purchase new screen and projector			£3000	Buildings		
To increase staff knowledge and understanding towards the new computing curriculum	- Ask staff to take part in new ICT online training run by teachcomputing.org.uk - Provide staff with unit training session before the start of each unit - Provide staff with quality video tutorials regarding different areas of computing	MT	Ongoing throughout the year	£0	N/A	- Staff will have increased confidence in teaching computing - Staff will have increased knowledge and understanding about teaching computing - Staff will have ongoing access to support - The quality of teaching in Computing will increase	
Procedure for monitoring progress: Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews							

Area: Phonics			Target: To develop a consistent approach to the teaching of Phonics across school				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To improve the leadership of phonics.	1. Set up a subject leader folder to showcase evidence towards improving phonics across school. 2. Sign up to school portal for updates on phonics in Lancashire and nationally. 3. Create monitoring schedule and share with staff.	CW	Autumn term 2020	£0	N/A	- Teachers will all plan and deliver phonics as directed on the timetable, using the RWI scheme and in line with the English policy. - Teachers will assess phonics half termly. - Monitoring will take place termly.	
To train school staff in basic knowledge and terminology used in phonics.	1. Staff training session 2. Make resources available on G drive	CW	Summer term 2020	£0	N/A	- School staff will be able to use phonics terminology in class with children and children will be able to explain such terminology. - Staff delivering phonics will have an understanding of 'rules and exceptions' when teaching phonic sounds.	

Research and buy into a systematic and synthetic phonics programme.	<ol style="list-style-type: none"> 1. Research DfE approved phonics programmes 2. Read DfE SEF documents on shortlisted programmes. 3. Approach SLT and English lead on programme best suited to staff knowledge and prior training in addition to children's needs and learning styles. 4. Price up phonics programme and resources needed to implement effectively and add to budget request form for English. 	CW	Summer term 2020	£0	N/A	- A phonics programme and resources will be in place for September with training taking place prior to the Autumn term commencing.
To train staff in the Read Write Inc approach.	<ol style="list-style-type: none"> 1. Enquire about training options for whole school staff (due to covid19 – options have changed) 2. Book training 3. All staff attend 2 day course 	CW	Autumn term 2020	£3000+ VAT	SDP	- Teachers will have confidence to plan and deliver phonics using the Read Write Inc approach with appropriate resources so that sessions are engaging and progressive.
To develop a monitoring schedule for the delivery of phonics.	<ol style="list-style-type: none"> 1. Liaise with the SLT calendar of events to find appropriate opportunities to add phonics monitoring across the year. 2. Compile a list of dates and forms of monitoring and distribute to teachers and SLT 3. Add monitoring dates to whole school calendar. 	CW	Autumn term 2020	£0	N/A	<ul style="list-style-type: none"> - Teachers and SLT will have a list of dates and monitoring activities emailed to them at the start of the year. - Monitoring dates will appear on the whole school calendar.
To analyse phonics data	<ol style="list-style-type: none"> 1. Alert teachers to carry out phonics assessments at the end of the ½ term. 2. Collect in data from class teachers. 3. Identify groups of children who have not made sufficient progress and plan intervention where necessary. 4. Adapt class phonics groupings where needed. 	CW	½ termly	£0	N/A	<ul style="list-style-type: none"> - Teachers will be aware of how to group children for phonics in the next half term so that continued outstanding progress is made. - Phonics intervention is planned for where needed and carried out in afternoon sessions with appropriately trained members of staff.

To effectively resource phonics provision across the school	1. Phonics resources already in school will be audited 2. Order Read Write Inc specific resources for all classes 3. Provide access to Read Write Inc resources online for all teachers.	CW	Summer term 2020	£1384	SDP	- All classes will have appropriate planning and teaching resources to effectively deliver Read Write Inc. - Additional resources will be stored in the PPA room.	
Procedure for monitoring progress: Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews							

Area: Quality of Education- Music			Target: To develop the teaching of Music and build staff confidence				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To purchase resources to enable teaching of music	To research different music schemes that would be available and suitable for our setting.	AG/EW	Before end of April	N/A	N/A	Signed up to a music scheme that has a level of flexibility to its delivery meaning that the delivery of music is meeting both the expectations of the National Curriculum but also the needs of the children we have at our school.	Met: The school are signed up to Charanga and all teachers have been provided with log in details.
	To sign up to a scheme and provide all teachers with access to the scheme.	AG/EW	By the end of April	Free Subscription	N/A		
	To buy the instruments which are needed to support teaching of the scheme e.g recorders, glockenspiel and keyboards.	AG	By the end of July	1297.10	Music	Class sets of instruments available that match the instruments needed to teach specific modules from schemes so that modules can be delivered successfully.	
To source and tidy a cupboard to store all musical instruments	To locate a cupboard in school to store musical instruments	AG/MT	By the end of July	N/A	N/A	A set location in the school where all instruments will be stored ensuring instruments can be accessed easily but are also safe.	

	<p>Make class boxes for the instruments</p> <p>Label boxes and shelves</p>	<p>AG</p> <p>AG</p>		<p>Approx. £100.00</p>	<p>Music</p>	<p>Grab and go boxes of instruments which are clear and easy to access.</p>	
<p>To ensure there is a progression of skills across the key stages.</p>	<p>Look through music scheme to ensure different genres of music are being delivered in different year groups</p> <p>Direct each year group to set units on a 2 year cycle to ensure that there is no overlap between the classes</p> <p>Ensure that units are selected which are appropriate for the children in our school starting with beginner skills since music is a new subject for this academic year</p>	<p>AG</p> <p>AG</p> <p>AG</p>	<p>By the end of April</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>A spread of genres in each year group so there is a range of genres delivered as required by the National Curriculum</p> <p>Complete the progression of skills document for music and send to SB so that all teachers and staff are able to see a list of goals and know the direction of music through the school</p> <p>Choose the units from the lower of the mixed year group to plug gaps in learning.</p>	
<p>Training for all teachers to ensure sound subject knowledge of Music</p>	<p>All teachers to attend training for the year group to develop music subject knowledge.</p> <p>Example Lesson Plans to be given to teachers</p> <p>List of music vocabulary to be</p>	<p>AG</p>	<p>By September</p>	<p>Free</p>	<p>N/A</p>	<p>Teachers to attend training for their specific year group and to have sound subject knowledge with an understanding of the skills children should already have and where they need to be for the next academic year.</p> <p>To enable all teachers to see WAGOLL and have a lesson structure to plan from.</p> <p>All teachers and Teaching assistants to have a good understanding of music vocabulary</p>	

	<p>given to teachers and provided in turn to Teaching Assistants</p> <p>List of non-negotiables for Music to be given to Teachers</p>					<p>and have the confidence to use the vocabulary when teaching the children.</p> <p>Teachers will know what needs to be taught during music units to ensure there is quality and consistency across the school in the delivery of music.</p>	
<p>To create a positive energy in relation to music and provide experience days through workshops</p>	<p>Research workshops that come to the school and work with beginner musicians building confidence and excitement in relation to music.</p> <p>Book workshops which will lead to excitement in relation to music, giving children opportunity to listen to professional musicians to have a go at joining in and to experience a range of music genres and cultures.</p>	AG	By end of September	<p>Approx £200-300 per workshop</p> <p>(2 workshops to be booked)</p>	SDP Pot	<p>Workshops will be booked which will be different genres of music providing children different musical experiences and opportunities to learn.</p> <p>Workshops are good experience days and will also enable teachers to see how to deliver music in an engaging way.</p>	
<p>To provide children with the opportunity for additional musical tuition</p>	<p>To research companies which deliver music lessons on a 1:1 or small group basis</p> <p>To write to parents to ask if they would like to sign their child up for additional music tuition.</p> <p>To book professional music tutors to come in and privately tutor for a range of musical instrument</p>	AG	By beginning of September	<p>Cost of private tuition will be billed to parents</p>	<p>Cost of private tuition will be billed to parents</p>	<p>Children wishing to receive additional music lessons on a more regular basis will have this opportunity to deepen their understanding and will be being taught by specialists within the music industry providing greater musical opportunities for the children.</p>	
<p>To confirm a whole school approach to recording work in music lessons</p>	<p>To research different ways other schools record their learning from lessons.</p>	AG	By beginning of September	N/A	N/A	<p>All classes will know how to record evidence of musical learning for their class and the way of recording learning will be consistent across the whole school.</p>	

	Discuss with teachers and SMT different ways to record lessons and which would be best e.g videos of their learning, folders on google drive for each class, music learning journals with annotated picture etc.						
To develop my understanding of the role of music subject lead.	Attend Subject Leader course to develop my understanding of the responsibilities and the role of subject leader to ensure I am leading Music at the highest quality possible	AG	By end of July	Free	N/A	I will have an understanding of the role of subject lead and how to support the teaching and delivery of music across the school.	
During and after the first block of music teaching assess the delivery and implement plans to improve the second block of teaching of music in Spring.	After the first couple of music lessons speak to teachers to gather feedback of how they are finding delivering music. At the end of the first block of music full teacher meeting to gain feedback of delivery of music and to make an action plan moving forward.	AG	During and at the end of 1 st block of Music lessons	N/A	N/A	To gain feedback of how, delivering, recording and assessing music teaching is going and how it can be improved in advance of the second block of music teaching, to iron out any issues in the delivery of musical teaching and to ensure that the teaching of music is at the highest possible quality.	
Procedure for monitoring progress: Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews							

Area: Behaviour & Attitude - Thrive			Target: To provide a whole school individualised intervention to support pupils social, emotional and mental health development. To implement Jigsaw to strength the whole school ethos towards emotional and social welling.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To implement the Thrive approach across school	-Monitoring and tracking individual/groups of children over time in relation to the social	JB/RC	Sept/July	£1000 resources	SENCO/Thrive team	-Crisis intervention reduction -Restraint reduction	

and evaluate its impact.	emotional and wellbeing needs. - Track assessment across whole school -Collect case studies to monitor impact					-Better relationships across school. -Increased engagement in learning	
To complete whole class screening for right time learning	-Teachers to assess 3 times per school year -Generate right time leaning action plan targets -Identify vulnerable children from online screen	JB	3 Times per year Oct April June	£600 Thrive online subscription	Thrive team	- Teachers will be able to assess and produce class actions plans to support children's social and emotional wellbeing -Identify and support vulnerable children -Monitor right time progress	
Identify vulnerable children for the Thrive pathway	-Online Thrive assessment -Use information gathered on pre entry to identify and venerable factors/aces -Use a Thrive concerns sheet for internal referrals -Create strong communication links with class teachers' home and Thrive team. -Analise CPOMS for patterns of behaviour	JB/RC	ongoing	N/A	Senco/Thrive	-Most vulnerable children identified and access to Thrive -Better relationships formed -Reduction in crisis situations -A streamlined approach is created to support the child	
Have a structured delivery of the Thrive approach.	-Use RAG rating to identify most venerable -Have identified Thrive worker to time JB/SG table a programme of sessions	JB/RC	Ongoing to meet climate demands	N/A	Thrive team	-Thrive team members to deliver 1:1/group sessions using structured timetable -Thrive action plans completed reviewed and adjusted on 6-8 weeks basis to develop progress	

	-Use Thrive online to assess and create action plans					-Consistent approach to Thrive sessions	
Implement Jigsaw scheme of work to support pupils with developing social skills, good working relationships with others and be better equipped to deal with issues around conflict.	-To deliver class sessions to all years groups. -Monitor feedback to new scheme. -Training - Establish display to embed Jigsaw across school environment. -Monitor, observe and evaluate lessons.	JB/SG	September 2020 Review Termly	£1000 additional resources for new sow	JB/ SG	-Jigsaw to be taught in all year groups. -Develop it along with the whole school ethos -Develop better relationships -Emotional wellbeing levels raised -Displays/Assemblies	
<p>Procedure for monitoring progress: Children's information will be analysed pre entry to Elm Tree to establish the correct pathway of support. A RAG rating will be developed and will be used weekly to inform of vulnerable children and crisis situations and their effects on the child. RAG will also be used to assess therapeutic pathways. Thrive online assessments will take place for whole classes individuals and groups. These will be completed and reviewed on structured time schedules to monitor progress throughout the year. PSHE Jigsaw delivery will be monitored through lesson observations book scrutiny and feedback from class teachers and children.</p>							

Area: Personal Development - Citizens of the future			Target: Develop awareness and participation in citizenship across the school, within individuals, classes, local community and the wider world.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
Introduce and educate pupils from both Key Stages about citizenship.	Developing confidence and responsibility and making the most of their abilities and making democratic choices through classroom discussions and activities.	CW/SB	Spring Term 2021			Pupils to be confident to discuss and understand and be aware what a good citizen is. Weekly/Half termly awards.	

	Cross curricular links in with topics over the year.						
Participate in school based citizenship events	Flower planting, school litter picking, poster making, classroom/school awards for citizenship	CW/SB	Whole year	£100 Resources and Equipment	SDP	Classroom and school focused projects implemented around school. Include on school website	
Learn about the wider world opportunities for citizenship	Participation in annual events such as Children in Need, school charity events and community days.	CW/SB	Termly			Raising awareness and money for charity, participation in at least 3 events over the course of the year. Raise awareness for school and website	
Participate in school and community based citizenship events	KS2 – Classroom and Community based activities independently and through links with SHARES. Food banks, litter picking, community clean ups and	SB	Termly			Individual, class and school recognition for impact and participation. Displayed on school website	
Topic links with the wider world.	KS2 – Water aid charities, OXFAM and Fairtrade built in to the topic curriculum with liaison of the class teachers.	SB	Termly			Awareness in school of solid links with charities from around the world and a recognition board in school changed termly for each activity to display activities and impact.	

Procedure for monitoring progress: ½ Termly liaison and assessment of impact with class teachers and SMT

Area: Personal Development - Enrichment			Target: Provide opportunities to participate in a variety of activities both individual and group to aid the development of physical, intellectual, social and personal development accessing activities and venues that provide unique learning experiences.				
Objective What positive influence plans	Actions How I will do this	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
Focussed impact of the enrichment	Staff training session focussed on the aims and outcomes for pupils of the	SB	Before end of			Positive impact on staff education of understanding, delivery	

scheme at Elm Tree	enrichment programme. Reference to pupil development and enjoyment.		summer term			and support of the enrichment programme	
Create a stable base of class rules/behaviour expectations for enrichment	All classes to base their enrichment around Commando Joe's scheme and principles to establish a code of behaviour/respect and compliance within classes for individual pupils	SB/ Teachers	First ½ term			Each class to conduct Commando Joe influenced sessions using the Muga and local amenities during the first ½ term of Autumn.	
Provide a vast resource bank of options for enrichment possibilities all key stages.	Create a detailed guide of activities suitable for key stages and link with the appropriate times in the year to access i.e. Autumn/Spring/Summer term options	SB	End July 2020			All classes will have a selection of appropriate venue/activity choices to suit the needs of their class.	
Separate activities/visits/ experiences into appropriate age groupings.	Research enrichment placements, link with key stage topic focus/groups and liaise with individual class teachers as to the need/ability of their cohorts. Make decisions on whether a selection is appropriate for that cohort.	SB	End of July 2020			All classes to have accessed age appropriate enrichment to help personal, social, physical and intellectual develop over the course of the year.	
Facilitate the management of contact/booking and administration of enrichment for all key stages.	Contact all identified/agreed provided to help negotiate sessions/visits when teachers have selected relevant options.	SB/LR	4 weeks before the start of each ½ term	TBC		All groups booked on time with a 'Plan B' option in case of cancellation. Smooth delivery of Enrichment for all key stages throughout the school.	

Manage the agreed budget for individual classes with agreement from SMT.	Give support and advice on using the class budget with forethought to activities/time of year and availability. produce a table of costing per session per average group size to provide an informed choice for teachers	SB/SMT	Over the course of each term	TBC		Enrichment delivered within budget agreed at the start of the school year.	
Consider potential issues due to current Covid -19 distancing restrictions.	Outdoor activities such as walking, forest school, geocaching, cycling, nature walks, baking/shopping that can be accessed directly from school to negate transport issues.	SB/SMT	End of July 2020			All children having some access to enrichment activities that will benefit and make valuable experiences/memories over the course of the year in spite of the Covid - 19 restrictions.	
Procedure for monitoring progress:							

Area: Personal Development – Holiday Club			Target: To create a new Holiday Club proposal to increase our school offer to all pupils at Elm Tree Community Primary, in particular those children that are looked after and in care.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To review and analyse current holiday club arrangements and policy	-To evaluate current holiday club arrangements (i.e. process, execution/delivery) -To review current holiday club policy	LR	Summer Term 2020	£0	Holiday Club Policy	Will have increased knowledge our current arrangements which will inform new directions and decisions into how Holiday Club can move forward and develop across school.	

Reflect on current pupil demographic, and aims and objectives of holiday club	-Identify and review current pupil demographic who typically attends holiday club -Identify and review current holiday club aims and objectives (are they fit for purposes? Are they being achieved? Are they assessed?)	LR	Summer Term 2020	£0	Holiday Club Registers and Holiday Club Policy	Will have better understanding of current pupil demographic that access Holiday Club. Will have considerations as to whether aims and objectives are fit for purpose and link to pupil demographic.	
Review current holiday finances and funding streams, in particular staff expenditure and activity expenditure	-Review current holiday club finances, in particular staff and activity costs	LR	Summer Term 2020	£0	N/A	Will have increased knowledge of current and future funding streams and expenditures of Holiday Clubs. Will allow comprehensive decisions to be made regarding future Holiday Club funding and budget pathways.	
To put forward revised holiday club funding streams, staff expenditure, and activity costs	-Present new and potential funding avenues for Holiday Club arrangements -Present revised staff pay structure -Present revised budget	LR	Winter Term 2020	£0	N/A	To present a new, self-sustained budget formula utilising funding avenues which will cover staff expenditure and activity costs.	
To introduce and put forward a new pupil demographic focus (e.g. CLA), and formulate new holiday	-Present revised Holiday Club target audience which is supported by evidence and justification. -Present new Holiday Club aims and objectives which correspond to revised	LR	Winter Term 2020	£0	N/A	To have in place specific pupil demographic who will be targeted to attend Holiday Club. To have in place revised Holiday Club aims and	

club aims and objectives	demographic who will be accessing Holiday Clubs					objectives which link to pupil focus.	
To produce a new holiday club policy template	-Design, create and present new Holiday Club policy template	LR	Winter Term 2020	£0	N/A	Have in place a new and revised Holiday Club policy	
Procedure for monitoring progress: Meetings with SLT, school SENCO, holiday club leader and deputy, and School Governors.							

Area: Leadership and Management		Targets: To Develop Middle Leadership roles across school					
Objective	Action	Lead	Time Scale	Cost	Source	Success Criteria/Intended Outcome	Evaluation
To develop the leadership capacity of our Assistant Headteacher	<ul style="list-style-type: none"> - To complete a 360 review of the AHT role. - Develop individual targets and an action plan. - Coach our AHT towards understanding self - Coach our AHT towards understanding others 	MT	Academic Year 2020 – 2021	£1000	SDP	<ul style="list-style-type: none"> - AHT will have a good understanding of their individual management style - AHT will be able to manage individuals in their team effectively - AHT will modify their own behaviour to different situations and individuals 	
To delegate daily management to AHT	<ul style="list-style-type: none"> - Train AHT in daily management Tasks - Train AHT in timetabling 	MT	Spring 2021	£0	N/A	<ul style="list-style-type: none"> - AHT will take daily control of running school and making decisions regarding staffing, pupils 	

	- Train AHT in daily management decision making					and organisational matters	
To ensure all subjects have a Subject Leader	- Allocate staff to subject leader roles based on strengths	SLT	Summer 2020	£0	N/A	- All subjects will have an identified Subject Leader	
To ensure all staff have a clear understanding of the Subject Leader role	- Draw up a clear Subject Leader job description - Train staff in requirements of Subject Leader role - Support staff in developing new role - Provide each subject leader with a twelve-month subject action plan - Provide individual subject training where required	MT	Academic Year 2020 – 2021	£2000 CPD	Training and development	- All staff will be confident in their new role as a Subject Leader - Subject Leaders will make a positive contribution to the quality of teaching in their subject	
To ensure Subject Leaders know about standards in their subject	- Share subject assessment data with Subject Leaders termly - Subject Leaders to monitor subjects	SLT	Academic Year 2020 – 2021	Time	N/A	- All staff will have a good understanding about standards in their subject.	
To ensure Subject Leaders have control of curriculum content for their subject.	- Ask all subject leaders to complete the two-year curriculum plan. - Ask all subject leaders to complete information required for curriculum booklet.	MT/S B	September 2020	Time	N/A	- Subject Leaders will control what is taught in their subject - Elm Tree will have a curriculum information booklet and planning exemplar.	
Procedure for monitoring progress: Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews							

Area: Leadership and Management			Target: To ensure all children have their individual needs met in all areas				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
Personalised Learning Passports	To work with teachers to produce an effective document that links into the	RC	Sept 2020 –	Zero		A current relevant document that is stored on google drive	

	annual review and looked after children process, with important historical and current personal updates.		July 2021			in one place for ease of access and one source of information.	
To continue to ensure all children's therapeutic needs are identified and appropriate access to specialist intervention is available both inside and outside the classroom.	<p>To work with the Therapy Team, including OT and SALT to identify, allocate, monitor and manage caseloads.</p> <p>To develop a system of assessment, recording and effective delivery, with evidence of impact and success, which enables access to support without duplication.</p> <p>To identify, allocate and monitor the additional needs recognised for children who are Looked After or receive Pupil Premium.</p> <p>To timetable individual sessions to enable effective and efficient impact to every pupil.</p>	RC	Oct 2020 - July 2021	Zero		<p>To ensure that appropriate needs are identified and the relevant intervention is delivered in a timely response, providing a balanced access to both curriculum and therapeutic support.</p> <p>To ensure that children access the most appropriate service to their specific needs to support self-regulation throughout the week. If requiring access to more than one therapy then an agreed individual timetable to avoid duplication is delivered evenly throughout the week.</p>	
To ensure all children receive excellent opportunities for academic and personal growth.	Identify and access specialist services that cannot be made available internally. To assess frequency and monitor delivery alongside impact, including dyslexia screening and counselling.	RC	Oct 2020 – July 2021	Zero		All identified needs are catered for either internally or externally.	

<p>To develop the Whole School Therapy Data Tracker.</p>	<p>To establish an online recording system that offers an overview on all children's access to interventions and therapeutic support available.</p> <p>To maintain and update after each reviewing period to record what support is accessed and if current or historical.</p>	RC	Oct 2020 – July 2021	Zero		<p>An up to date relevant document that details all interventions and specialist support readily available detailing the type of provision and if it is current or historical.</p>	
<p>To link the identification of need and delivery of additional support to the review process.</p>	<p>To manage assessment of needs identified through the admissions process. To develop with Thrive, OT and SALT assessments any specific needs which will evidence and inform an emergency review to enable children's needs are met and funded appropriately.</p>	RC	Sept 2020 – July 2021	Zero		<p>Early identification of needs alongside evidence from assessments throughout the transition into school, enables a clear indication of appropriate funding required to fully provide the additional support needed, for the pupil to reach their potential.</p>	
<p>To centralise identified targets, recording of delivery and impact outcomes in a central location for all interventions delivered per pupil.</p>	<p>To establish a new recording system that is specific for individual children rather than therapies. To work with the therapy teams to create a universal approach that offers consistency and continuity.</p>	RC	Dec 2020			<p>A streamlined data management system that provides ease of access for up to date information that sees the child from a holistic approach.</p> <p>One central location for all the pupil's information which will inform targets, outcomes and the annual review process.</p>	

Procedure for monitoring progress: Meetings with the therapy team, OT and SALT. Staff feedback, pupil development and access to learning. Assessments and monitoring of systems with feedback to senior management. Monitoring of recording sessions and delivery of targeted interventions.