EUXTON PRIMROSE HILL
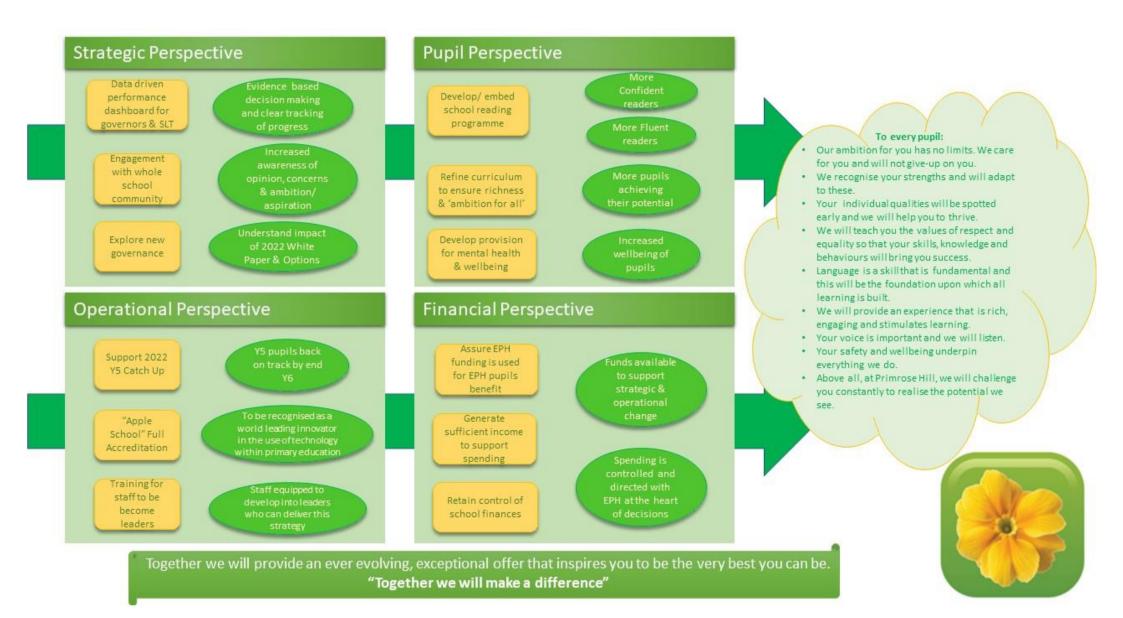
Primary School

"Together we will make a difference."

Strategy Statement
School Development Plan and
2023-24 School Improvement Plan

Euxton Primrose Hill Primary School Strategy Map

Strategic Perspective

- Data driven performance dashboard for governors & SLT
- Engagement with whole school community
- Explore new governance
- Evidence based decision making and clear tracking of progress
- Increased awareness of opinion, concerns & ambition/ aspiration
- Understand impact of 2022 White Paper & Options

Pupil Perspective

- Develop/ embed school reading programme
- Refine curriculum to ensure richness & 'ambition for all'
- Develop provision for mental health & wellbeing
- More Confident readers
- More Fluent readers
- More pupils achieving their potential
- Increased wellbeing of pupils

Operational Perspective

- Support 2022 Y5 Catch Up
- "Apple School" Full Accreditation
- Training for staff to be become leaders
- Y5 pupils back on track by end Y6
- To be recognised as a world leading innovator in the use of technology within primary education
- Staff equipped to develop into leaders who can deliver this strategy

Financial Perspective

- Assure EPH funding is used for EPH pupils benefit
- Generate sufficient income to support spending
- Retain control of school finances
- Funds available to support strategic & operational change
- Spending is controlled and directed with EPH at the heart of decisions

To every pupil:
- Our ambition for you has no limits. We care for you and will not give-up on you.
- We recognise your strengths and will adapt to these.
- Your individual qualities will be spotted early and we will help you to thrive.
- We will teach you the values of respect and equality so that your skills, knowledge and behaviours will bring you success.
- Language is a skill that is fundamental and this will be the foundation upon which all learning is built.
- We will provide an experience that is rich, engaging and stimulates learning.
- Your voice is important and we will listen.
- Your safety and wellbeing underpin everything we do.
- Above all, at Primrose Hill, we will challenge you constantly to realise the potential we see.

Together we will provide an ever evolving, exceptional offer that inspires you to be the very best you can be.
"Together we will make a difference"

Euxton Primrose Hill Primary School – 3 Year School Development Plan

Focus	2022-23	2023-24	2024-25
Leadership and Management	NPQ programme identification and enrolment QFT - Walkthru CPD Coaching Culture Metacognition Academisation research Ofsted Inspector training Equality Audit Succession Planning for SLT Whole school safeguarding training for governors	Ofsted Inspector Contracting NPQ's completion Apple Distinguished School Status; sharing good practice CPD programme in place Metacognition – Whole school CPD and TandL audit Academisation Succession Planning for SLT (New HT appointment) New KS1 outdoor continuous provision area	Succession Planning for SLT Academisation Buildings – Upper Hall refurbishment and classroom redecoration Outdoor play surface replacement
Quality of Education	Read, Write Inc Training and Implementation Develop love of reading – new library and reading pathways Rewrite Teaching and Learning Policy	Apple Distinguished School Status Achieved – share CPD programme Monitor impact of School Led Tutoring Close monitoring of Year 1 and Year 3 to ensure	Focus to take into consideration any areas for development identified through Ofsted Inspection/trends in data from 2022-2024. History Design Technology

	Mathematical fluency Computing – Apple support throughout all year groups Music – MMC (Under Review) RE – New SOW Review Year 5 teaching approaches – group dynamic changes	curriculum changes are leading to rapid progress MFL – New Scheme of Work implemented to raise ambition of subject/pupil attainment Art and Design – Raise ambition even further Music – Review MMC implementation and impact Review Year 6 teaching approaches to align with mastery pedagogical approaches	PE Science Geography
Personal Development	Devise new school values Learning outside the Classroom Accreditation Mental Health Lead Qualification Curriculum leaders to work with Outtareach to determine WallArt for central learning environment	WallArt added to central areas throughout school and utilized within the curriculum Happy Minds Assembly Programme implemented Reapplication for Platinum Sportsmark Develop SLT led pupil voice system to support PAQ.	Focus to take into consideration any areas for development identified through Ofsted Inspection/trends in data from 2022-2024

Behaviour and Attitudes	Devise and implement new behaviour policy and systems PSHE – Equality Audit (Race and Religion)	Monitor Implementation of Behaviour Policy PSHE – Equality Audit (Socio-economic and sex/gender equality)	Focus to take into consideration any areas for development identified through Ofsted Inspection/trends in data from 2022-2024
Effectiveness of EYFS	Implementation of RWI Improve Physical Learning Environment Succession planning and staff training programmes to ensure effective TandL. Enhance PSED to meet gaps in development on entry	Great TandL Audit to review provision Quality Assure the new learning environment and provision through external validation/accreditation Successful induction/upskilling of new staff to meet complex needs	Focus to take into consideration any areas for development identified through Ofsted Inspection/trends in data from 2022-2024

Euxton Primrose Hill Primary School - School Improvement Plan 2023-24

Euxton Primrose Hill was last inspected in November 2011 and was rated outstanding in all areas. Since then, the school has undergone a £4million expansion, increasing from single to two form entry. In September 2021, the school reached full capacity and now has 421 pupils on roll. The school has 52 pupils eligible for Pupil Premium (12%), 32 pupils on the SEND register (8%) and 13 pupils with EHCP's (3%).

2023/24 School Improvement Plan Rationale

2022 and 2023 end of KS2 data reflects that pupil progress was not negatively affected by the pandemic and pupils achievement and progress significantly above national averages (IDSR 2023). Whilst attainment at other key points of the year was strong and broadly in line with national averages (Y1 phonics was significantly above at 95%), EYFS and end of KS1 data has been lower

than pre-pandemic levels and pupils are still requiring a greater level of support academically, socially and emotionally. As a result, we will continue to implement the strategy below to ensure that we meet the needs of pupils in their entirety:

Tier 3 – Specialist Provision	**1-1 Support:** ELSA/Learning Mentor/Nurture 1-1 academic intervention, SEND support Communication with parents: Safeguarding and TAF Support for families; Emotional based school non-attendance and Early Help Assessments (Family Support Worker Intense Involvement)
Tier 2 – Targeted Intervention	**Nurturing and Support**: Confident Me/Mindmoose/Pack Types **Quality First Teaching**: Targeted gap teaching to small groups; tutoring support; pre and post assessments plus analysis to target interventions, evaluation of effectiveness of interventions **Communication with Parents:** Targeted homework tasks/School Led Tutoring Sessions to embed deeper understanding
Tier 1 – Universal Support	**Nurturing and Wellbeing Support**: PSHE, sense of belonging and securing friendships, feeling safe, identifying emotions **Quality First Teaching**: Assessing where the children are; planning to fill any gaps in knowledge (Pre teach/post teach and regular knowledge retrieval); updating our marking and feedback approaches to provide more feedback during the lesson (proven to have more impact) **Metacognition:** learning how to learn – what went well? What do I already know that might help me now? **Co-operative learning approaches**: working together to revisit learning and secure new learning **Communication with parents**: working in partnership to support pupils.

SDP Organisation

The school development plan is organised into 6 main areas:

Analysis of last published data 2022-23 - See SOAP 2023-24

Leadership and Management

Quality of Education including outcomes

Personal Development

Behaviour and Attitudes

The Effectiveness of the Early Years Provision: Quality and Standards

Monitoring and Evaluation of Progress

1) Senior Leaders will RAG rate and review the plan termly and provide a self-evaluation report to governors.

2) Middle Leaders will review their plans termly and provide a report to Senior Leaders and governors.

3) Governors will continue to monitor impact against the SDP priorities by holding senior leaders to account in termly governor meetings, ensuring the progress is being made against the strategic plan.

4) The School Improvement Partner will meet termly with the HT/SLT to quality assure self-evaluation.

2023/24 School Development Objectives:

Leadership and Management					
Rationale: Now that the leadership team is at full capacity and also very experienced, we wish to implement a coaching model to ensure that practice is at its very best within our school. We will create a model of 'open door' classrooms with senior and middle leaders supporting staff through peer coaching. We also wish to ensure that our knowledge, understanding and practice is the very best it can be, engaging in delivering CPD programmes with the North West Maths Mastery Hub and Embrace Teaching Alliances, as well as engaging in the suite of NPQ's. We also wish to ensure that behaviour for learning remains the very best it can and will introduce a new behaviour policy and refine whole school teaching approaches to ensure that learning is maximised at all times.					
Objective	**Actions**	**Success Criteria**	**Monitoring/Milestone**	**Cost**	**Termly Review**
To ensure that staff have access to highest quality CPD to ensure that practice is the very best possible	Coach senior/middle leaders through NPQ programmes to ensure highly skilled staff team. Engage with Maths Mastery Hub and ensure Maths leader has release time	All NPQ's completed by Summer 2024. Maths NPQ applications submitted Spring 2024. Staff confidence is high about research driven CPD and this	Half termly SLT meeting review to monitor engagement/completion. Staff questionnaire indicates feelings of being well supported through access to CPD.	NPQ's – Free Staff release time for NPQ CPD attendance – existing part time staff to cover for consistency	

				Maths Mastery Specialist Teacher release cover (6 days)	
	to support other schools. Engage in Blackpool Research College EEF CPD	leads to constantly improving teaching and learning. SLT/Staff feel confident in articulating research driven high quality teaching and learning.			
To develop metacognitive approaches throughout school	Complete Great Teaching and Learning Toolkit Audit. 3 x twilight sessions to be delivered in: Diagnostic Assessments; Metacognition and Managing Cognitive Load	Staff have an in-depth understanding of metacognition and can apply these in pedagogical approaches. Staff are confident in a wide range of alternative	Weekly through peer coaching cycle. Termly through lesson study visits. Termly through appraisal review. Termly through bespoke twilights to meet CPD needs in the three main areas identified.	£1000 to access LPDS Great Teaching CPD; Main session plus three specific CPD courses. Staff release to	

| | | Lesson study to support staff with methods for making pupils 'think deeper.' | metacognitive pedagogical approaches to hands up.

Monitoring indicates that pupils are challenged deeply in their thinking.

Pupils are more confident in reasoning and in explaining their answers. | | access EEF research school CPD. | |
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Quality of Education

Priority: ENGLISH

Rationale: Following national guidance provided within the DFE Reading Framework, we have adopted and are now embedding Read, Write, Inc synthetic phonics scheme. 95% of pupils met the expected standard in Y1 phonics and we aim to ensure that this phonic knowledge is embedded in high quality writing. Children's varied reading diets are promoted through our Reading Spine and beyond using the Primrose Pathways. Our bespoke English curriculum supports development of core knowledge in reading and writing through high quality units of work and the use of high-quality texts.

Objective 1: Phonics and Early Reading – to review and embed consistency of approach in delivery, impact of implementation

Action	Success Criteria	Budget/resource implications	Monitoring (Who by and how often)	Termly Review
Review outcomes for pupils and application of phonics scheme through EYFS and KS1	Approaches and use of scheme ensures clear systematic phonic application and early reading development.	EYFS/KS1 English Lead release time Regular team meetings – staff training	ES/HH – coaching visits. SLT – monitoring cycle	

| Embed a consistent approach to the use of phonics scheme (RWI)

Monitoring cycle to review groups following assessments

Phonics Catch Up – intensive intervention for children to get them 'back on track' | Staff show consistency in modelling language for phonics.

Monitoring/coaching will identify the consistency of approach throughout the school and where further support/resources are needed.

Y1 statutory phonics screen results and above local and national averages | RWI – coaching day (autumn term) | Pupil voice | |

Objective 2: To review writing curriculum and KS1, ensuring explicit teaching of Core Knowledge to improve outcomes for all children

Action	Success Criteria	Budget/resource implications	Monitoring (Who by and how often)	Termly Review

Review current provision for teaching writing – curriculum maps **Embed** teaching of writing core knowledge though units of work and use of high-quality texts **Monitoring** cycle to review teaching and learning via learning walks/book looks and pupil book study to ensure high outcomes for all children	Curriculum maps show clear progression through units which provide high level opportunities, outcomes for writing, genre coverage and progressions of skills through year groups and across Monitoring shows clear progression in writing skills and application of phonics.	Purchasing new resources / texts Subject monitoring Management time ES/HH	Specific monitoring of lower 20% in ½ termly Pupil Progress meetings termly – analyse data for groups Termly monitoring by SLT	

Objective 3: To monitor and improve reading and writing outcomes for Y3 cohort				
Action	**Success Criteria**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Termly Review**
Review and adapt the Core Curriculum offer to meet needs and address gaps in learning **Embed** QFT & targeted intervention to 'close the gap' **Monitoring** of Core Curriculum Progress	Gaps in core knowledge within reading and writing addressed Adaption of curriculum – order, weighting of core knowledge within units of work Pupils make good progress through planned, targeted intervention through School Led Tutoring programme Pupil progress meetings show 'closing the gap' and accelerated progress for individuals and groups within the cohort	Team Meeting time ES management time – support, coaching and monitoring of standards	ES to support/observe during teaching sequence (individual year group sequences) Termly SLT Monitoring cycle	

Priority 2: Maths

Rationale: As a school we have adopted White Rose Maths Mastery Scheme of Work and this has helped us to deliver a mastery-based approach to learning, which has had a positive impact overall and has led to results significantly above national data over recent years. However, the scheme allows a significant level of variation and staff utilise a wide range of styles and mastery approaches. We therefore feel it is important that, to ensure pupils receive the same diet of mathematics, that we embed a whole school mastery approach to the teaching of mathematics that further develops pupils' mathematical reasoning and problem-solving skills.

Objective 1: To embed the consistent use of stem sentences and key vocabulary in mathematics to ensure effective mathematical understanding and reasoning.

Action	Success Criteria	Budget/resource implications	Monitoring (Who by and how often)	Termly Review
Embed a consistent approach to the use of age-related mathematical vocabulary and use of sentence stems to aid discussion/reasoning throughout the school.	Increased use of pupils' using sentence stems and key vocabulary to reason mathematically evident in lesson study. Consistency in modelling the use of sentence stems and language for	Staff meeting time (1x staff meeting) Oracy21 research book/SG management time.	SG – coaching visits. SLT – monitoring cycle Pupil voice	

| Monitor the effectiveness and consistency of approach throughout the school through coaching and monitoring cycle. | mathematics evident in lesson study to ensure children are able to express their thinking carefully. Monitoring/coaching will identify the consistency of approach throughout the school and where further support/resources are needed. | SG to attend Maths Hub during afterschool meetings. | | |

Objective 2: To further embed multiplication strategy in LKS2 and implement Mastering Number @ KS2 NCETM programme in Y4/5 to improve automaticity of key facts				
Action	**Success Criteria**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Termly Review**
Continue to embed discreet multiplication sessions to sit alongside existing mathematics teaching, to improve the instant	Pupils will show increased confidence within year group expectations for multiplicative thinking and recall of key facts	No budget or resource implications – all materials funded by NCETM	SG/LD - 2023/2024 (See monitoring timetable)	

recall of multiplication facts in LKS2. Introduce Mastering Number @KS2 in Y4/5 to further support recall of facts and develop multiplicative thinking.	To sustain the increase in proportion of children achieving over 20 marks in the Year 4 MTC. Pupils in Y3 to continue to show increased confidence and recall of multiplicative facts.	Staff training release time – NCETM zoom meetings 1x per term Management time SG/LD	Autumn term to initiate – embedded by Spring term Learning walks/coaching visits/ discussion with staff.	

Objective 3: To increase understanding and use of conceptual and procedural variation to deepen pupil's understanding of key concepts				
Action	**Success Criteria**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Termly Review**
Staff to review existing scheme and use of/opportunities for developing procedural and conceptual variation	Staff will have a greater understanding of procedural and conceptual variation and how to adapt planning to ensure children are exposed to a wide range of opportunity beyond WRM	Staff Meeting time Autumn term Conceptual variation, Spring term procedural variation, Summer term – review impact	SG to support/observe during teaching sequence (individual year group sequences)	

| Develop understanding of conceptual and procedural variation to deepen pupil's understanding | Teachers to make professional judgements relating to the adaptation of WRM

Pupils' to have a greater depth of understanding of core concepts – non/concept to deepen understanding | Gareth Metcalfe Reasoning CPD session (Budgeted for in maths budget)

SG management time | SLT Monitoring cycle – book study & pupil voice

Progress meetings – discuss with teaching staff. | |

Priority 3: Foundation Subjects

Rationale: As we continue to ensure that our curriculum meets the needs of our pupils and is as challenging as possible, we wish to implement new more personalized and challenging curriculum content and review subject delivery on a rolling basis.

Objective 4: To ensure a well-structured delivery of new curriculum content in Music, MFL and Art and Design

Action	Success Criteria	Budget/resource implications	Monitoring (Who by and how often)	Termly Review
Subject leaders to engage in subject review with school adviser	All subject leaders have clear awareness of strengths and areas for development. They can articulate curriculum rationale and the 3 I's clearly. This is reflected in curriculum design and high-quality delivery.	Adviser SLA costs. Supply to release subject leaders.	HT/Curriculum Governors	
Subject leaders to attend high quality CPD to ensure best practice	Staff feel confident with regard to latest subject specific research and this informs curriculum	Yarrow CPD costs. LA CPD costs (£175 per session x 3) Supply to release subject leaders.	HT/Governors	

Subject leaders to engage with secondary school subject specialists to ensure best practice	Subject observed in action at KS3 and ambition within EPH's curriculum maximized.	Supply costs to release subject leaders for ½ day meetings at local academy (£600)	HT/SLT/Governors	
Subject leaders to deliver subject specific staff meetings to raise staff awareness of curriculum ambition.	All staff delivering the subject are fully aware of curriculum sequencing. Curriculum delivery clearly matches subject leaders' ambitious plans.	Staff Meeting Time (Directed Time)	HT/SLT	

Personal Development
Rationale: As the school continues to develop pupils' understanding of British Values and the multi-cultural world in which we live, we wish to quality assure our provision by achieving Lancashire Equality Mark. Over the last two years, staff and pupils have worked hard to raise awareness in terms of race equality, religion and beliefs equality, disability equality, sex equality and socio-economic equality. Equality mark badges have been awarded in the first three of these areas and we are due to be awarded sex and socio-economic equality badges in our Autumn term assessment meeting. We will continue to develop pupils' understanding of life in modern Britain.

Objective	Actions	Success Criteria	Monitoring/Milestones	Cost	Termly Review
To raise awareness of sexual orientation and	Undertake audit of provision through Lancs Equality Audit,	New equality texts clearly promote theme	SC (Equality Leader) termly release.	£500 literacy text fund to improve	

gender reassignment equality	alongside new equality governor. Undertake audit of texts in school to raise profile of sex equality. These will need to be carefully selected for age appropriate content. Raise awareness of sexual orientation through current content in the media/society in general.	of sexual orientation. Pupils confidently talk about equality and can evidence how and why this is so important. Two further equality awards gained on Lancashire Equality Mark Excellence Award. Pupil voice evidences where equal values have made a difference in school.	LCC Equality Leader – meeting with SC termly to review provision. DS (Equality Link Governor) meeting with SC termly and feeding back to governing board.	quality of text on offer. Ad-hoc costs for visiting speakers.	

Behaviour and Attitudes

Rationale: Following the full reintegration into school after the Covid-19 pandemic, we have worked hard to ensure that pupils are fully focussed on their learning again. In order to ensure that pupils are able to learn in classrooms free from low level disruption, we implemented a robust behaviour policy last year. Having seen a significant impact on pupils' behaviour and attitudes, we now wish to embed our systems and support staff in focusing even more on teaching and learning.

Objective	Actions	Success Criteria	Monitoring and Milestones	Cost	Termly Review
To ensure that behaviour throughout school is outstanding and any incidents of low-level disruption are addressed at the earliest opportunity.	Monitor implementation of behaviour policy through the use of high quality accurate behaviour records, assessing impact of early intervention and support to address any low-level behaviour immediately. Consult with governors/parents through PAQ re: impact and effectiveness of policy.	New staff and pupils aware of new behaviour policy and stages of implementation. Incidents of low level behaviour remain low as pupils become clear of increased expectations. Pupils/families with specific needs are supported through Early Help Assessments at the earliest opportunity.	ES (SLT behaviour lead) through daily/weekly meetings with learning Mentor. Governors through termly HT report/FGB. Parent Attitude Questionnaire comments re: behaviour. Termly pupil voice through	Continuation of full-time learning mentor - £28k Continuation of fulltime nurture teacher £17k. PAQ annual cost (£250). Parent voice	

	Undertake training with new staff re: policy implementation in school.	Pupils with specific issues are monitored and RAG Rated to ensure barriers to learning addressed early.	subject leader monitoring.		

Early Years					
Rationale: Over recent years, and as a result of we have seen an increasing number of pupils join Primrose Hill who are not school ready. As a result, we have worked hard to implement systems to support pupils in making rapid progress across EYFS. We have introduced a rigorous Systematic Synthetic Phonics programme, speech and language programmes and developed a curriculum that is heavily focused on managing feelings and behaviour. This year we have a new look staff team in EYFS, with four new staff joining the unit to support with the increased level of SEND needs, we wish to ensure that all staff are highly trained and are able to deliver the very best standard of education possible, adapting to the needs of pupils on entry and as the year progresses.					
Objective	**Actions**	**Success Criteria**	**Monitoring/Evaluation**	**Cost**	**Termly Review**
Embed Read, Write Inc (2nd year) and Mastering Number to ensure strong progress in phonics, early reading and early mathematics.	All new staff to access whole school phonic training and regular ongoing training through RWI Portal. EYFS and	Staff confidence is high in approach to phonics. Pupil progress is exceptional.	Reading leader through daily release time. Feedback given to staff on an ongoing basis or through team meetings.	£500 RWI 2nd year support package – Reading leader coaching sessions	

	reading Leader to assign personalized CPD. Phonics specialist intervention teacher to provide enhanced daily phonic intervention. Daily monitoring in place by reading lead and 1:1 daily intervention in place as identified. Parental workshop delivered to ensure parental support, understanding	Parent feedback is positive in relation to understanding and involvement in phonics/reading support.	RWI link tutor through coaching visits and virtual pupil progress meetings.		

	and engagement. Regular communication with parents about RWI phonics and ongoing support for reading.				
Ensure the provision is adapted appropriately to meet the high level of needs in the new cohort whilst maintaining the high level of ambition for all pupils and enabling all pupils to make excellent progress	Deliver SHREC training with all new staff. Review the approach in all weekly team meetings. Share all specialist teacher reports re: adapted provision.	Pupil progress is positive. Staff show increasing understanding of adaptive approaches to meet the needs of pupils.	Learning walks in line with monitoring cycle. Adviser visit spring term. Half termly pupils progress meetings. Specialist teacher visits/report feedback.	Staff team meeting time (Directed Time). Adviser SLA costs. SLT time when undertaking half termly PPM's.	

Ensure all staff see 'encouraging child talk' as a key function… and resist 'over-directing' the learning… drawing out language and fostering high quality interactions – eg SHREC					
Ensure staff fully understand the PSED elements of the EYFS curriculum.	Deliver in-house EYFS curriculum training. Signpost staff to EYFS specific CPD on National College CPD suite. Engage in Leyland cluster 'whole child' TA training.	Staff confidence in EYFS framework and pedagogical approaches high.	Staff Attitude Questionnaire – Summer 2024. Staff appraisals. Termly learning walks.	Staff team meeting time (Directed Time) Adviser SLA costs.	