

School Improvement Plan 2020 - 2023 (version 1)

1. Targets to promote the quality of Learning and Teaching across the school supported by accurate assessment of pupil progress.

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
<p>To review and develop PCA curriculum offer and pedagogy across all key stages.</p> <p>To embed curriculum developments across the school.</p> <p>To further develop differentiation and challenge across our curriculum offer through activities including targeted STEM groups, differentiated communication and MFL offer etc</p> <p>To continue to embed staff understanding of pupil journey from Jubilee to 6th Form with a clear focus on end goals for our pupils.</p>	<ul style="list-style-type: none"> ● SLT collaborate to create an overarching curriculum vision for PCA including an “Academic curriculum” and an “Aspirations for Adulthood curriculum” ● All subject leaders to review the PCA curriculum offer in their subject area to ensure it appropriately meets the learning needs of all pupils. ● Ensure clear end goals for each subject area at end of each key stage and at transition to post 16/19 provision ● Subject leaders to identify golden threads which underpin and run throughout the subject’s curriculum offer from 2-19 ● Subject leaders ensure end goals and golden threads are effectively communicated with all key stakeholder. ● Subject leaders and class teachers to ensure the curriculum is effectively differentiated to ensure challenge and aspiration across all areas of need. ● SIP/SMT/Subject leaders carry out learning walks and deep dives to monitor curriculum offer, teaching and learning, pupil progress. 	<p>DHT AHT Subject lead</p>	<p>Reviewed curriculum in place 09/20</p> <p>Ongoing updates to take place throughout 2020-23</p>	<ul style="list-style-type: none"> ● Overarching whole school curriculum offer in place and shared with key stakeholders. ● Reviewed curriculum in place by 09/20 ● All curriculum policies reviewed and website updated to reflect reviewed offer ● Key messages, golden threads and end goals communicated with staff through curriculum notice boards, faculty and team meetings, WOW, team teaching etc ● High quality, appropriate, aspirational and differentiated curriculum evident through learning walks, pupil work, displays and pupil progress. ● Clear, sequential coherent schemes of Work in place for all subjects. ● All staff able to communicate end goals and golden threads for all subject they teach. ● Pupils able to identify golden threads and , where appropriate their end goals . 	<ul style="list-style-type: none"> ● Subject Leader CPD. ● Collaborative planning, reflecting and reviewing time ● Moderation opportunities ● Leadership time used for learning walks ● Ongoing SIP support

<p>To make evidence based changes in our pedagogy where appropriate to effectively meet the needs of all our pupils.</p>	<ul style="list-style-type: none"> All teaching staff complete a research based project into an aspect of teaching and learning for their class group or subject area All staff review and reflect on their research projects via a marketplace event. Implement relevant change as a result of evidence based projects where appropriate. 		<p>Project completed 07/21</p>	<ul style="list-style-type: none"> Research evidence to demonstrate impact of change. 	<ul style="list-style-type: none"> Half termly CPD sessions to plan / implement projects led by research lead (HT)
<p>To further develop our broad, balanced and relevant curriculum offer at KS3 and 4 for our most complex SLD cohort</p>	<ul style="list-style-type: none"> Highlight areas for development and formulate a research based curriculum 'proposal' Following consultation make agreed amendments to current curriculum offer for this small group . Ongoing review of SLD Curriculum and refine accordingly 	<p>SLD champ Sec AHT Sec Tls</p>	<p>Refined SLD offer in place for 09/20 Ongoing review and refinement throughout year.</p>	<ul style="list-style-type: none"> SLD working party in place led by SLD champion SLD curriculum offer regularly reviewed and refined Ongoing research linked to SLD champions dissertation Collaborative links established with Tor View and Woodlands 	<ul style="list-style-type: none"> Ongoing CPD for staff as appropriate re pedagogy and practice linked to children with SLD.
<p>To offer mainstream inclusion opportunities where appropriate at both primary and secondary level</p>	<ul style="list-style-type: none"> Identify effective mainstream partners who are willing to work collaboratively with us to best meet the needs of our most-able pupils Establish effective working partnerships and set up "inclusion hubs" within mainstream schools Identify and train key PCA staff to support the inclusion hubs Communicate effectively with parents/carers and pupils for whom inclusion opportunities are identified. 	<p>DHT</p>	<p>2020-23</p>	<ul style="list-style-type: none"> Effective mainstream inclusion opportunities in place where appropriate. 	<ul style="list-style-type: none"> Targeted CPD for key staff supporting the "inclusion hubs"
<p>To ensure revised curriculum offer is accurately reflected in the PCA assessment systems.</p>	<ul style="list-style-type: none"> Further develop the effective use of Evisense to track and evidence personal, social, emotional development (Ofsted target). 	<p>DHT</p>	<p>2020-23</p>	<ul style="list-style-type: none"> Effective use of Evisense across PCA to record personal progress Evisense used to share pupil progress eg at Annual Reviews, Parents Evening etc. 	<ul style="list-style-type: none"> Ongoing Evisense CPD Ongoing BSQ CPD, particularly linked to Steps for Life.

	<ul style="list-style-type: none"> Enhance the use of Evisense to share pupil progress with key stakeholders Introduce the B Squared “Steps for Life” assessment package, initially to KS5 with a view to using it lower down the school where appropriate (Possibly SLD cohort) Continue to monitor new systems available and implement as appropriate. 			<ul style="list-style-type: none"> Steps for life programme fully embedded to record progress of 6th form pupils 	
<p>To develop 19-21 provision in collaboration with the Blackpool Special Schools and the Sea View Trust.</p> <p>To offer a personalised 19-21 curriculum and accreditation offer.</p>	<ul style="list-style-type: none"> Liaise with LA, Sea View Trust, other Blackpool Specialist provision Contribute to a Sea View business plan Develop a 19-21 curriculum centred around life skills, employability and business enterprise. Look at potential premises, e.g. café, shop, volunteer centre. 	HT DHT 6 th form TL	2020- 2022	<ul style="list-style-type: none"> Provision in place. Effective curriculum offer in place Business enterprise running. 	
<p>To review and amend key stage marking policies to ensure that they are relevant and provide pupils and other stakeholders with the appropriate level of feedback without impacting negatively on teacher workload.</p>	<ul style="list-style-type: none"> AHT’s and TL’s regularly review marking policies within key stages. Develop personalised / flexible marking policies. Ongoing book scrutiny and learning walks by SLT, SMT, Heads of Faculty and subject leaders. Marking refresher for teachers, SSAs and ATA’s. Discussions with pupils. 	AHT TLs	2020- 2023	<ul style="list-style-type: none"> Marking policies in place which meet the needs of all pupils. 	<ul style="list-style-type: none"> Directed time as appropriate to review and revise marking policies and disseminate.
<p>To provide staff with the opportunity to observe outstanding practice in other mainstream and</p>	<ul style="list-style-type: none"> Liaise with similar and contrasting schools to set up opportunities for staff Organise observation opportunities as appropriate 	CPD lead	2020- 2023	<ul style="list-style-type: none"> Staff feel their professional development has been supported through observation experiences 	<ul style="list-style-type: none"> Time to conduct visits

				<ul style="list-style-type: none"> ● Good attendance at reviews, parents evening, parental workshops. ● Parent View. ● Increased parental confidence when dealing with online safety issues ● Reduction in online safety issues at home ● Parents/carers will register on the NOS website 	Ongoing staff training to support their advice to parents
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2. Targets to promote the quality of Leadership and Management at all levels within PCA

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
<p>To continue to enhance the skills, subject knowledge and confidence of our Subject Leaders as middle leaders in the school with clear accountability for curriculum developments and pupil progress in their subject.</p> <p>To ensure subject leaders share skills, knowledge, vision and passion for their subject across PCA and actively monitor its effectiveness in the PCA curriculum offer</p>	<ul style="list-style-type: none"> ● Ensure all middle leaders receive appropriate subject leader training to allow them to be proactive in their role of leading subject and sharing current information, legislation and good practice. ● Allocate Directed time alongside PPA time for subject leaders to meet as primary/secondary or Faculty to review and refresh subject curriculum, end goals and golden threads. ● Leadership support to be given to subject leaders from AHT's and DHT ● SIP to support key subject leaders through mock deep dive. ● Where possible maintain consistency of subject lead over the 3 year period to allow consolidation ● Audit existing subject leadership knowledge and address any gaps. ● Subject leaders to access BTSA subject clusters and Sea View clusters. ● Subject leaders to enhance their understanding of their subject across the school by conducting 	<p>DHT AHT</p>	<p>2020 - 2023</p>	<ul style="list-style-type: none"> ● All Subject Leaders confident and effective when leading and monitoring their subject. ● Subject visions embedded and all staff confident across school. 	<ul style="list-style-type: none"> ● Subject specific training. ● Subject Leadership training and development time. ● Attend relevant cluster/moderation events.

	learning walks, book scrutiny and pupil discussions.				
Ensure succession planning arrangements in place for key roles within the Academy.	•	HT		•	•
Further develop and embed the “Champions” model across PCA.	<ul style="list-style-type: none"> • Embed and develop further the existing champion roles – Communication, Sensory, SLD • Enhance the role of ASD champion across the school to reflect the growing population and increasing complexity of our ASC pupils. • Ensure these champions play a lead role, alongside subject leaders in curriculum developments • Champions access relevant external training and disseminate their expertise through the delivery of in house training. • Consider opportunities for SSAs to train as “support/deputy” champions. 	SLT	2020-2021	<ul style="list-style-type: none"> • Effective Champion model in place • Champions input, training, support showing impact on the PCA curriculum offer and pupil progress. 	<ul style="list-style-type: none"> • Champions to attend relevant external/online CPD • Champions to signpost staff to relevant online CPD • Champions to deliver CPD in house
To continue to offer leadership opportunities and CPD where appropriate to further enhance leadership at PCA e.g. NPQ’s, SLE, internal short and long term leadership opportunities Further extend the external Qualification Offer for all staff e.g. Skills Network online, BSL	<ul style="list-style-type: none"> • Access fully funded online course and promote with staff • Direct key staff towards leadership programmes • Staff enrol and complete. • PCA continue to identify school CPD priorities eg BSL and fund and facilitate these making them accessible to all staff 	SLT CPD lead	2020-2023	<ul style="list-style-type: none"> • Increased number of staff accessing fully funded online training. • Key staff undertaking leadership qualifications • Regular opportunities provided for additional CPD • Increased knowledge and skills evident across PCA staff 	<ul style="list-style-type: none"> • Access relevant training as identified
Achieve accreditation for International Schools Award.	<ul style="list-style-type: none"> • Achieve a partnership exchange programme with South Africa 	EB, AH, SC	2021-22	<ul style="list-style-type: none"> • International Schools Award achieved • Whole school engagement from 	<ul style="list-style-type: none"> • EB/AH/SC attend International School

	<ul style="list-style-type: none"> ● Achieve accreditation level in British Council International School Award ● Establish partnership with Blackpool schools and Wendy De Corte (Int Schools Award coordinator) ● Submit cluster grant application ● Make contact with South African link school, visit schools and host South African school staff in Blackpool ● Share projects with South African school and evidence through social media 			staff/pupils/families regarding activities and collaboration	<p>Award training as and when required.</p> <ul style="list-style-type: none"> ● EB/AH/SC keep up to date with International School Award projects and have time to collaborate on next steps ● Information disseminated to key staff through directed time
To enhance the induction process for all new staff.	<ul style="list-style-type: none"> ● To review and streamline the teacher and SSA induction grids ● To write an ATA induction grid ● To write an induction grid for the admin, site and family team ● To provide mentor training for all staff through GBr ● To ensure through monitoring that mentoring is maintained for the first 12 months ● Include mentor role in job descriptions. 	DHT AHT KG, SBr	2020-2021	<ul style="list-style-type: none"> ● Effective Induction processes in place for all key groups within PCA. ● Job descriptions will include mentoring roles. ● All staff have received mentor refresher training ● Effective mentoring occurs across a 12 month period ● People feel well inducted at the end of their first year 	<ul style="list-style-type: none"> ● Mentor training refresher.

3. Targets to promote the quality of safeguarding, behaviour, resilience, health, safety and wellbeing of the pupils and staff.

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
To review the current PCA "Reward System" to ensure that it remains relevant, age appropriate and has impact.	<ul style="list-style-type: none"> • New behaviour lead to review current PCA reward systems and revise as appropriate in collaboration with all key stakeholders. • Implement change as appropriate. 	Beh manager	09/20-07/21	<ul style="list-style-type: none"> • A relevant, age appropriate reward system fully embedded across the school. 	
Increase use of Forest School across whole school.	<ul style="list-style-type: none"> • Increase awareness across all staff about FS benefits to pupils • Designate staff in each KS appropriately trained to facilitate FS sessions. • Enhanced CPD for all staff including observe/support FS sessions delivered by CHL • Further develop and embed the vision and implementation of the PCA FS curriculum. • Enhance timetabled opportunities for pupils to access forest school • Build a permanent outdoor sheltered facility to allow year-round provision, and facilitate greater range of learning 	CHI CHu	2020-21	<ul style="list-style-type: none"> • Improved access to the FS across all key stages • Increased confidence in staff when using the FS following CPD package • FS curriculum/scheme of work in place for each KS • Permanent outdoor FS build completed within PCA grounds 	<p>FS working party to be reestablished to develop FS curriculum</p> <p>Ongoing relevant CPD in place</p>

	<ul style="list-style-type: none"> • Purchase additional age appropriate FS resources. 				
To enhance the PCA offer to support the mental wellbeing of pupils.	<ul style="list-style-type: none"> • Increased pupil access to wellbeing initiatives eg Worry Workshops, rebound therapy, mindfulness • Create a structured mindfulness support timetable for lunchtime and establish a regular mindfulness after school club • To reinstate playground pals and develop the role of pupil mentors • Become a Mindfulness in school's partner. • Increase the number of therapy dogs across PCA and increase pupil access/interaction with them. • Invest in appropriate training for all dogs in school. • Purchase/hire additional equipment as appropriate 	ABL		<ul style="list-style-type: none"> • Improved mental wellbeing of pupils in evidence. • PCA is a Mindfulness in schools partner • Reduced incidents across school, particularly at lunch time • Learning Mentor programme of support is robust and effective • A successful PALS system in place at both break and lunchtimes. • Increased number of therapy dogs across school and improved pupil access to them. 	<p>Training of staff to deliver sessions effectively.</p> <p>Pupil PAL training</p> <p>Training linked to therapy dog as appropriate</p>
To embed the use of GEMS across PCA	<ul style="list-style-type: none"> • Identify and refer pupils as appropriate • Trained staff deliver GEMS programme to targeted pupils • Increase the number of staff who are GEMS trained 	CC, KEEd	6 week program-ongoing	<ul style="list-style-type: none"> • Children will meet their target. • Increased resilience from children. • More staff using GEMS across the school. 	<ul style="list-style-type: none"> • GEMS training for targeted staff • Regular GEMS updates for all staff.
To establish a wellbeing champion to lead staff wellbeing and workload reduction across PCA Embed well-being group.	<ul style="list-style-type: none"> • Identify appropriate member(s) of staff to lead well-being across the primary/secondary departments • Provide twilight training session time to highlight the importance of staff wellbeing • Work closely with SMT in identifying suitable strategies to reduce workload 	ABL		<ul style="list-style-type: none"> • A whole school culture of supporting staff mental health and well-being is evident through regular discussion/concerns raised and group meetings. • Robust Well Being Policy in place and adhered to. 	<p>Mental Health and well-being training in school/workplace.</p> <p>Accredited Mental Health First Aid training</p>

	<ul style="list-style-type: none"> Plan and lead half termly well-being group with representatives from all levels of staff. Focus on workload and effective working practice to reduce workload. Well Being Policy revisited and developed Engage with schemes eg Cycle to work 				
To increase awareness and understanding of mental health and resilience for pupils and staff.	<ul style="list-style-type: none"> Identify staff to be mental health first aider. CAFT to continue to provide training on resilience and mental health, revisit regularly. 	ABL	2020-2023	<ul style="list-style-type: none"> Regular twilight sessions held on pupil resilience/mental health awareness. 	Accredited Mental Health First Aid Training
To extend the staff well-being programme	<ul style="list-style-type: none"> Staff wellbeing group to research staff preferences. Produce a staff well-being programme e.g. <ul style="list-style-type: none"> team building, exercise, yoga, meditation sessions Annual cycle of healthcare, e.g. flu jabs / advice on health etc. Facilitate opportunities on the school premises e.g. blood donation, slimming groups provide a basic supply of essentials for staff Designate "staff well-being" budget Liaise with OH as appropriate to support staff wellbeing 	ABL	2020-2023	<ul style="list-style-type: none"> Improved staff wellbeing, confidence and self esteem Impact reflected in staff surveys Impact reflected in staff absence data. Improved whole school team ethos. Resilient / supported staff. 	
To explore how more effective use of technology can reduce workload eg parental communication, report writing programmes	<ul style="list-style-type: none"> SMT to research suitable apps and trial across the school as appropriate 	CJ, NM	2020-2023	<ul style="list-style-type: none"> Development of and effective use of chosen apps/programmes. Workload evidenced to have been reduced effectively. 	CPD re effective use of the apps as appropriate

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4. Targets to promote the development of the Creative Arts Specialism.

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
To extend the creative arts offer for Lower Primary including increased access to external performances.	<ul style="list-style-type: none"> Identify opportunities and increase access to age / level appropriate performances. Share 'creative' skills. Increase our knowledge of what external performances are available and appropriate for our school 	HOFs	3 years	<ul style="list-style-type: none"> Increased number of external performance opportunities for Lower Primary have taken place Extended diversity and breath of creative arts experiences available for Lower Primary pupils Pupils are engaged and enjoy the performances 	<ul style="list-style-type: none"> Develop links with local, regional and national organisations Staff to attend CPD opportunities which will allow them to 'network' and make appropriate contacts
To improve the accreditation, offer around the creative arts to include targeted qualifications in Acting, Dance etc.	<ul style="list-style-type: none"> Research accreditation at other special and mainstream provisions. Identify appropriate courses e.g. LAMDA 	HOFs	3 years	<ul style="list-style-type: none"> Increased accreditation offer around the creative arts 	Staff receive relevant CPD leading to confident delivering of different aspects of creative arts within their subject area

	<ul style="list-style-type: none"> • Ensure the curriculum/timetable facilitate the teaching of these accreditation • Provide appropriate staff CPD • Constantly review the existing curriculum offer to ensure it remains relevant and challenging and introduce new units of work if appropriate 			<ul style="list-style-type: none"> • New units of work introduced to existing accreditations to ensure the curriculum provision is relevant and current 	Staff identify areas for development in subject development meeting and appraisal.
To develop a programme of creative therapy	<ul style="list-style-type: none"> • Explore creative arts therapy for targeted pupils. • Develop a steering group across Key stages to lead on the development and implementation of creative therapy. • Visit other service providers that deliver Art therapy programme. 	HOFs	3 years	Individuals engage in the creative therapy programme. Improvement seen in the wellbeing of pupils undertaking creative therapy. Key staff are trained and confident in the delivery of art therapy.	Staff to receive relevant CPD so they are confident delivering programme.
To collaborate and skill share with other schools in the Sea View Trust on Performing Arts activities.	<ul style="list-style-type: none"> • Performing Arts subject leaders to meet across MAT. • Develop a steering group. • Audit staff skills and share expertise. • Work collaboratively on the capital culture project 	HOFs	3 years	<ul style="list-style-type: none"> • Collaborative performances by pupils across schools. • Steering group meetings. • Subject cluster groups formed and annual meetings take place 	<ul style="list-style-type: none"> • Observe other settings and have opportunity to work alongside staff from other schools. • Share expertise across the Trust.
To create a KS1/2 Specialist Art “messy” room in the Jubilee building.	<ul style="list-style-type: none"> • Identify an appropriate space/area • Furniture ordered. • Suitable equipment ordered. • Similar areas in other schools visited 	VH AR CJa	2 years	<ul style="list-style-type: none"> • KS1/2 have art lesson in specialist room. • Room built and used • Pupils engage and experience “messy” play. 	<ul style="list-style-type: none"> • Staff aware of the resources available i • Staff observe specialists deliver sessions in room.
To enhance PCA environment with art projects e.g. murals on Diamond building with a forest	<ul style="list-style-type: none"> • Theme identified and agreed upon – forest, nature. • Contact colleges to seek artist interested in mural. 	CJa	2 years	<ul style="list-style-type: none"> • Mural is completed. • Pupils interact with it. • Positive responses • Stimulates senses 	<ul style="list-style-type: none"> • Lead identified and given budget responsibility.

/ nature theme, clay tree made to decorate entrance hall.	<ul style="list-style-type: none"> Allocate budget for the project 				
To establish a Festival of Song, Dance and Art Festival celebrating achievements of Trust.	<ul style="list-style-type: none"> Event involving all the Trust schools to take place Establish strong links with Trust school. Work collaboratively with the Trust schools Schools to offer support and guidance – sharing of expertise 	SPJ	2 years	<ul style="list-style-type: none"> Well attended annual event with each Trust school participating. Positive responses from all stakeholders Pupil engagement. Wider school communities involved. 	
To integrate sound and lighting into the Drama curriculum.	<ul style="list-style-type: none"> Review curriculum offer and develop sound/lighting modules. Key staff undertake appropriate training Purchase additional pupil friendly sound and lighting resources and update the existing sound system. 	SPJ	2 years	<ul style="list-style-type: none"> Sound system renewed. Improvement of sound and lighting at plays. 	<ul style="list-style-type: none"> Appropriate external company identified and provide staff training relevant to our equipment.

5. Targets to promote development of PCA as an outward facing training / school to school support provider (e.g. School Direct, mainstream support).

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
To host an excellence visit through the SSAT	<ul style="list-style-type: none"> Liaise with SSAT to develop and host excellence day with a programme of events centred around SEND 	HT DHT	2020-2021	<ul style="list-style-type: none"> Excellence day carried out and evaluations reflect its success 	
Further develop the Apprentice programme to support their next steps.	<ul style="list-style-type: none"> Further develop the PCA element of taught ATA specific CPD sessions Develop a reflect and review system to assess readiness for L3 Enhance opportunities for placements across SEND schools. 	KG SBr	2020-2021	<ul style="list-style-type: none"> Comprehensive L2 and L3 ATA CPD programme embedded which supports pedagogy and practice and also job seeking skills. Clear progression structure in place from L2 to L3 	<ul style="list-style-type: none"> ATA CPD programme

	<ul style="list-style-type: none"> Group and individualised support provided to embed job seeking skills to support next steps 			<ul style="list-style-type: none"> Increased placements carried out at alternate SEND settings 	
Continue to promote and develop PCA school-to-school support offer both within the Sea View Trust and also the wider community.	<ul style="list-style-type: none"> Further refine and promote the PCA support service delivered through BTSA To build on our external reputation as Team Teach trainers to increase the amount of bought in training delivered To build on our external reputation as SEND reviewers to increase the number of bought in SEND reviews commissioned To offer key PCA CPD sessions to partner schools as appropriate. To extend opportunities for staff visits between schools. To further develop the PCA Secondment opportunities. 	Gbr AHTs	2020-23	<ul style="list-style-type: none"> PCA support service, SEND reviews and Team Teach training continue to be in high demand and evaluations continue to reflect their quality Collaborative CPD sessions and staff visits between schools have taken place Effective and successful secondment opportunities have taken place. 	<ul style="list-style-type: none"> Ongoing SEND reviewer and Team teach training in place for PCA staff
To increase uptake of the SEND School Direct route.	<ul style="list-style-type: none"> Further develop external reputation of BTSA School Direct (SEND) programme through word of mouth, marketing, social media. 	Gbr	2020-2021	<ul style="list-style-type: none"> Between 5-8 students enrolled on SD (SEND) for 2021-22 	

6. Targets re buildings, premises, environment, external school architecture and parental engagement.

Target	What do we need to do?	Lead	Timeline	How will we know that we have achieved the target (success criteria)	Professional Development Needs to support us
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<p>Further enhance parental support and interaction</p> <ul style="list-style-type: none"> • Develop a programme of training for our parents/carers leading to qualifications e.g Functional Maths / English / ICT skills. • Revamp parental social opportunities. • Further develop family engagement workshop offer e.g. cookery, phonics, parent and child clubs. • Extend the use of current tools to increase parental engagement, e.g. Dojos, Evisense. • Establish PCA foodbank 	<ul style="list-style-type: none"> • Audit parents re training/social/support needs • Offer and facilitate a range of fully funded adult learning courses. • Embed and enhance the coffee morning/workshop programme • Refresh the parental social offer • As appropriate open access to parents for tools used in school eg Dojo and Evisense. • Increase the access to parent/child collaborative after school club opportunities eg Lets get cooking club • Establish and promote a PCA foodbank 	CFST	2020-2023	<ul style="list-style-type: none"> • Parent View. • Number of parents attending events and training. • Number of parents achieving accreditations. • Effective use of tools such as Dojo and Evisense leading to increased teacher/child/parent communication • PCA foodbank in place and in use. • Increased after school parent/child offer in place 	<ul style="list-style-type: none"> • Access to fully funded courses for our parents
<p>To enhance the outdoor play areas</p> <ul style="list-style-type: none"> • Increased shaded area for outside play across all playgrounds. • To develop a Multi-use games astro turf surface on existing MUGA • To establish a Sensory garden / trail in the grounds. • To provide a calm, reflection area to support pupils with more complex needs. 	<ul style="list-style-type: none"> • Property services to gain quotes and proceed with work for shaded areas across all play areas • Multi use games astro turf surface fitted to existing muga • Working party to identify and develop calm reflection areas for pupils across school site • Sensory champion to lead working party in developing sensory garden/train around school site • Trim trail refurbished • KS2/site staff purchase and locate storage area for toys 	HT	July 2020 2020-22	<ul style="list-style-type: none"> • Shaded areas in place across all play areas • Muga newly surfaced • Calm reflection areas and sensory garden/trail in place • KS2 storage in place • Trim trail newly refurbished 	

<ul style="list-style-type: none"> • To refurbish the trim trail • To provide KS2 storage for toys in outdoor area 					
<p>To renovate and extend the existing hall provision.</p>		HT			
<p>To further promote PCA as a centre of excellence for Nursery/EYFS provision through</p> <ul style="list-style-type: none"> • completing the Jubilee building extension • Re introducing nursery provision and further developing and appropriate environment and resources • enhancing the Lower Primary natural outdoor area provision • Refurbishing the sensory room 	<ul style="list-style-type: none"> • Visit Local settings with Natural outside play provisions • Work with Property Services to have Natural landscaped area including, trees, mud area, wild digging, natural water flow area, fencing, and pathways • Buy sets of outdoor water proof clothing and Natural resources for new play area. • Update the EYFS Policy and Prospectus to include, Nurture, ASD, Sensory, and Communication. 	VH AR	2020-2022	<ul style="list-style-type: none"> • The Jubilee Outdoor area will have the new natural Play area build alongside the rubber crumb all weather play area. • The EYFS curriculum and policy will be updated to reflect the new natural play area. • Policy and prospectus to include reference to these areas • Lower Primary teachers work together in 	<ul style="list-style-type: none"> • Visit Local settings with Natural outside play provisions • Read research and documents on the benefits of the Natural Play Area for young children • Attend training in relation to outside learning activities • AR to complete Masters in Autism • DB to attend Communication Training

<ul style="list-style-type: none"> Further developing and promoting the individual specialisms of the Lower Primary Teachers Embedding the new Statutory EYFS Framework, Baseline and Non Statutory Development Matters Introduced in 2021 	<ul style="list-style-type: none"> Develop training for parents to support Lower Primary children. Including Nurture/behaviour, Sensory Diets, Communication and ASD Update the Sensory Room Facility with TLC following the new build. Provide staff training to all Primary Department Update all EYFS Policy, Curriculum, Development Matters and Assessments in line with the new Framework. Introduce the new baseline assessments. 			<p>their specialist areas to develop provision, documentation, resources and curriculum</p> <ul style="list-style-type: none"> Long term plans and assessments updated to reflect new EYFS Framework Parents informed of the new Framework Staff understand the changes to the Framework The Baseline national assessments in place. 	<ul style="list-style-type: none"> LP to attend Sensory Room Training with TLC for Schools External & Internal staff training on the new EYFS Framework 2021 Staff Training from ABC Does (Commissioned as a MAT)
Develop a new system for visitors signing-in.	<ul style="list-style-type: none"> Install an electronic signing in system across PCA that allows staff/visitors to sign in at main reception/ WSFC/Berry Building/Jubilee Building Signing in system to include a safeguarding prompt for all visitors 	ABL	2020-2021	<ul style="list-style-type: none"> Electronic signing in system in place 	<ul style="list-style-type: none"> Technological/maintenance training for key staff
To increase the use of the WSFC flat across the school	<ul style="list-style-type: none"> Create booking system for the use of space when free Promote Independent living skills / essential life skills across the whole school – Curriculum and after school clubs. 	HG	2020-2021	<ul style="list-style-type: none"> Staff actively booking the space available. Pupil development in life skills evident via Evisense and discussion in Review meetings 	
To further develop the WSFC enterprise curriculum through the purchase of a mobile trailer	<ul style="list-style-type: none"> Mobile trailer custom designed to fit needs of pupils and the desired curriculum outcomes. Create a vocational working community made up of 'individual 	HG	2020-2022	<ul style="list-style-type: none"> Trailer will be used as part of the curriculum. Enterprise curriculum programme embedded with full use of mobile trailer. 	<ul style="list-style-type: none"> Possible Food Hygiene course for Staff (and pupils)

	<p>businesses' built around a central programme.</p> <ul style="list-style-type: none"> ● Devise a timetable and scheme that meets the pupil's individual needs in year 14, which will run alongside their current pathway. ● Yearly overview of projects to work towards. ● Establish new links within the community – identifying key areas locations to take the trailer. ● Apply for further funding – through Enterprise, Careers etc 			<ul style="list-style-type: none"> ● Pupils able to talk about projects and their role within Enterprise - plan together as a team with staff. ● Shared with SMT ● Trailer being used out in the community during curriculum time. 	
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