



School Improvement Plan 2017/2018

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School context

Number of pupils on roll	58 + 5 nursery = 63	Pupil Premium pupils	17 / 58 28%
Pupils on SEN list	10 / 58 17%	SEN and PP pupils	6/58 10%
Pupils in receipt of EHC plan	1/58 1.7%	Most recent Ofsted grade	Inadequate (February 2014)

	On track as at end of Summer term 2017	Pupils making expected or more progress 16/17
Reading	71%	92%
Writing	66%	95%
Maths	68%	92%
Combined	63%	84%

Outcomes from School Improvement Plan 2016/2017

Priority 1

To ensure quality of teaching is at least good and 50% outstanding

- Lesson observations and monitoring *All SLT and subject champions conducted monitoring and observations last year contributing to the monitoring folder and having an overview of their key stage or subject.*
- Subject champions *All kept a subject folder detailing action plans and successes with evidence as checked by Head of Federation in June*
- External visit reports *Stambridge hosted external reviews from the DfE, Impetus and Ofsted trained inspectors*
- Directors of Learning / Lead Practitioners *Were very visible within the school. They planned with teachers during PPA time and supported within class time as well as running some interventions*
- Effective use of LSAs *Impact of the LSAs were always observed during lesson times and Heads of School held training to improve the quality and construction of challenging questions*
- High expectations in the classroom *Evident in the amount of times Stambridge classroom environments featured in the KS1 and KS2 Good Practice Digest as circulated across the whole trust*
- Half termly assessments and analysis *Scholarpack used to identify objectives not fully met and therefore target interventions to specific children in a bid to diminish the differences.*

Priority 2

To ensure that the EYFS provision is outstanding

- Accurate baseline assessments *Baseline moderation was conducted by Early Years Trust lead at the end of September with all judgements being agreed*
- Development of parental engagement *The second year of using Tapestry to communicate with parents again to positive feedback*
- Engaging and stimulating environment *Environment continued to promote and support play-led learning*

Priority 3

To ensure that Key Stage 2 outcomes are at least in line with national standards

- Targets set *That reflected high expectations and determination to diminish the difference from the previous year*
- Progress is tracked *Scholarpack provided checkpoints progress therefore a clear measure to judge progress on throughout the year*
- Scholarpack is implemented and used *All teaching staff were responsible for inputting their results and tracking children across the year*
- Appropriate interventions implemented *Teachers were expected to refer to objectives not yet met on Scholarpack and design basic skill, catch-up lessons and interventions to target the objectives not yet achieved for groups of children*
- Effective use of LSAs *Although one KS2 LSA left during the year, interventions continued to be timetabled and individuals/ groups targeted to ensure progress.*

Priority 4

To improve outcomes for all, with a clear focus on the outcomes of boys and Pupil Premium children

- Awareness of PP pupils *All staff aware of the pupils who were in receipt of PP payment in their class. PP subject lead teacher wrote termly report for Local Advisory Board detailing current attainment and progress figures for PP and non-PP pupils and this report was shared and adopted trust wide.*
- SEN pupils and previous outcomes – *All class teachers required to collate interventions SEN pupils received in their class previously indicating whether intervention was successful and needs to continue or whether it needs to be refined to meet the needs of the pupil more effectively*
- Basic skills (Maths, phonics, spelling) *Lessons designed and delivered from information regarding objectives not yet achieved according to Scholarpack*
- Tracking of data and progress *Data book produced half termly and shared between all staff members. All staff confident with inputting data on Scholarpack and SLT used platform to analyse data, provide feedback and discuss with teachers in relevant staff meetings.*

Priority 5

To develop contribution to the local community with a view to raising the profile of the school and increasing pupil intake

- Website *New website was launched in November which showcases the school*
- Twitter *Twitter account was launched in October and is regularly updated*
- Nursery advertising *Nursery numbers have increased and a full day provision was offered in 16/17 as a result of parent feedback*
- Enrichment days *Caveman, two cinema trips, two sleepovers, a Year 2 residential and a Year 6 residential was offered last year*
- Celebratory and fundraising events *Parent Council ran fundraising events including Christmas Bazaar, Easter celebrations, Summer Fayre and a Skipathon to raise record funds. They have raised over £1000 since February 2017.*

2016/2017 data table

	16/17 Target	16/17 Actual	16/17 # of pupils	Target 17-18
EYFS GLD	80%	83%	10	80%
Yr 1 Phonics	80%	88%	7	80%
Yr 2 Phonics retake	80%	-	0	100%
Yr 2 Age Related Expectation Reading	75%	100%	5	80%
Yr 2 Age Related Expectation Writing	75%	100%	5	80%
Yr 2 Age Related Expectation Maths	75%	100%	5	80%
Yr 6 RWM combined	60%	43%	4	75%
Yr 6 ARE Reading	60%	57%	5	75%
Yr 6 ARE Writing	60%	57%	7	75%
Yr 6 ARE Maths	60%	57%	7	75%
Yr 6 ARE SPaG	60%	57%	7	75%

Quality of provision

Staffing across the school has been stable for the last two years now (since the school joined the HEARTS academy trust). The school has begun developing its relationship with its federated school of Waterman Primary to continue to pursue excellence in the delivery of the curriculum and the outcomes for the children.

Monitoring is conducted weekly in the school by the Head of School as well as subject champions and senior leaders conducting their own monitoring. The focus from the monitoring is taken from points for development from internal and external visit notes and discussions in senior leadership meetings. The school welcomes both internal and external reviews to gain insights and benefit from the evaluative nature of these visits. In 2016/2017, Stambridge had formal visits from an internal team from HEARTS, an external reviewer (Sue Cox from Impetus) and a Ofsted style visit from Wayne Harris and Sharon Wilson.

EYFS

The Early Years leader, although based at Stambridge, has been working across the federation all year to ensure the provision within the Early Year's setting is as strong as it can be. The federation have benefitted from additional support from the federation head as this is his specialist area and specific training and network meetings. Wayne Harris and Sharon Wilson commented that

“Phonics [is] delivered confidently and actively. Children are engaged and make good progress in lessons and over time. Effective questioning is used to differentiate and ensure children make progress. Books show that children are making good progress. Very good behaviour. The planning for both early years and the foundation stage is carefully differentiated to ensure all learn appropriately.”

Teaching, learning and assessment

We have a very strong Year 1-6 teaching team. This team have a remarkable working relationship both within the school, across the federation but also the trust. Termly monitoring ensures confidence in assessments and CPD opportunities such as Teach Meets, network meetings and participation in additional projects mean that the team are constantly evolving to meet heightened expectations. The Key Stage One and Two team are also supported by three Directors of Learning and Lead Practitioners. This variety of support includes joint planning sessions, team teaching, observations and monitoring. All three of the reporting teams and individuals last year commented on the strength of the learning environments set up by these teachers. Sue Cox commented that she had seen “outstanding modelling by class teacher as she sounds words out for pupils. Peer learning is a strength. All pupils are focussed, in writing activity. The room is purposeful and a hive of activity for learning. Behaviour is exceptional. Attitudes towards are exemplary as pupils seamlessly work together. Pupils want to work and clearly enjoy their learning. Pupils know exactly where they are with their learning. Expectations are high.”

The HEARTS internal review noted that “Learning environments including around school celebrate the varied curriculum and support pupils learning. They use the resources well in lessons.”

Wayne Harris and Sharon Wilson noted that “Boys’ writing has improved by using subjects that engage them. Pupils showed a love of reading. Appropriate individual interventions are in place to address gaps and underperformance, which ensure the pupils make accelerated progress. These are assessed well.”

One comment we were particularly proud of last year was that Sue Cox noted that “Teachers own the lessons, pupils own the learning.”

Outcomes

Results for pupils reaching GLD (Good Level of Development) by the end of Reception, passing the Phonics screening at the end of Year 1 and reaching Age Related Expectations by the end of Key Stage 1 are very strong with all areas exceeding the national figure and that for Essex. The amount of pupils reaching the Age Related Expectation for Reading, Writing and Maths combined by the end of Key Stage 2 again has increased since last year and is up by 23%.

Sue Cox noted that “Pupils are totally absorbed in learning and relationships are exceptionally strong, as pupils discuss the learning, share ideas and help each other to move their learning on. In books there is clear evidence of progress overtime, high content of work and outstanding presentation.” Wayne Harris and Sharon Wilson noted that “there has been significant improvement in the last two years. This was evident from a comparison of books.”

Personal development, behaviour and welfare

We are committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence. We have worked hard over the last two years to embed our behaviour policy and intergrate the language of the HEARTS values in our rewards and discussions over behaviour. Pupils were noted as saying to the inspectors that 'teachers are caring and kind, if the work is too easy, they get harder work, if the work is too hard, they get some help but they have to do the work themselves and they "never give up until the end"'. Sue Cox made numerous positive comments around the behaviour and attitudes of Stambridge pupils: "Pupils take pride in their work, attitudes towards learning are exemplary and the class teacher has high expectations. Behaviour is outstanding, routines are embedded. Pupils behaviour and attitudes towards learning are exceptionally strong. This is because staff have high expectation and framework for discipline is established swiftly and embedded.

The HEARTS internal review noted that "relationships are positive throughout the school and this adds to the feelings of confidence and independence for pupils. Relationships and care for pupils are very good. All adults and older pupils contribute to a family feel in the school."

Wayne Harris and Sharon Wilson commented that "British Values and HEARTS Values both have very high priority and are central to the work of the school. The pupils engage with this. [There is a] strong sense of community both in the school, in the federation with Waterman and across the HEARTS Trust.

Leadership and management

The school "is data rich and there is secure analysis for individuals and different groups." And our "Staff know pupils exceptionally well and individual scaffolding is normal practice for all pupils. Adult working relationships seamlessly support each other and pupils". We pride ourselves on a constant cycle of monitoring and evaluating as well as analysing assessment week data to recognise groups or trends to focus the next cycle of interventions on. This is why it was noted that in Stambridge "a culture of improvement has been established".

To continue to build positive working relationships across the federation "regular monitoring takes place to ensure a high quality of teaching includes a range of activities. Teachers and TAs are held to account for progress."

Good support systems exist across the Trust so support subject leadership and leaders are a galvanised team committed to improvement. This was especially important for 2016/2017 as the Head of School took maternity leave for 7 months meaning the leaders and senior leaders of the federation pulled together even more so over two small schools to continue to effective running of the school and its systems. It was during this time that the school achieved its highest rate of GLD in the last 4 years, a 50% increase on Key Stage 1 combined, reading, writing and maths result and the highest phonics screen result for the last four years.

2016/2017 SEF judgements and targets for 2017/2018

	2016/2017 judgement	2017/2018 target
Overall	Good	Good
Leadership and management	Good / Outstanding	Good / Outstanding <i>Need to continue to improve:</i> <ul style="list-style-type: none"> • <i>Breadth and balance of curriculum</i> • <i>Recruit more LAB members</i>
Teaching, learning and assessment	Good	Good / Outstanding <i>Need to continue to improve:</i> <ul style="list-style-type: none"> • <i>Tracking of foundation subjects</i> • <i>Children moved on fast enough during learning</i>
Personal development, welfare and behaviour	Good / Outstanding	Outstanding <i>Need to continue to improve:</i> <ul style="list-style-type: none"> • <i>Assemblies – content and behaviour</i> • <i>Attendance to meet school target of 97%</i> • <i>Pupils can confidently talk about safety within and outside of school</i>
Outcomes	Good	Good <i>Need to continue to improve:</i> <ul style="list-style-type: none"> • <i>Children meeting age related expectations in Key Stage Two</i> • <i>Reasoning and application</i>
EYFS	Good / Outstanding	Outstanding <i>Need to continue to improve:</i> <ul style="list-style-type: none"> • <i>Outdoor learning environment</i>

Key Priorities for 2017/2018

Priority 1

To raise attainment in Key Stage 2 in Reading, Writing and Maths

Actions	How will we be successful
<ul style="list-style-type: none">• Set checkpoint and end of year targets for all children in Key Stage Two• Attend training for ASP to utilise and gain insights from reports• Update Scholarpack half termly and analyse data to identify target groups• Implement appropriate interventions to diminish differences and evaluate half termly with the aim of accelerating progress• Lessons crafted to maximise learning time, all adults to be effective using lesson time• Lesson resources and environments to both support and challenge all pupils• Continue to utilise Directors of Learning and Lead Practitioner	<ul style="list-style-type: none">• Upward trend in percentage reaching combined in Reading, Writing and Maths at the end of Key Stage 2• Children meeting checkpoint targets throughout the year and if half termly targets are not met, evaluate and review intervention/s so accelerated progress is made• Children meet PAG group predicted standardised scores throughout the year• Those on track to meet age related expectations score 100 on standardised scores by Christmas and 104 by Easter.

Priority 2

To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects

Actions	How will we be successful
<ul style="list-style-type: none">• Use Class Dojo to capture and store evidence of foundation subjects across the federation• Hold half termly monitoring federation staff meetings attended by all staff as time to monitor their subject• Release subject leaders to conduct book looks and lesson observations for their subject• Report foundation subject assessment data in the half termly data book	<ul style="list-style-type: none">• Class Dojo shows a rich variety of evidence for all foundation subjects• Action plan targets are met by subject champions across the federation• External reviews comment positively on delivery of foundation subjects• Monitoring of subject leader files show leadership logs are being used to note allocation of time and focus of subject champions

Priority 3

To improve outcomes for all, with a clear focus on pupils in receipt of Pupil Premium and Special Educational Needs pupils

Actions	How will we be successful
<ul style="list-style-type: none">• Ensure all PP pupils have been identified including those with recently changed circumstances• SENCo to work with class teachers to support with provision for SEN pupils• SENCo to source additional support from network as appropriate• Use Scholarpack half termly data to track progress between PP and non PP children and SEN and non SEN children• Evaluate interventions half termly to ensure effectiveness• Support from Directors of Learning and Lead Practitioners to ensure all provision is as good as it can be – through monitoring, shared planning time, observations and book looks.	<ul style="list-style-type: none">• Pupils in receipt of Pupil Premium make more progress than non Pupil Premium children over the year• Pupils identified as having Special Educational Needs make more progress than those not• Intervention evaluations show progress made as a result of the intervention• Half termly data book notes headlines and strategies as identified by teaching and support staff in staff meetings so all members of staff are held to account

Priority 4

To ensure high expectations are evident and reflected in all aspects of the school environment

Actions	How will we be successful
<ul style="list-style-type: none">• Display more examples of quality pupil writing• Ensure assemblies always have quality content and behaviour is as good in assembly as it is in the classrooms• Ensure MDS team have regular updates and training as necessary• Displays around the school show work from across the curriculum• Presentation in books is of a high quality – reinforced by Presentation Perfectionists awards in Years 3-6• Drive for success evident in all years whether it is an end of stage year or not	<ul style="list-style-type: none">• School environment shows a variety of curriculum subjects, more writing across the curriculum and improved presentation skills• Book monitoring comments positively on presentation progress over the year• Assemblies are commented positively on in internal and external reviews• More children receiving pen licenses

INCLUSION ACTION PLAN Jo Fincher Budget: £400

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
<u>Federation Target 1 and 3</u> To gain the speech and language award at both schools to at least a silver standard.	<ul style="list-style-type: none"> • Meet with S&L specialist teacher to gain information • Staff audit of knowledge • Complete evidence portfolio, staff training • Named staff to complete relevant training. 	TBC 25/9/17	<ul style="list-style-type: none"> • Evidence of staff training • Evidence of speech and language being used more confidently throughout schools through lesson obs. 	JF to conduct across federation working with key members of staff
<u>Federation Target 3</u> All SEN pupils to make expected (WPS) or accelerated progress (SPS) for R, W, M.	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations noting support, differentiated resources, effective use of additional adults (Half termly) • Book and DOJO looks (Half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • All pupils will be making expected or above progress at WPS • All SEN pupils at SPS will have a higher rate of progress than non-SEN pupils 	JF to conduct across federation DOJOS, lesson obs, book looks, data analysis, pupil perceptions
<u>Federation Target 1,3, 4</u> All provision (individualised, small group, assemblies, whole class teaching) is of a good standard or above	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations (Half termly) • Book and DOJO looks (Half termly) • Pupil perceptions around thoughts of work/support. 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books, provision notes will show rapid progress and be in line with individualised targets • Staff expectations for all vulnerable pupils are high which is demonstrated through pupils outcomes. 	JF to conduct across federation DOJOS, lesson obs, book looks, pupil perceptions
<u>Federation Target 3</u> All SEN pupils to have a child friendly one plan on display in their classrooms updated half termly	<ul style="list-style-type: none"> • JF to meet with staff and parents to conduct one planning for EHCP pupils (half termly) HN pupils (termly) • Teachers/parents to be provided with one plans to use at home and display in classroom. 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Staff and children to be aware of all targets and how they are to be achieved • Staff expectations of pupils are high and this is demonstrated through outcomes for children. 	JF to conduct across federation Environment monitoring Pupil perceptions
<u>Federation Target 1</u> To raise the amount of challenge for more able pupils within classroom settings	<ul style="list-style-type: none"> • Whole school staff training through external providers • Conducting monitoring and lesson observations (Half termly) • Pupil perceptions 	£400	<ul style="list-style-type: none"> • Evidence of more challenge in books • Evidence of challenge being used when completing lesson drop ins • Completion of staff training 	JF to conduct Monitoring Pupil perceptions Staff training

CHILD PROTECTION ACTION PLAN DSLs: Kayleigh Young and Jo Fincher Deputy DSLs: Hannah James and Eileen Thorn

SPS SIP targets 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment		WPS SIP targets 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97%		
Target (Federation 1, 3, 4 and WPS 5)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Regular training to provide updates for all staff	Induction process for all new staff including sharing expectations through code of conduct, Chapter One of KCSIE. NPSCC booked for WPS for 2018. ET and TL to attend level 3 updated safeguarding. DSLs to attend HEARTS training.. All staff to be aware of whistle blowing policy Evolve and risk assessments for trips including critical incident training	Level 3 training cost	Prevent, FGM, CEOP,CSE, LGBTQI (Stonewall) safeguarding and child protection training Safeguarding procedures followed at both schools	Certificates kept in personnel files, CP logs and files, SCR
Ensure procedures and training keep all children safe	Identify vulnerable children at each school. All staff aware of DSL and deputies across the federation. Update procedures with any new guidance received. Update and source training as necessary with any new medication conditions and all relevant staff made aware. Pupils given a voice through School Council, assemblies and Academy Ambassadors.	If any training needed TBC	All staff confident to challenge disrespectful, derogatory, naïve / inappropriate language in and around school. Regular meeting of school council with minutes Vulnerable Register updated Scholarpack details confirmed each year	Racist, bullying, incidents logs are kept up to date, Who's who trust CP updated, Head Reports for LAB
To continue raising the profile of how to stay safe online amongst parents and pupils	Breck Foundation talk for all staff The Two Johns (EST-esafety) workshops at both schools, staff meeting and parent event ICT lessons which follow scheme CEOP materials used in e-safety messages. E-Safety week held in each school	£950 – The Two Johns (contributions asked for from Trust)	No Tech for Breck Day held at each school 80% family attendance and those who did not attend sent materials if relevant CEOP button put on school websites	Dojo, SL file, parent register for workshops, parent and pupil perception, school displays

PUPIL PREMIUM ACTION PLAN Becky Thomas

SPS SIP targets

1. Raise attainment in Key Stage 2 in Reading, Writing, Maths
2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils
4. To ensure high expectations are evident and reflected in all aspects of the school environment

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To ensure all teachers and LSAs are aware of PP children inc barriers and support (SPS SIP target 3)	A folder for each class maintained containing pictures of PP chn and SEN register detailing any specific needs – by Oct half term.	Time for photos and files to be updated.	Folder available in each classroom All staff aware of PP children in their class and potential barriers to learning and support needed.	BT to update folders as required.
All PP children make at least expected progress (SPS SIP targets 1 & 3)	QFT Focused support Learning mentor support Support from Directors of Learning & Lead practitioners Targeted Interventions Deployment of staff Build strong relationships with families – holistic approach Metacognitive Learning Approach – learning how to learn Metacognitive Learning – learning a new skill <i>All of above actions are ongoing throughout the school year unless specifically indicated.</i>	Time allowed for relevant meetings, planning and delivery of support required. Pupil Progress meetings planned to allow PP Champion and SENCo to attend.	PP children achieving good or better progress Gaps between PP and NPP reduced/closed	HJ & LAB to monitor PP data. BT to track PP progress and discuss intervention/support with Teachers, HJ and SENCo during PP meetings.
Progress of PP children monitored and reported to Governors (SPS SIP target 1 & 3)	-Data for all PP children input on tracker sheet along with interventions taking place to support progress – <i>half termly</i> -Progress made evaluated and interventions discussed with SENCO – <i>during half termly pupil progress meetings</i> -Report to governors written termly showing progress in reading, writing, maths and SPaG with comparative data for non pp – <i>termly</i> -Case studies written for 3 PP pupils highlighting areas of progress and development and the strategies used to support – <i>termly</i> -Clear objectives for PPG spending provided from the Trust (to be communicated to Head of School and Pupil Premium Champion at beginning of school year) -Finance officer to keep a record of all PP spending – <i>ongoing</i>	Time allocated for PP Champion to update tracker at the end of each half term. Time allocated for PP Champion to update case studies and write Governor report (if required) at the end of each term. Pupil Progress meetings	PP data tracker sheet maintained. Data showing good or better progress for PP children and any gaps between PP and NPP closing. Informative report for governors Case studies available detailing specific children’s progress and strategies used to support learning PP spending linked to objectives detailed in governor report PP spending and any evidence of impact included on school website	BT to track PP progress and discuss intervention/support with teachers, HJ and SENCo during PP meetings. HJ and governors to monitor and discuss PP progress and spend during LAB meeting from BT report. DM and DL to keep a record of PP spending linked to clear objectives.

OFFICE AND ADMIN FUNCTIONS Diana Loker

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Attendance – to ensure schools meet percentage targets set for each school (5/4/3)	Incentives for children to attend and on time Monitoring attendance on a daily/weekly basis Letters of praise as well as informing when below target Refer to attendance SIP targets	Refer to Attendance SIP Targets	Percentage of children’s attendance met/ above target. Aim for 100%- each school target at 97% Attending Attendance Meetings on a regular basis. Training opportunities	daily/termly/weekly Evidence to be filed in attendance folder. Admin Assistants to liaise with DL and JF/HJ
Office environments to be welcoming and organised ensuring good communication with stakeholders (5/4/3)	Pupil/personnel records in good order Adhere to updated Data Protection Act Tasks to be completed in a timely manner To ensure good communication between staff and office/office and parents Weekly Monday communication meeting with DL/TB and DL/DM to discuss deadlines for the week and tasks	None	Good/ professional running of the offices. Set targets and deadlines. Admin leader to liaise with Admin assistants on a daily basis to ensure targets and deadlines are met. Training Opportunities	Daily/termly/weekly checks on records by DL/HJ/ET Fortnightly meetings to be held between Admin/Site/Head teacher
Lunchtime to be an enjoyable experience for all staff and children (5/4/3)	Themed lunches connected to curriculum and school events e.g. Stambridge’s 140 th birthday School Office Leader to meet with MDS team to disseminate training and support as identified half termly Kitchen staff to be given serving time targets Behaviour policy to be followed by MDS	None	Take up of lunch is higher on themed days than non themed days MDS observed discussing behaviour using the HEARTS values and adhering to the behaviour policy	External visits comment positively on behaviour at lunchtime. Fewer lunchtime behaviour incidents
School to run providing value for money and meeting required checks and protocols	To ensure communication sheet is completed by all staff and Caretaker to acknowledge Review monthly and termly costs and whether can be saved, resourced to make savings DL and JM to go through checks list together by October half term and set plan for CPD together	CPD	School Office Leader communicates effectively in LAB meetings how budget is being used Communication Sheet to be looked at on a daily basis to ensure repairs are completed in a timely fashion. Gaps in knowledge are plugged by training / support	Daily/as and when Communication Sheet to be monitored on a daily basis. Maintain a Quotes folder to prove best Value

BEHAVIOUR ACTION PLAN Hannah James

SPS SIP targets

1. Raise attainment in Key Stage 2 in Reading, Writing, Maths
2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils
4. To ensure high expectations are evident and reflected in all aspects of the school environment

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Ensure the behaviour policy is followed by all members of staff including MDSs SPS Target 4	<ul style="list-style-type: none"> - Diana to hold half termly meetings with the MDS to discuss changes, procedures and any questions - Ensure full lesson observations note behaviour including for SCITT student - Half termly explicit behaviour and conduct monitoring focus 	Termly meetings between DL and MDS Time for monitoring	Fewer lunchtime incidents over the course of the year MDS observed as implementing behaviour policy and language within their discussion of children Positive notes regarding behaviour in observations and monitoring	DL – minutes of MDS meeting NQT / SCITT mentor observations, monitoring folder
Individuals who need to focus on their behaviour more have relevant schemes in places SPS Target 3 and 4	<ul style="list-style-type: none"> - Class teachers to exercise knowledge of the individuals pupils to put in place a scheme / tracking which works for that child - Evidence seen of that child / teacher using the scheme in lesson observations⁷ - Children using the HEARTS values to discuss behaviour choices 	Individual behaviour charts	Improvements in gradings on reports throughout the year for target children Notes regarding individual needs being met and reinforced in observations and monitoring	Reports to parents, monitoring folder
Assembly low level behaviour improves SPS Target 4	<ul style="list-style-type: none"> - Older children to model how younger children should be sitting. - HEARTS values to be discussed when noting behaviour choices - Reward of pom poms as team points to those who are a role model to others constantly - Rotation of assembly leaders and content to keep assemblies stimulating and lively 	None	External visit notes noting positive changes Internal monitoring noting improvements Risk notes showing reducing and eliminating risk	External visit notes, HEARTS review notes, risk notes and SLT meeting minutes

ATTENDANCE ACTION PLAN Donna Maynard

SPS SIP targets

1. Raise attainment in Key Stage 2 in Reading, Writing, Maths
 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils
- To ensure high expectations are evident and reflected in all aspects of the school environment

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Meet end of year attendance target for Stambridge of 97% Target 1 and 4 SPS	Sharing weekly class and whole school attendance in newsletter and in Friday assembly. Punctuality picks with prizes for 100% raffle. Termly attendance updates to be sent to all families and kept in pupil records. If a child achieves 100% if the first term they receive a bronze 100% badge , second term if 100% is achieved they get a teddy bear and a silver 100% badge then if 100% is achieved for the whole year they get a gold 100% badge. Attendance board to be launched in reception for the Spring term.	Badges 100% per term £34.80	Target attendance met with no dip form last year	Data dashboard, attendance folder , reports for Scholar , newsletter
Support families of children with attendance of less than 95% Target 1, 3 and 4 SPS	A letter is sent home if attendance is below 92% monitored after 4 weeks , if not improved another letter is sent , a meeting is advised. Benefit from strong communication to offer support to vulnerable families. Extended Service to support families.	PP budget	Their attendance improves after a letter is sent . Relationship and trust between Parents and School improves therefore attendance improves. Interventions from ES support officers noted, letter put in attendance file	Pupil files budget breakdown , attendance folder
Endeavour for PP and SEN children to have as good as or better attendance than non PP and non SEN children Target 3 and 4 SPS	Run reports 4 weeks to monitor the difference between these groups. Communication / relationships with parents Front desk manned from 8.30 to take phone calls and greet parents , school support officer to enquire about absences	None	Head is aware of poor attending families and circumstances and raises issues in risk notes and Heads report for LAB meetings Parents reporting why children are not at school	Attendance file, Scholar pack, LAB documents (on trust governor) Yellow sheets in pupil files

MONITORING, SLT AND CPD ACTION PLAN Hannah James and Eileen Thorn

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To formalise an agenda to enable effective SLT meetings	Monitoring reports to be conducted as a result of weekly risk visit outcomes – school specific foci Twice half termly SLT meeting attended by ET, HJ, JF, KY, LH, TL to discuss monitoring outcomes, book scrutinies and continual focus on federation SIPs.	Release time	SLT are aware of strengths and weaknesses across both schools and are part of supportive solutions Monitoring policy and file is followed and kept	All SLT members to add to schools monitoring folders, minutes kept,
To hold half termly federation monitoring meetings	Scheduled meetings with all teachers bringing required books. Relevant evidence uploaded onto Class Dojo.	Scheduled staff meetings	Subject champions can talk about the effectiveness of their subject across the federation	Subject champions files
To support ongoing CPD projects across the federation	Jo to complete NPQSL project and pass Lori to complete NPQML project and pass Louise K to begin NPQML Eileen to begin NPQH Lori to continue Creative Writing course NQT weekly meetings, observation cycles and induction meetings to be held with Ellie (Lori – NQT mentor), Alex (Louise A – NQT mentor), Jenny (Lori and Louise A) Head teachers to support timetables allowing for cross planning time + NQT / release tim	£1500 NPQML TBC	Teachers attend face to face sessions and complete online training modules Lori to attend network and support sessions for project and feedback as necessary in school NQT targets set and supported effectively to lead to successful passing.	Subject champions, PMR records, course evidence e.g. final projects

HEALTH AND SAFETY AND SITE ACTION PLAN Diana Loker and Joe Maynard Page 1 of 2

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Ensure indoor facilities are functional – up skill Caretaker so is confident and knowledge regarding all compulsory site checks and regulations are being completed and available when requested. (3/4)	<ul style="list-style-type: none"> • Training to be completed • Penny to advise • Smartlog to be utilised • Folders to be organised at both sites • Daily/weekly/annual checks to be completed and submitted • Policies to be read and understood • Tasks set by Headteachers/DL to be completed in a timely manner • 3 year School Development Plan to be established in line with SIP 	TBA	<ul style="list-style-type: none"> • All facilities are maintained to a high standard • All policies are adhered to • Smartplan is kept up to date • Organised work area and filing system • Repairs and maintenance completed in a timely manner • Liaise with contractors and ensure jobs completed 	To be review on a termly basis
Ensure outdoor facilities are in good order and fully functional – up skill Caretaker so is confident and knowledge regarding all compulsory site checks and regulations are being completed and available when requested. (3/4)	<ul style="list-style-type: none"> • Penny to advise • Smartlog to be utilised • Folders to be organised at both sites • Daily/weekly/annual checks to be completed and submitted • Policies to be read and understood • Tasks set by Headteachers/DL to be completed in a timely manner • 3 year School Development Plan to be established in line with SIP 	TBA	<ul style="list-style-type: none"> • All facilities are maintained to a high standard • All policies are adhered to • Smartplan is kept up to date • Organised work area and filing system • Repairs and maintenance completed in a timely manner • Liaise with contractors and ensure jobs completed 	To be review on a termly basis

HEALTH AND SAFETY AND SITE ACTION PLAN Diana Loker and Joe Maynard Page 2 of 2

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Grounds Upkeep - repairs and maintenance to be managed and completed / improve standard grounds appearance (3/4)	<ul style="list-style-type: none"> • Caretaker and Office Admin Leader to identify areas across WPS/SPS in need of repair/maintenance • Caretaker to obtain quotes and liaise with Office Admin Leader • To attend to any emergency and resolve • Apply for grants 	TBA/ quotes to be obtained	<ul style="list-style-type: none"> • School will be a safe environment 	To be review on a termly basis to determine progression.
Buildings Upkeep - repairs and maintenance to be managed and completed/improve standard of premises appearance (3/4)	<ul style="list-style-type: none"> • Caretaker and Office Admin Leader to identify areas across WPS/SPS in need of repair/maintenance • Caretaker to obtain quotes and liaise with Office Admin Leader • To attend to any emergency and resolve • Apply for grants 		<ul style="list-style-type: none"> • School will be a safe environment 	To be review on a termly basis to determine progression.
Health & Safety - to bring school within Health & Safety guidelines(3/4)	<ul style="list-style-type: none"> • Caretaker to obtain access to Essex County Council Health & Safety Site – nomination form to be completed • Ensure Fire Drills and performed and recorded • All recording/paperwork to be organised at both sites • Relevant CPD to be completed • Self audit 		<ul style="list-style-type: none"> • Health and safety will comply with policies held • Caretaker will be up to date with training 	To be review on a termly basis to determine progression.

PARENTAL INVOLVEMENT AND COMMUNICATION Tru Clarke

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Parent involvement in children's learning SIP No.1 and No.4	Sharing assembly (each class once a term) Reading with children at home (continuous) Parent volunteer in class (Sea Turtle class every week) Class open afternoon (Termly) Parents evening (Termly) Maths and English workshops for parents (Termly) Continue successful Wow Days	N/A	Increase in attendance of parents Monitor (tally chart) Continue to promote interaction with parents	Photos on newsletter, attendance noted at workshops
Parents involvement in themed/fundraising events SIP target 4	Sports Day (summer) Harvest Festival (October) Church Christmas Production (December) Christingle(December)	N/A	Increase in attendance of parents Monitor (tally chart) Continue to promote interaction with parents Photos	Attendance noted for events
School and Parents as one SIP target 4	Harvest Breakfast (October) Family Lunch Picnic (summer – normally after sports day)	Donations £2.50 Parents supply	Increase in attendance of parents Monitor (tally chart) Continue to promote interaction with parents Photos	Newsletter, events board in hall
Parent Council SIP target 2 and 4	Regular meetings Ideas for Fundraising e.g cake sale Agree what is purchased through their funds Easter Egg Hunt School Disco	NA	Funds raised Purchases for school – this to be promoted through newsletter/website Copies of meeting agenda is given to me	Parent Council minutes
Parent Communication	Website Newsletter Text Dojo Playground	N/A	To increase parent awareness of how critical it is to read letters and text messages Perception of parents – ask how they heard about the event taking place Decrease in the complaints from parents due to them implying lack of communication	Parent / pupil voice file

ACADEMY AMBASSAORS Jane Hall Budget: £100

SPS SIP targets

1. Raise attainment in Key Stage 2 in Reading, Writing, Maths
2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils
4. To ensure high expectations are evident and reflected in all aspects of the school environment

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To launch Academy Ambassadors (SPS target 3 and 4)	Assembly Children have 1 week to apply in writing using HEARTS Values to explain the qualities they have for the role.	£20 for badges	Appoint 2 children from Year 3/4/5/6. Ensure equal amount of boys and girls with fair opportunity given to PP and SEN	Application forms kept in champion folder
Ambassadors to promote Friendship and Support throughout the school demonstrating HEARTS Values. (Fed. Target 4)	SPS to receive training in the roles and responsibilities of an ambassador.	Lunchtime training	Children show an understanding of their responsibilities and demonstrate this. Children will be given a certificate when training completed.	Observations completed by JH
To continue delivering clear messages about definitions of bullying and children to feel empowered to challenge choices by others (SPS targets 2 and 4)	Participation in National Anti bullying week. The theme being 'All different, All equal'. Raise awareness through activities during the week, Fundraising	Timetabled slots during 13 th – 17 th November	Timetable from classes show reflection of bullying theme in either specific lessons or PSHE themes. Assemblies held throughout the week. Academy Ambassadors to evaluate and condense messages for the week clearly in article for newsletter.	Photo evidence in subject folder. classroom activities and funds raised.. Evidence of pupil views for folder.

HEARTS VALUE Tru Clarke Budget: £100

SPS SIP targets

1. Raise attainment in Key Stage 2 in Reading, Writing, Maths
2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils
4. To ensure high expectations are evident and reflected in all aspects of the school environment

Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Hearts values to be embedded at the heart of the school, filtering through to the curriculum and classrooms. <i>British values to be incorporated alongside the Hearts values throughout SIP 1 & 4</i>	Hearts values introduced to the children at nursery/reception and to be used throughout school All adults refer to Hearts values. Assemblies – Hearts Values to be incorporated into assembly discussions. Display boards – to display the Hearts values throughout the school. House points given out to children using their Hearts values. PSHE – incorporate Hearts values (circle time). End of day – shout outs to peers who have been applying their Hearts values.	N/A	Children refer to hearts values in their learning and behaviour All children are aware of what each letter stands for and what it means. Children’s behaviour will reflect the values. Children’s confidence growing in all areas emotionally and academically Displays will reflect Hearts values	Subject champion file, displays, celebration board in hall, newsletter
Hearts values to used and demonstrated moving around the school, in the dining hall and playground SIP target 4	All adults to encourage children and remind them of their Hearts values, what they mean and why they should be using them.	N/A	Children are moving around the school in an orderly quiet manner. Children engaging with adults and peers respectfully. Children holding doors open for others. Lining up quietly and sensibly. Children making reference to the Hearts values throughout their day	Behaviour monitoring, pupil perception surveys in subject champion file, external visit reports
Hearts values shown /used outside the school setting SIP target 4	Website Newsletters Trips Visiting other schools in the trust Children educating their grown-ups of the values	N/A	Regular checks of newsletter/ website to ensure inclusion of values. Children’s behaviour on school trips Hearing children talk with their grown up in the playground after school.	Feedback from trips, newsletters, website, monitoring, observations

OUTDOOR LEARNING Nicola Wiltshire Budget: £150

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To raise standards and achievements in all curriculum areas by maximizing the use of opportunities for learning outside the classroom SIP target 2	N.W. liaising with SLT September – July Staff members to attend a staff meeting on the importance of outdoor learning led by N.W.	Photographs of outdoor learning	To use a wide range of LOTC techniques which will be used to enhance learning in all year groups across all curriculum areas.	N.W. S.L.T.
To liaise with class teachers to incorporate Forest Schools across the curriculum as well as implementing the Ethos of Forest Schools SIP target 2 and 4	For class teachers to send N.W. an overview of their planning For N.W. to attend Practise to Curriculum Outcomes which is Suitable for Key Stage 1 & 2. This time will be used to create long term plans showing how Forest School sessions cover curriculum outcomes in a number of subject areas.	Overview 9.11.17	To be able to incorporate Science, Maths, English and Art in Forest Schools as well as keeping to the ethos of Forest Schools To Create long term plans showing how Forest Schools session cover the curriculum	S.L.T N.W.
To observe children in Forest Schools and what impact this has on their learning inside the classroom SIP target 2, 3 and 4	To liaise with class teachers on different child from each year group to observe in Forest Schools and what impact this has had on their learning in the classroom For N.W. to send monitoring forms to all class teachers September 2017 – July 2018	Observations Photographs Monitoring Forms in classroom	To build up a profile of the impact of Forest Schools and learning in the classroom	N.W./ CT.

STAMBRIDGE PRIMARY SCHOOL Fundraising Action Plan 2017/2018

School focus	Lead by	Charity	Lead by	HEARTS focus
Wow day fund	All subject champions	Changing Pathways – Women’s Refuge	H James	Breck foundation

Fundraising targets 17-18

- **School aims** More opportunities and experiences provided compared to 16/17 of trips and wow days – fundraising amounts of newsletter and Parent Council to have as a set agenda item
- **School charity** - A full hamper of varied donations collected and donated to the local Women’s Refuge Centre.
- **Breck Foundation-** £100 for whole Trust charity

17 -18

Charity £100 + full donations hamper

Resources £1050

Target	Strategy	Success criteria	Action group	Timing	Purpose
Donations of tea, biscuits and toiletries	Parent donations over Harvest Week and Harvest Breakfast	Full hamper to donate	H James	Autumn 1	Changing Pathways – Women’s Refuge
Raise funds for whole Trust charity	No tech for Breck day	£100 raised	ICT lead – E Tunley	Spring 1	Breck foundation
Raise funds for school wow days and trips	Sleepover Disco Non-uniform days	£200 raised	All staff	Autumn 2 Spring 2 Summer 2	Wow day resources
Christmas Bazaar	Parent Council event	£700 raised	Parent Council	Autumn 2	Wow day resources
Anti-bullying week non-uniform day / competition	Academy Ambassadors	£50 raised	Jane Hall with Academy Ambassadors	Autumn 2	Wow day resources
Easter bonnet/fundraising competition	Parent Council to organise event through school newsletter	£100 raised	Parent Council	Spring 2	Wow day resources
Summer Fayre	Parent Council event	£300 raised	Parent Council	Summer 2	Wow day resources

EYFS Kayleigh Young Budget: £1000 for each school for outside areas and provision

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Continue Implementing the new curriculum SPS: 3 WPS: 1 & 3	Sharing planning across both schools and weekly discussions with teachers. Phase meetings termly to discuss and review planning Tapestry training ERR training	NA	All staff within EYFS will be confident with the new curriculum. Teaching and planning.	KY ET BT HJ
Learning centred around the development of children SPS: 3 WPS: 1 & 3	Continuous dialogue between settings and staff sharing knowledge and ideas	NA	EYFS staff will be confident with understanding child development and ways to support this through teaching and continuous provision.	KY ET BT HJ
Develop the outside areas to enhance learning SPS: 3 WPS: 1 & 3	Research and apply for grants to enhance and develop the outdoors learning environment. Ensure all non-negotiable for outdoors area are completed	TBC	Successful grant applications Compliant with non-negotiable list	KY

ENGLISH ACTION PLAN Lori Henderson Budget: SPS £800 WPS £1000

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation Target 1 & 3 Pupils achieve expected or better than expected progress in Reading and Writing	Monitor progress of children each half term through Scholar Pack (half termly) Interventions to be put in place for pupils making slow progress (half termly) Improve the profile of reading within the school Improve parental engagement with reading across school. To ensure spelling lessons are effective & of high quality. To teach vocabulary explicitly within English lessons	No Cost Subject time to monitor	Children make expected or more than expected progress each term. Interventions show impact on children’s learning Teachers read class books with children. Home reading books show evidence of improved level of reading with parent. Children’s accuracy of spelling improves and books show spelling rules being applied. Children’s knowledge of vocabulary is applied in their writing.	LH to monitor across Federation Lesson Obs, DOJO
Federation Target 1 & 2 English lessons are of high quality and engaging for children	Ensure English MTP are being followed and lessons are of sound content. (half termly) Conduct pupil perceptions of English lessons (Aut 2) & Reading (Aut 1) Feedback to staff & DOL pupil perception results Use of ICT within English lessons	No Cost Subject time to monitor	Evidence in books can be cross referenced to English medium term plans Pupil perceptions indicate English lessons & reading are engaging and feedback given to individual teachers on pupil perception. Lesson obs & Plans show use of ICT.	LH to monitor across Federation Lesson obs, Pupil perception surveys/results
Federation Target 4 Books looks show high level of presentation	Conduct book Looks during Federation monitoring meetings. Evidence to be uploaded to Dojos (Half termly). Provide feedback to staff (half termly)	No Cost Federation Meetings	English books follow Presentation Policy Staff expectations are clear through presentation demonstrated by children.	Book Looks, Subject file
Federation Target 1 High quality fiction and non-fiction books are purchased to restock libraries.	Audit of library books at both schools (Aut 2) Library to be resorted and categorised.	SPS £800 WPS £1000	Libraries are stocked with high quality books Children are reading more books and using library more	

MATHS ACTION PLAN Tracey Lincoln Budget: SPS £800 WPS £1000

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 1 and 2 Maths lessons are of high quality and engaging for children	Ensure Curriculum sequences are being followed in line with the National Curriculum. Effective Maths is being utilised to enhance learning in line with DoL's. Pupil perceptions around their experience of maths within the classroom. Feedback to staff pupil perception results. Evidence of work, lessons and outcomes uploaded onto DOJO (half termly). Ensure sufficient maths resources to support learning	Resources £800 Subject time to monitor	Environment walks with key vocabulary focus Evidence in books can be cross referenced to the NC sequences Pupil perceptions indicate maths is engaging and feedback given to individual staff on pupil perception results.	TL to conduct across federation Lesson observations DOJO Pupil Perception surveys
Federation target 2 Improve the quality of mathematical talk within lessons, increasing the opportunity to reason, justify and problem solve	Conduct monitoring and lesson observations of maths and foundation subjects noting use of mathematical vocabulary. Evidence of work, lessons and outcomes uploaded onto DOJO (half termly) Ensure sufficient maths resources to support learning	Resources £500 Subject time to monitor	Environment walks with key vocabulary focus Planning monitoring with reasoning justifying/problem solving opportunities as a focus. Evidence of cross curricular links DOJO and subject folder has evidence of lessons	TL to conduct across federation Lesson observations DOJO
Federation target 4 High expectations are clear for learning environments and presentation in books.	Conduct book looks during federation monitoring meetings (half termly) Provide feedback to all federation staff (half termly)	No cost Federation monitoring meetings	Maths books will show the high level of presentation as the English and foundation books. Staff expectations are clear through presentation demonstrated by children	TL monitoring Book looks, subject file
Federation Target 2 and 3 To raise the profile of maths with parents, pupil and teachers.	Subject Champion to plan and organise a Maths Challenge event (whole morning/day) Teachers to be provided with resources to allow for this activity to take place.	Resources £500	Both schools have had a Maths Challenge event. Newsletter evidence Maths challenge day so parents are aware of delivery. Evidence on DOJO	TL conduct across federation Newsletter in subject file, DOJO

SPAG and ERR ACTION PLAN Lori Henderson and Kayleigh Young

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation Target 1 & 3 Pupils achieve expected or better than expected progress in SPAG.	Monitor progress of children each half term through Scholar Pack (half termly) Interventions to be put in place for pupils making slow progress (half termly) Improve the profile of SPAG within the school To ensure spelling lessons are effective & of high quality. To teach vocabulary, punctuation & grammar explicitly within English lessons SPAG Revision books are purchased for Year 6 pupils.	No Cost Subject time to monitor	Children make expected or more than expected progress each term. Interventions show impact on children’s learning. SPAG teaching is evident in books and on working walls Children’s accuracy of spelling improves and books show spelling rules being applied. Children’s knowledge of vocabulary, punctuation and grammar is applied in their writing.	LH to monitor across Federation Lesson Obs, DOJO
Federation Target 1 & 2 SPAG in English lessons is of high quality and engaging for children	Ensure SPAG aspect of English medium term plans are being followed and lessons are of sound content. (half termly) Conduct pupil perceptions of English lessons (Aut 2) & Reading (Aut 1) Feedback to staff & DOL pupil perception results Use of ICT within English lessons	No Cost Subject time to monitor	Evidence in books can be cross referenced to English medium term plans Pupil perceptions indicate English lessons & reading are engaging and feedback given to individual teachers on pupil perception. Lesson obs & Plans show use of ICT.	LH to monitor across Federation Lesson obs, Pupil perception surveys and results
Federation Target 4 Books looks show high level of presentation	Conduct book Looks during Federation monitoring meetings. Evidence to be uploaded to Dojos (Half termly) Provide feedback to staff (half termly)	No Cost Federation Monitoring Meetings	English books follow Presentation Policy Staff expectations are clear through presentation demonstrated by children.	Book Looks, evidence of monitoring in subject file

HUMANITIES ACTION PLAN Alex King Budget: £1100

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 2 Humanities lessons are of a high quality and engaging for all children.	Ensure MTP's are followed to ensure all content is covered (half termly). Conduct pupil perceptions around their experiences of Geography and History (Autumn 2). Evidence of work, lessons and outcomes uploaded onto DOJO.	No cost Subject time to monitor	Evidence in books can be crossed referenced with MTP. Pupils perceptions indicate humanities is engaging and	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 4 Book looks show high expectations are being promoted.	Conduct monitoring and lesson observations noting frequency and length of lessons (half Termly). Provide feedback to all federation staff (half termly).	No cost Subject time to monitor	Topic books will show the same level of presentations as the English and Maths books. Staff expectations are clear through the presentations demonstrated by children.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 1 Book looks show high quality cross curricular links to core subjects.	Conduct monitoring and lesson observations noting frequency and length of lessons (half Termly). Provide feedback to all federation staff (half termly).	No cost Subject time to monitor	Topic books will show the same level of presentations as the English and Maths books. Staff expectations are clear through the presentations demonstrated by children.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 2 and 4 Plan a curriculum days with History or Geography focus.	Organise geography day involving whole school and dance tutor, linking with the curriculum and enrich learning. Parents to be invited to share the day. Organise a history day (Possible trip linking with curriculum).	Dance tutor £275 per school. *	Evidence of day in books/DOJO Parents and pupil feedback. *(Children to be invited to wear colours from their chosen country and pay £1 donation towards cost) approx £70 per school.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.

COMPUTING ACTION PLAN Ellie Tunley Budget: £10,000

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Up to date hardware and software is available in both schools	<ul style="list-style-type: none"> • Gather quotes to refurbish SPS and WPS kit • Have sufficient laptops running appropriate software enough for one between two in both schools • Upgrade all systems to Windows 10 and Office 2016 	£7000	<ul style="list-style-type: none"> • Sufficient kit across both schools • Computing lessons being taught regularly across federation 	ET to monitor across federation
Computing is an embedded subject used across the curriculum	<ul style="list-style-type: none"> • Monitoring across curriculum subjects in relation to the use of ICT • Evidence of work uploaded to Class Dojo • Provide relevant training sessions for staff where required to ensure they are confident to teach to the required criteria for each piece of software • KS1 cross-curricular links in maths (simple algorithms/plotting/directions) 	No cost	<ul style="list-style-type: none"> • Evidence will show wide use of ICT across curriculum subjects • Range of software being used across both schools by both staff and children • KS2 using range of Office software to present work 	ET to monitor across federation Class Dojo
E-safety knowledge is secure across both schools with both children and staff	<ul style="list-style-type: none"> • Organise guest speakers/workshops to highlight importance of e-safety • Monitor coverage of e-safety across both schools 	TBC	<ul style="list-style-type: none"> • Improved understanding of e-safety through pupil perception results • School expectations of e-safety clear during all lessons where computers are used 	ET to monitor across federation Pupil perception results

THE ARTS ACTION PLAN Louise King Budget: SPS £500 WPS £600

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation targets 1, 2 Ensure quality Music and Art is delivered within timetable across Federation.	<ul style="list-style-type: none"> • Effective planning and teaching across each KS-ongoing • Motivate staff and children by emphasising the importance of the arts by end of Autumn Term • Check Music and art planning, timetable and drop-in to monitor if/when subjects are being taught. 	Art resources £300 Music resources £300 Time	<ul style="list-style-type: none"> • When teaching of Art and Music is of a 'Good' and 'Outstanding' standard. • Dojo has evidence of lessons/ • Planning and timetables state what and when lessons are taught • Staff/student/parent questionnaires 	LK to conduct across Federation Lesson obs, drop-ins, planning and timetable scrutiny
Federation targets 2 and 4 Promote the Arts by providing opportunities for children to perform Music to the school and wider community	<ul style="list-style-type: none"> • performances in assembly from the choir- Harvest, Christmas, Spring, Summer • performances in assembly from drumming groups- • Participation in the Infant /Junior Music festivals • Nativity with a whole school choir-autumn • Art and Music after school clubs available 	time £100 coaches •	<ul style="list-style-type: none"> • When events are attended • Newsletter evidence, dojo and photos in file. 	LK to conduct across Federation Photo evidence in file, on dojo and newsletter in file.
Federation targets 2 and 3 • run an Art Day-summer term • run a music day-spring term	<ul style="list-style-type: none"> • subject champion to plan a wow assembly with an Art/Music theme • Teachers to be provided with resources to continue activities in their classroom, whilst children carousel around each classroom completing different tasks on a theme. 	£100-consumables for Art Day	<ul style="list-style-type: none"> • Both schools have an Art/Music Day • Newsletter evidence these days so parents are aware of the theme. • Evidence on Dojo / Echo 	LK to conduct across Federation Photos in subject file, Dojo,
Federation target 1, 2, & 3 Participate in the Creative Journeys Arts Project with WPS	<ul style="list-style-type: none"> • Choose 8 children for the project • Meet with artists and Care Home manager • Risk assessments incl visit Care Home, letters to parents and prepare the children • Create a piece of animation share in school and .the Rochford Historians 	Cost of coach, Staffing £100	<ul style="list-style-type: none"> • Evidence in press • Permission slips • Dojo • Photos for file • Copy of animation in file • Wrap party. 	LK to conduct across Federation

D.T ACTION PLAN Louise King Budget SPS £200 WPS £350

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation targets 1, 2 Ensure quality DT is delivered within timetable across Federation.	<ul style="list-style-type: none"> • Effective planning and teaching across each KS-ongoing • Motivate staff and children by emphasising the importance of the DT by end of Autumn Term • Check DT planning, timetable and drop-in to monitor if/when subjects are being taught. 	£300 resources Time	<ul style="list-style-type: none"> • When teaching of DT is of a 'Good' and 'Outstanding' standard. • Dojo has evidence of lessons • Planning and timetables state what and when lessons are taught 	LK to conduct across Federation Lesson obs, drop-ins, planning and timetable scrutiny
Federation targets 2 and WPS 4 Ensure DT links through science and Maths	<ul style="list-style-type: none"> • STEM after school club • Ensure teachers are exploring cross-curricular links in their planning. (Autumn) (MTP meeting) • Set time aside for a staff meeting on DT and planning links. (Autumn) 	£50 For resources	<ul style="list-style-type: none"> • When events are attended • Newsletter evidence, dojo and photos in file. 	LK to conduct across Federation Photo evidence in file, on dojo and newsletter in file.
Federation targets 2 and 3 Run a STEM day	<ul style="list-style-type: none"> • subject champion to plan a wow assembly with a DT theme (autumn) • Teachers to be provided with resources to continue activities in their classroom, whilst children carousel around each classroom completing different tasks on a theme. 	£200- consumables for DT Day	<ul style="list-style-type: none"> • Both schools have an DT Day • Newsletter evidence these days so parents are aware of the theme. • Evidence on Dojo • Evidence in Echo 	LK to conduct across Federation Photos in subject file, Dojo,

LATIN ACTION PLAN Hannah James Budget SPS £100 WPS £100

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 2 Latin is an embedded subject within the timetable of both schools	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations noting frequency and length of lessons (half termly) • Evidence of work, lessons and outcomes uploaded onto DOJO (half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence noted of cross curricular links as promoted during Latin training summer 2017 • DOJO and subject folder has evidence of lessons 	HJ to conduct across federation Lesson obs, DOJO,
Federation target 2 Latin lessons are of high quality and engaging for children	<ul style="list-style-type: none"> • Ensure Minimus scheme is being followed so lessons are of sound content (half termly) • Conduct pupil perceptions around their experiences of Latin (at end of Autumn 2) • Feedback to staff pupil perception results 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to Minimus scheme • Pupil perceptions indicate Latin is engaging and feedback given to individual staff on pupil perception results 	HJ to conduct across federation Lesson obs, pupil perceptions and results
Federation target 4 Book looks show high expectations are being promoted	<ul style="list-style-type: none"> • Conduct book looks during federation monitoring meetings (half termly) • Provide feedback to all federation staff (half termly) 	No cost Federation moderation meetings	<ul style="list-style-type: none"> • Latin books will show the same level of presentation as the English and Maths books • Staff expectations are clear through presentation demonstrated by children 	HJ to conduct across federation Book looks, evidence of monitoring in subject file
Federation target 2 and 3 Plan a 'Harry Potter' afternoon with a Latin focus	<ul style="list-style-type: none"> • Subject champion to plan a wow assembly with a magic theme • Teachers to be provided resources to continue afternoon in their classroom with a focus on etymology of words used in books and films 	£200 for both schools	<ul style="list-style-type: none"> • Both schools have had a Harry Potter afternoon delivered by subject champion • Newsletter evidence Latin afternoon so parents are aware of subject delivery • Evidence on DOJO 	HJ to conduct across federation Newsletter in subject file, DOJO

R.E AND PSHE ACTION PLAN Becky Thomas Budget SPS £300 WPS £400

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. Ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
High quality RE and PSHE lessons delivered ensuring lessons are engaging for all. (Federation target 2)	<ul style="list-style-type: none"> • HEARTS curriculum followed • Use of outdoor learning to engage all children • Creative response developed for all year groups • Conduct pupil perceptions around their experiences of RE and PSHE. • Feedback to staff pupil perception results – focus on new PSHE metacognition 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to HEARTS curriculum • Evidence of outdoor learning, creative response and metacognition in books and uploaded to DOJO • Pupil perception surveys indicate RE and PSHE is engaging and feedback given to individual staff on pupil perception results 	BT to conduct across federation Lesson obs, DOJO, pupil perceptions and results.
Book looks show high expectations are being promoted High quality Cross curricular writing evidenced in topic books (Federation target 1 & SPS target 4)	<ul style="list-style-type: none"> • Book looks conducted during federation staff meeting • Opportunity for children to produce extended writing included in MTP • Evidence of work, lessons and outcomes uploaded to DOJO (half termly) • Provide feedback to all federation staff (half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • RE/PSHE work in Topic books will show the same level of presentation as the English and maths books • Staff expectations are clear through presentation demonstrated by children • High quality cross curricular writing evident in books/ uploaded to DOJO 	BT to conduct across federation Book looks, evidence of monitoring in subject file
Plan a multicultural themed morning/afternoon across both schools (Federation targets 2 and 3)	<ul style="list-style-type: none"> • Subject champion to plan and organise a multicultural themed event (possibly Chinese New Year) • Parents invited to share the experience • Views from children and parents to be collected to review the event 	Cost TBC (approx £300 per school)	<ul style="list-style-type: none"> • Both schools have a multicultural themed event • Newsletter and text messages to advertise event • Photographs from the event and work created evidenced in books and on DOJO • Quotes from the day uploaded to DOJO 	BT to conduct across federation Pictures, work, quotes in subject leader file.

SCIENCE ACTION PLAN Jenny Martin Budget: £1100

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Evaluate the effectiveness of Developing Experts resource. (T2)	Teacher survey end Autumn, Spring and Summer. Book look.	0	Teachers to respond to survey. Collate answers.	Collate surveys and feedback to directors of learning and head of schools. End Autumn 1
Ensure high quality Science is being delivered regularly and is engaging for children. (T2, SPS T 4)	Half termly book looks. Pupil/teacher survey on science delivery end Autumn, Spring and Summer.	0	Evidence in books. Evidence on displays. Pupils to make at least expected progress. Collate survey responses. Evidence on Class Dojo.	JM
Audit Science resources.	Teachers to feedback on resources required for delivering planned lessons.	TBC	Teachers to audit resources and create a list of requirements. Source costs and purchase.	Feedback to teachers, directors of learning and head of schools.
Wow day	Set a date convenient for both schools. Investigate possible experts to visit school and deliver Science provision (Contact Penny Popham – head Science at KES to arrange visits.)	£599 + VAT	Link to be developed with secondary schools.	Feedback from staff on success of day/experience. Feedback from pupils on success of day/experience.

P.E ACTION PLAN Lori Henderson / Sonya Williams

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target	Actions (and by when)	Costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To embed basic skills through the teaching of PE (Federation target 1)	School sports items in newsletters: written by children after key sporting events and achievements photo evidence (Termly). Celebrate sporting achievements in assemblies & newsletter. (Termly) Bringing English mathematics into PE through games. (ongoing). Sports learning update board. (Half termly). Reading materials to include sporting events (Library by end Aut term)	No Cost	Photo evidence in Dojos & Sports boards. Reports written & displayed. Termly assemblies celebrate achievements. Elements of MRW are in class lessons, evidence through PE monitoring & plans. Regular news regarding sporting activities promoted through newsletters, notice boards. Children & parents are more aware of sporting events.	Photos on dojo, boards, newsletters, monitoring files
P.E. lessons are of high quality and engaging for the pupils (Federation target 2)	Ensure PE MTP are being followed & cover a range of skills and sports (half termly). Conduct pupils perspective of PE lessons. (Aut 2). Feedback to staff and PE subject lead pupil perception results (Aut 2). Promote the impact of quality physical education on healthy living. (ongoing). Sports clubs offer a range of physical activity. (termly) . Outside organisations to come into school to teach range of different sports. (termly)	No Cost LH Subject time to monitor	Evidence shows MTP being followed Children can talk about a range of sports they have been involved in. Parents and children can talk more about healthy lifestyles. Feedback from children during / after PE sessions shows that lessons are engaging and enjoyable. Assessments reviewed each lesson. Pupils are actively involved in P.E. lessons & can give examples of health benefit.	SW to carry out pupils perspective. Feedback to LH progress. Lesson obs by LH
To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils (Federation target 3)	Monitor progress of children through PE assessment grid. (Half termly). SW report pupil progress to class teachers & P.E. lead (termly). Differentiation to be put in place for pupils making slow progress and offer challenge to those who are achieving well. (on going). Improve the profile of PE within the school, ensuring pupils are monitored for correct kit in school. Teachers to send slips / follow up with contact to parents as necessary. (on going). Children to reflect on learning and know how they need to progress. (on going). Organisation of sports events with the Academy /Work towards Kitemark Award. (Termly)		Pupils make progress in the skills taught. Lesson plans & lesson observations show differentiation for different abilities within the class. Teachers are informed of their pupil's progress. Improvement in the kit worn by children for lessons. Children can talk about their learning and say how they need to improve. School achieves Kite Mark Award. More sports events occur within the Academy	SW Reflection of children's work recorded

