



School Self-Evaluation and Action Plan September 2022/23

Executive Principal: Jon Barker

Head of School: Elizabeth Alexander

Chair of Governors: Mrs Sue Mason

Vice Chair of Governors: Mrs Isabel Handyside

Mrs Terri Daters

Agreed October 2022

Reviewed March 2023

Evaluated September 2023

Current pupil number on roll (R-6)	113
Current pupil number on roll (Pre-School)	9
Percentage receiving pupil premium	64% (72 children)
Percentage girls	62% (76 children)
Percentage boys	38% (46 children)
Percentage SEND overall	37% (45 children)
Number with EHC Plan	0
Number of pupils joining the school roll in Years R to 6 the current academic year Term 1 to 6 (in-year admissions)	Year R - 21 Other - 2
Number of pupils leaving the school roll in Years R to 6 in the current academic year	Year 6 - 23 Others - 1
Number of behaviour points in the current academic year (July 2022)	T1 log=90 T2 log = 45 T3 log = 73 T4 log =42 T5 log = 9 T6 log = 36
Number of fixed term suspensions in the current academic year (July 2022)	18 1 PEX
Number of pupils on roll but being educated elsewhere (as of July 2022)	0
Number of pupils on part time timetables (as of July 2022)	2

Key Features of the School:

- Long Mead Community Primary School is a smaller than average school of around 120 learners. The school has more girls than boys currently. The proportion of disadvantaged children is around 64% which is higher than the national average and very high for the locality. This has increased over the past few years.
- Our values are excellence, resilience, responsibility, kindness, respect and teamwork which are promoted throughout the school's day to day practice and within PSHE and assemblies.
- The school's culture, conduct and community is based on the three principles of readiness, respect and responsibility. Behaviour is good within the school and support is in place through specialist teachers and interventions where appropriate.
- The school's children predominantly come from the local Trench Ward which has relatively high levels of deprivation (equivalent to areas such as Thanet) and unemployment for the local area. Typically, the children's aspirations are low.
- The school is part of a Hard Federation with Hugh Christie Secondary School. A single Governing body oversee both schools. The Executive Principal has direct strategic oversight of both schools and the Head of School will has specific responsibilities for Long Mead.
- The Executive Principal is an LLE and PIXL associate supporting other schools. He has been at the school for nearly 18 years. The Head of School has over 12 years experience at the school.
- The Head of School is assisted by a Deputy. Middle leaders have responsibility for reading and writing, Maths, the wider curriculum, phonics and EYFS.
- Some services are shared across both schools to improve the quality of provision and provide better value for money. These include Business Management, SEND Leadership and Safeguarding oversight. The Federation is seeking further ways the schools can collaborate including more recently art and PE development.
- Teachers support the learning of knowledge, skills and vocabulary through our Pillars of Excellence, a series of pedagogical principles. Lead practioners across the school support colleagues as part of a self-improving system.
- A House system encourages a strong sense of belonging and competition.
- The school promotes reading with a large and well-resourced Library and author visits.
- The school is part of numerous collaborative partnerships locally and internationally through our global learning project
- The Governors vision for the school are aspiration, tolerance, inclusivity, equality of opportunity, improved outcomes, parity between the outcomes of disadvantaged children and others and providing the edge for the children attending the school
- The school has a preschool that admits children from the term before their third birthday. This is managed by a qualified teacher as part of the EYFS unit.
- Due to the smaller than average nature of the school, the curriculum is taught in mixed age classes organised mostly in order of birth date.
- All children access a broad and balanced curriculum.
- Learning Support Assistants (LSAs) are assigned with specific responsibilities to provide additional support, especially for disadvantaged children. Some additional teaching assistant support is provided to children on the SEND register or to support with SEMH.

- A wide range of extra-curricular opportunities are offered to children. Invitations to these clubs are also directed to certain individuals, including Pupil Premium children. Breakfast Club ensures more children get the best possible start to their day.
- Sports teams have been established, which are becoming increasingly popular and successful. Sport and PE are given a priority at the school.
- Forest Schools provision is in place with weekly participation for all children in EYFS and weekly for a term in KS1 and KS2
- We encourage the children to lead healthy lifestyles in order to challenge the high levels of obesity in the school. All pupils engage in daily fitness activities as well as cooking lessons to encourage a healthy diet as well as our newly designed playground to encourage fitness and team work.
- Pupil wellbeing and behaviour continue to be a strength in the school.
- Attendance is monitored closely, with letters sent out to remind parents of the importance of regular attendance. Leaflets have been designed to promote regular attendance, and improved attendance is celebrated termly. Fortnightly tracking is also in place, as well as meetings with parents and the Kent attendance officer. Since lockdown, despite the appropriate and swift action being taken by leaders, Covid-19 has had a serious impact on attendance strategies. The attendance of boys is better than girls, pupil premium students and those on our SEND register is weaker.
- The voice of the children is heard through an active school council, clubs and our deep dive processes.
- Celebration Assembly celebrates children's successes during the week including attendance, punctuality, out of school achievements, presentation and behaviour.
- A PTA and Facebook page has been recently set up to better engage parents and other stakeholders with the school.

Profile of school pupils

- In all year groups, the proportion of pupils in receipt of pupil premium is well above the Local Authority Average of 24%. Currently 60% throughout the school.
- In all year groups, the proportion of SEND pupils is either above or well above the national proportion of 13%. Currently 24.8% throughout the school.
- The proportion of high prior attainers (defined by FFT as being in the top third performers in KS2) is well below average.
- The proportion of low prior attainers (defined by FFT as being in the lowest third performers in KS2) is well above average.

Year (2022/23)	Profile LA and End of Key Stage Assessments	
R	<ul style="list-style-type: none"> • 21 children • Girls: 7 • Boys: 14 • Pupil Premium: None as of yet • SEND: 2 children - 9% 	To complete baseline assessment in the first 6 weeks
1	<ul style="list-style-type: none"> • 11 children • Girls: 7 • Boys: 4 • Pupil Premium: 6 children – 55% 	Out of 10 children <ul style="list-style-type: none"> • Achieved GLD – 50% (LA 65.8%) • Did not achieve GLD –50%

	<ul style="list-style-type: none"> SEND: 5 children - 45% Attendance last year= 89.4% 	
2	<ul style="list-style-type: none"> 11 children Girls: 10 Boys: 1 Pupil Premium: 6 children – 55% SEND: 4 children - 36% Attendance last year= 93.6% 	<ul style="list-style-type: none"> High Prior Attaining – 0 children Middle Prior Attaining – 5 children (All bar 1 on track in maths and writing, 3 not in reading) Low Prior Attaining – 6 children Achieved phonic screening check - 77%(7/9) (LA 74.2%)
3	<ul style="list-style-type: none"> 19 children Girls: 10 Boys: 9 Pupil Premium: 10 children – 53% SEND: 7 children - 37% Attendance last year= 87.4% 	<ul style="list-style-type: none"> Reading: 58.8% - Local Authority(LA) 67% Writing: 47.1% - LA 57.9% Maths: 58.8% - LA 68.4% Science: 76.5% - LA 78.8% RWM: 47.1% - LA 54% Achieved phonic screening check - 77%(13/17) (LA 85.8%) High Prior Attaining – 0 children Middle Prior Attaining – 8 children (All on track in maths and reading, 1 not in writing) Low Prior Attaining – 11 children (Two non PP expected in all subjects, PP 2 exp in reading, 1 maths, 1 writing)
4	<ul style="list-style-type: none"> 17 children Girls: 12 Boys: 5 Pupil Premium: 8 children – 47% SEND: 9 children - 53% Attendance last year= 91.2% 	<ul style="list-style-type: none"> High Prior Attaining – 0 children Middle Prior Attaining – 6 children (0 non PP meeting in writing, 2 meeting in reading and maths) (2 PP children meeting in R,W and M. 1 not) Low Prior Attaining – 11 children (1 non PP child meeting in all areas, 1 PP child meeting in M but not R and W)
5	<ul style="list-style-type: none"> 10 children Girls: 8 Boys: 2 Pupil Premium: 6 children – 60% SEND: 6 children - 60% Attendance last year= 92% 	<ul style="list-style-type: none"> High Prior Attaining – 0 children Middle Prior Attaining – 7 children (All children achieved in reading and maths. 4 children achieve in writing) Low Prior Attaining – 3 children (1 child on track to be expected) Achieved multiplication check (20+) - 70% (7/10)

6	<ul style="list-style-type: none"> • 24 children • Girls: 16 • Boys: 8 • Pupil Premium: 11 children – 46% • SEND: 12 children - 50% • Attendance last year= 92.7% 	<ul style="list-style-type: none"> • High Prior Attaining – 1 child (Currently not on track to be exceeding but to be meeting) • Middle Prior Attaining – 14 children (8 non PP -7 non PP meeting in reading and maths. 5 meeting in maths) (6 PP – 2 meeting in reading, 1 writing and 4 maths) • Low Prior Attaining – 9 children (1 meeting in all areas, 1 meeting in maths)
Left (6)	<ul style="list-style-type: none"> • 24 children • Girls: 13 • Boys: 11 • Pupil Premium: 10 children – 42% • SEND: 6 children - 25% 	<ul style="list-style-type: none"> • Reading: 36.4% - Local Authority(LA) 67% • Writing: 45.5% - LA 70.8%% • Maths: 45.5% - LA 69.5% • GPS: 27.3% - LA 68.7% • RWM:27.3% - LA 58% <p>(Reading: 9 prior non PP – 5 achieved EXP. 5 prior PP- 2 achieved EXP) (Reading: 8 prior low children. 1 achieved EXP)</p> <p>(Writing: 9 prior non PP – 6 achieved EXP. 5 prior PP- 2 achieved EXP) (Writing: 8 prior low children. 1 achieved EXP)</p> <p>(Maths: 9 prior non PP – 5 achieved EXP. 5 prior PP- 2 achieved EXP) (Maths: 8 prior low children. 2 achieved EXP)</p>

The school was last inspected by Ofsted Section 5 Inspection on the 17th and 18th September 2019 and was judged as Good.

Outcome Judgements:

Overall Effectiveness	Leadership & Management	Behaviour & Safety of Pupils	Quality of Teaching	Outcomes for learners	EYFS
2	2	2	2	2	2

Current Judgements:

Overall Effectiveness	Leadership & Management	Behaviour & Attitudes	Personal Development	Quality of Education	EYFS
2	2	2	2	2	2

What the school needs to do to improve?

The curriculum is focused on what pupils need to learn and when. Leaders should ensure that recently enhanced subject plans are implemented so that pupils develop their learning equally well across the curriculum. Leaders should keep a check that the guidance provided for staff helps improve pupils' learning as intended.

Pupils mostly concentrate and work hard in class. Leaders should continue to focus on the good work already started to eradicate any low-level disruption during teaching.

Current improvements since the last inspection (as of September 2022):

A lot of work has gone into the curriculum over the past couple of years, creating a two year rolling programme, learning journeys and progression documents for all subjects. Staff have been given time to develop their subject knowledge and training has been put in place to support teachers in knowing where their class has come from and progressing on to. Knowledge mats are in place for humanity and science topics, displaying key knowledge and vocabulary. Low stakes quizzes and challenges are also in place to support the children in retaining the skills and knowledge within a topic and also during future topics throughout the year.

All subject leaders complete and review their action plans based on learning walks, pupil progress meetings, deep dives and professional dialogue. Subject leader action plans link well with the whole school action plan, meaning our focuses are aligned.

Behaviour has continued to be good throughout the school with some low level disruptions. A new behaviour policy has been in place from September 2020 focusing on restorative practice. Training has been put in place to develop pace of lessons and challenge to ensure children remain focused and engaged.

Success from the 2021/22 Action Plan:

- ✓ Pillars of Excellence have been implemented and INSET provided to support teachers to develop their practice individually and collaboratively. This is leading to improvements seen in all deep dives and monitoring visits.
- ✓ All curriculum areas have appropriately sequenced their learning and age related learning objectives are now in place throughout.
- ✓ The school has offered a range of tutoring to individuals and groups of students to help them recover from their absences post Covid-19.
- ✓ The support that the school provides for pupils with social, emotional and mental wellbeing concerns is extensive and continues to develop. This is supported through our nurture room, outside agency support and mental health and wellbeing training.
- ✓ Trips, visits and experiences have resumed this year following their suspension during the pandemic period. Including opportunities for children to develop their skills and interests
- ✓ The school has established a staff wellbeing policy and staff group.
- ✓ The school has developed its provision for Early Career Teachers.
- ✓ Schemes of work across the school have been embedded and support teaching and learning in all classes.
- ✓ Retrieval practice has been improved
- ✓ Local and international links
- ✓ The development of our nurture room, sensory room and other key learning spaces throughout the school
- ✓ The use of Edukey
- ✓ Development of the Mainstream Core Standards and tracking of the children on our SEND register

Areas still requiring focus:

- ❖ Attendance is too low. Improvements that had been achieved prior to Covid-19 have not yet returned despite our best efforts.
- ❖ Further improvements are required to the quality of education as a result of our deep dive analysis, such as marking for progression across all subjects, vocabulary progression and technical skills development for teachers.
- ❖ Assessment
- ❖ Pupil Voice and responsibilities of children to be developed further
- ❖ Attainment – particularly in writing across the school. Grammar and Spellings to be a focus.
- ❖ Opportunities for circle time and embedding this throughout the school.
- ❖ Further implementation of our school values
- ❖ Implementation of the new phonics scheme
- ❖ Assessment and tracking of the children on our SEND register – use of engagement model, year group assessment, meeting with parents/carers and detailed plans.

LONG MEAD COMMUNITY PRIMARY SCHOOL PLAN SUMMARY 2022/23:

QUALITY OF EDUCATION	PERSONAL DEVELOPMENT	EYFS
<p>Maths: Low prior attaining pupils to make accelerated progress</p> <p>To increase number confidence for all children</p>	To further develop aspirations, talents and interests of children throughout the school – including trips/clubs and fieldwork.	To develop consistency of observations across EYFS including next steps marking, questioning and planning.
<p>Literacy: To improve the reading progress of pupils, particularly our prior low and middle ability children.</p>	Develop pupil voice and responsibilities.	Review curriculum areas alongside the learning environment with new leader in place.
<p>To raise the number of children achieving the expected standard in writing across all year groups, particularly in EYFS, Year 2 and Year 6.</p> <p>To embed new phonics scheme from pre-school onwards</p>	To engage in the Nurture UK programme over the next two years.	To raise attainment of children at the end of EYFS. Monitoring all prime areas (<i>communication and language, physical development, personal, social emotional development</i>) and specific areas (<i>Literacy, maths, understanding of the world and expressive arts and design</i>)
<p>Wider: To ensure the development of adapted schemes and planning and robust and implemented.</p> <p>To develop vocabulary progression across all subjects including knowledge mats and tier 2 and 3 vocabulary.</p> <p>CPD to be in place focusing on teacher confidence and technical skills in art and dt.</p>	<p>SEND (Based on the 5 recommendations from the EEF)</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils, without exception. 2. Build an ongoing, holistic understanding of the school's pupils and their needs 3. Ensure that all pupils have access to high quality teaching 4. Ensure that high quality teaching is complemented with carefully selected small group and one to one interventions. 5. Provide advice and guidance on how the school will deploy, quality assure and support the work of teaching assistants 	
BEHAVIOUR & ATTITUDES	LEADERSHIP & MANAGEMENT	PUPIL PREMIUM

To improve persistent absence and close gaps in attendance between National to better than 3% below.	Develop new subject leaders in their roles.	Attendance of disadvantaged pupils to improve in line with other cohorts.
Decrease the number of suspensions through rigorous monitoring and support.	Implement and review the Staff Wellbeing Policy. Provide staff with more time and strategies to support their wellbeing.	To improve literacy and numeracy skills of our disadvantaged pupils so a greater proportion achieve expected at the end of KS2.
To continue to develop learning behaviour and attitude in conjunction with work on: school values, British values, PSHE, Behaviour Policy and Circle Time.	Re-establish parental engagement following Covid-19. Increase the proportion of parents who attend / engage with parent/carer consultations.	A wider range of cultural experiences are provided for our disadvantaged learners.

1. QUALITY OF EDUCATION - Self Evaluation

OfSTED grade descriptors for good standard	Evidence for good	Areas for further development
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.	<p>The school has a clear published curriculum intent that is agreed by Governors and shared on the school website and with stakeholders.</p> <p>Our intention is to provide a broad a balanced curriculum, delivered through a culture of high expectations, principled and caring relationships and consistent routines. We use our expert subject knowledge to inspire and enthuse children, sparking curiosity and risk taking. Every subject has an INTENT that outlines the purpose of study.</p> <p>Our curriculum and teaching seek to develop vocabulary, knowledge, skills, character and culture over the long term. We support this through our 'Pillars of Excellence'; strategies that represent best practice throughout the curriculum based on Rosenshine's Principles. In addition, The Learning Journey defines the entitlement to activities that also build cultural capital.</p> <p>Our ARLOs (age related learning objectives) set out what we expect our pupils to be able achieve throughout years EYFS-6.</p> <p>The Pillars of Excellence have been designed to develop all pupils' knowledge, skills and vocabulary through teaching pedagogy. This is based on educational theory as well as the school's own work on developing independent learning.</p> <p>The topic based curriculum is designed to help pupils integrate and transfer knowledge, skills and vocabulary across a range of subjects.</p> <p>SEND and disadvantaged pupils follow the same curriculum as all others, offering breadth and ambition.</p>	<p>The English curriculum is to further develop to support grammar and spelling which is an area across the school preventing good progress in writing. Further discreet lessons are to be put in place.</p> <p>The curriculum in computing has developed throughout the year through the use of PurpleMash and CPD. This is to be further supported next year.</p> <p>The art curriculum has been revised at the end of last year to focus on depth of skills. This is to be monitored and shared planning to be supported. As well as design technology and technical skills to be developed as part of teachers CPD.</p> <p>Covid-19 has caused significant disruption to the school's Learning Journey curriculum which aims to build cultural capital – this is beginning to get back on track.</p> <p>Areas of focus for 2022/23 need to be:</p> <ul style="list-style-type: none"> • Independent practice and active learning • Ensuring students complete the work required (expectations) • Self-evaluation and marking for progression (consistent use of green pen and feedback)

	<p>Personalised learning journeys have been created for all curriculum areas, including a progressive sequence of learning for all year groups focused on knowledge, skills and vocabulary.</p> <p>Support and training for staff in how to best deliver the age related curriculum across mixed age classes to avoid future repetition and maintain challenge.</p> <p>In English - Pupils follow the English National Curriculum and the Literacy Curriculum planning In Maths - Pupils follow the Mathematics National Curriculum using PowerMaths In Science - Pupils follow the Science National Curriculum and the Kent Scheme of work In Languages - Pupils learn Spanish in KS2 with a specialist teacher. In Humanities - Pupils follow the National Curriculum In Computing - Pupils follow the National Curriculum using PurpleMash In Art - Pupils follow the National Curriculum. In music we follow Charanga with specialist support leading up to performances. In Design and Information Technology - Pupils study the National Curriculum Design Technology, including Food Technology. In Physical Education - Pupils follow the PE National Curriculum through a specialist PE coach, TWKSPP and PE Pro. In PSHE - Pupils follow the National Curriculum using the Jigsaw scheme. In RE - Pupils follow the National Curriculum using the Kent Scheme of work.</p> <p>We also have other enrichment days and weeks to promote these areas of learning throughout the school. In addition, The Learning Journey defines the entitlement to activities that also build cultural capital.</p> <p>A rigorous system of internal Deep Dives is in place across all curriculum subjects to ensure the national curriculum is in place and effectively sequenced and to identify any gaps in coverage. Action plans are developed and regularly updated. Governors are involved in this process.</p> <p>Curriculum choice and course completion for SEND and disadvantaged students is monitored (and compared to non-disadvantaged students) to ensure they are equally following a curriculum that offers breadth and ambition, given their prior attainment. SEND and Pupil Premium funding is used to ensure equality of opportunity.</p> <p>In the 2021 parent survey, 93% said that the school makes me aware of what my child will be learning, with 4.7% who did not know. 89% agreed that the school had high expectations for their child, with 11.6% unknown. 88.4% said their child did well at the school, with 2.3% unknown. 88.4% said the school lets them know how their child is doing. 88.4% said there is a good range of subject available, with 7% that did not know. This survey was out of 43 parents.</p>	
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders'</p>	<p>Through the school's regular Deep Dive process, leaders know the curriculum well and have supported Middle Leaders in the development of each subject. The evidence is that more subjects are coherently planning and sequencing their curricular.</p>	<p>Moderation with more other schools would ensure the curriculum has sufficient breadth and depth.</p> <p>A small number of subjects still need to refine their curriculum and sequencing including English for Grammar and Spelling, Phonics (new scheme) and art.</p>

<p>actions that they are in the process of bringing this about.</p>	<p>The progression of skills documents for each subject have been reviewed to ensure they are appropriately sequenced and provide opportunities for interleaving. They are based on the national curriculum to ensure they are broad and balanced.</p> <p>INTENT documents and skills progression are shared on the school website to provide transparency to stakeholders.</p> <p>Some moderation with other schools has taken place but this has been extremely difficult since 2019 due to Covid-19. Moderation takes place termly within school and within our pupil progress meetings.</p> <p>The curriculum provides breadth to meet a wide range of different aspirations.</p> <p>Pupil voice has taken place to develop the curriculum, both with current students and previous students at the school.</p> <p>INSET sessions and other training sessions have been dedicated towards teachers own CPD to develop practice and knowledge of units of work.</p> <p>Time has been given to staff to ensure planning is detailed and thoughtful.</p>	<p>Monitor children's learning over time through regular pupil voice and deep dives.</p> <p>Develop further opportunities for the children to support aspirations for the future.</p> <p>Monitor children's learning over time through regular pupil voice and deep dives.</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.</p>	<p>The school is ambitious for all its SEND pupils. Our aim is that they follow exactly the same curriculum as all other students where this is appropriate for them to do so. During Deep Dives the work of SEND pupils is compared with that of others and, in general, the standard observed is broadly in line showing teachers do have high expectations for SEND pupils.</p> <p>All children have access to the curriculum and the school is working on teachers' pedagogical content knowledge in order to support all learners in accessing the curriculum.</p> <p>The school has established a Core Offer for all SEND pupils; this is a basic entitlement that every classroom teacher puts in place to support pupils with SEND</p> <p>The performance of SEND children is monitored in each subject. The work of SEND pupils is scrutinised during learning walks and deep dives. This work may differ in terms of scaffolding, resources, adult support or expected outcome.</p> <p>The school has recognised that a small number of learners are struggling with the demands of their year group curriculum and therefore carefully planning and support has been put in place.</p> <p>The 2020 Parent Survey showed over 60% of parents of a SEND child feel the school provides their children with the support they need. In 2021 this increased to 73%.</p> <p>Through the work of the SENCO and subject leaders, the work of LSAs is much more effective in supporting the learning of SEND children. This has been monitored closely by the Governing Body.</p> <p>Planning has been adapted to ensure sequence of lessons are purposeful and have an authentic outcome where possible. Planning also allows for the children to explore ideas in greater depth and through a range of experiences in school and out.</p>	<p>Ensure the Core Offer and SEND adaptations are being consistently implemented across the school.</p> <p>Ensure reviews of provision plans are regular and detailed. To ensure these are also shared with parents three times per year.</p> <p>Further specific literacy, phonics and maths training for LSAs.</p>

	<p>Planning caters for all children and ways of working, written, practical and a range of group sizes.</p> <p>INSET sessions and other planned training sessions allow staff to share good quality practice. Peer observations, book looks together and deep dives also support this.</p> <p>Teachers have the confidence to adapt lesson/timetables where appropriate for their classes. (Across the day or by block teaching subjects)</p>	
<p>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6</p>	<p>A broad range of subjects are available to all students. The national curriculum is planned and the implementation is checked through Deep Dives and work scrutiny. Through the Deep Dive process, the planned and actual coverage of the national curriculum is checked and necessary action taken.</p> <p>All pupils follow the national curriculum. This is sequenced throughout the year and Key Stage so pupils receive a daily range of different subjects and do not just focus on English and Maths. The school has a two year rolling cycle due to mixed age classes.</p> <p>This coverage is monitored by Senior and Middle Leaders through regular work scrutinises. Staff also regularly assess the pupil's attainment across a range of subjects.</p> <p>Governors receive data and information on the wider curriculum so they can hold leaders to account for its coverage.</p> <p>Teachers link knowledge, skills and vocabulary across a range of subjects to encourage transferability.</p> <p>ARLOs are in place for all subjects to support assessment, gap analysis and the teaching of mixed age classes.</p>	<p>Monitor planning change to art to ensure depth of skills and coverage.</p> <p>Planning and teaching of Spanish to be reviewed as part of the deep dive process this year. This was unable to take place last year.</p>
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>	<p>Subject knowledge is a strength as evidenced through classroom based observation of teaching and pupils' books. This is done through the Deep Dive process.</p> <p>The impact of INSET followed up by both formal observations (deep dives) and informal peer to peer observations.</p> <p>Through the appraisal system, teachers are asked to flag any concerns about under confidence that may be impacting on their welfare and wellbeing.</p> <p>Staff are supported to become moderators. This includes EYFS moderation and KS2.</p> <p>Schemes are used where appropriate to provide high quality resources to support teachers in ensuring good subject knowledge delivery. For example, the Kent Science and RE scheme, Jigsaw PSHE scheme and Power Maths.</p> <p>INSET sessions and other training sessions have been dedicated towards teachers own CPD to develop practice and knowledge of units of work, as well as working together on the individual subject progression documents so staff know where the children came from and what they will learn next.</p> <p>PE CPD has taken place throughout the year with a focus of developing break and lunchtime so the children are more active, clubs and the daily mile.</p>	<p>Further development next year into the changes we have made to the curriculum and new planning being implemented. (Grammar, Spelling, phonics and Art)</p>

<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<p>These aspects form part of the school's Pillars of Excellence, which are forming the focus of school INSET and teacher appraisal.</p> <p>The school has moved to a system of challenging learning objectives with a 'teach to the top' ethos. As result, the school is developing scaffolded approaches to learning which are in place across the school.</p> <p>Evidence from class based observations show that the teacher adapting the lesson to the needs of pupils, anticipating misconceptions in their prior knowledge, is improving.</p> <p>Evidence from class based observations show teachers using an increasing range of different questioning techniques to check understanding.</p> <p>The school is mindful of teacher workload and expectations of constant ongoing marking and assessment.</p>	<p>The Pillars of Excellence and continued INSET will develop feedback and marking for progress across the school.</p> <p>Scaffolding, whilst improving, is still in development to ensure all pupils can access challenging learning objectives. Sometimes the support is over scaffolded that can lead to a lack of independence. Consistency across the school is a focus.</p> <p>Teachers need to consistently provide students with more opportunities to work at greater depth.</p> <p>Develop the use of talk across the school and active engagement.</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>The Pillars of Excellence have been established to have a strong focus on the development and retention of knowledge. From 2019 onwards, the school has focussed its INSET programme on developing pupils' independent learning skills and long term memory strategies.</p> <p>Observations show classes have revisiting as a regular part of their lesson sequence. This is supported in discussions with pupils. This also forms a basis of our assessment.</p> <p>Evidence from work scrutiny would show that pupil work shows they are developing knowledge and skills over time.</p> <p>The use of topic work facilitates children being able to use knowledge learnt in other areas. For example, extended writing skills are being increasingly seen and used in the wider curriculum.</p> <p>INSET and training sessions have been focused around long term knowledge and retrieval. ARLOs are used and moderated, knowledge mats are in place and key vocabulary is being assessed. Further development is to take place to embed this. Including quizzes at the start of lessons to deepen knowledge and support retaining it.</p> <p>Good practice has been shared across the school, Federation and collaboration, to support in developing long term memory skills. This has taken place during INSET sessions, as well as conferences. (Low stake testing, making connections, end of unit investigations, identifying misconceptions and reading)</p>	<p>Ensure homework is being consistently used to ensure pupils spend time revisiting previous learning.</p> <p>Through the use of the new phonics scheme, support home learning through the use of videos, activities sent home and books changed 1 x per week to practice long term memory.</p> <p>During deep dives children were able to discuss what they 'did' using their books but not necessarily, what they had learnt in all cases. A focus is to take place on this to ensure children know the purpose of what they are learning and where they are going next.</p>
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Work scrutiny evidence would show that pupils' work is frequently marked (in line with the school's policy) and the marking effectively formative. Student work is generally well presented, in line with the school's policy and shows progress over time. The school Deep Dive processes identify inconsistencies so appropriate action can be taken.</p> <p>The quality of work produced by disadvantaged and SEND pupils and others is checked to ensure that expectations are similarly high.</p> <p>Self-assessment and peer assessment has developed and improved during the past academic year but is still not consistent. The majority of pupils respond well to the feedback they receive through 'green pen' activities.</p> <p>The school is reducing the amount of data that teachers are required to provide and instead monitoring progress through a greater emphasis on classroom based</p>	<p>Develop marking for progression further, to ensure this is consistent across the school, all classes and children.</p> <p>Pupil self and peer assessment are present but not always consistent.</p> <p>Pupils need to make better use of the formative marking teachers carry out by responding in green pen. Explore the use of the whole class assessment model to reduce the workload on teachers. Consider how less able students make better use of 'green pen tasks' so there is more learning from mistakes rather than copying the correct answer.</p> <p>On the go marking is to be further used to ensure children are supported efficiently within lessons.</p>

	<p>observation and work scrutiny. Data drops have therefore been lessened to 2 x per year for all classes apart from key national year groups at 3 x per year.</p> <p>The school engages in external moderation with other good and outstanding schools to ensure the assessment across a range of subjects is accurate. This include county moderation both internal and external.</p> <p>Teachers and subject leaders know the children well across the school. Professional dialogue takes place well.</p>	
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>In the vast majority of classrooms, the learning environment is excellent in supporting pupils' access to the planned curriculum.</p> <p>Pupils' access and use resources effectively is observed to be sound in the majority of lessons based on observation evidence. Where independent learning is being encouraged, observation evidence would show that the resources made available support this. The school support disadvantaged pupils with resources where appropriate to ensure equality of opportunity. For example, having resources available in the classroom and sending them home if appropriate, family access to the computer room and library, using government schemes to support families getting laptops for individual or multiple children.</p> <p>Curriculum resources have been reviewed recently and we have purchased further resources where needed – PE equipment, laptops both student and teachers, tablets, art resources and room, science resources and nurture room development.</p> <p>Appropriate schemes and teacher development resources have also been purchased to support subject knowledge, curriculum development and workload. (i.e. National historic association and PurpleMash)</p>	<p>Embed our new phonics SPP across the school.</p> <p>Develop KS1 area to ensure there are further opportunities for play based learning.</p>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Evidence from lesson observations show teachers are good at adapting the lesson content to address any misconceptions that arise.</p> <p>Teachers are developing a 'Teach to the top' approach to provide all pupils with challenging learning objectives. Teachers are developing scaffolded approaches so that all pupils have the opportunity to achieve the challenging objectives.</p> <p>The Skills progress document and long term plan for each curriculum subject is in place that shows the cumulative building of knowledge and skills overtime. These are checked during the Deep Dive process to ensure they are accurate and fit for purpose.</p>	<p>Continue to develop sufficient scaffolding to enable students of different abilities to access the same challenging and progress through marking and feedback.</p> <p>Extension tasks to be available to extend children's knowledge and understanding.</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical</p>	<p>Assessment of reading against ARLOs is assessed so gaps can be identified and addressed. The school has a well-resourced Library that students are able to access and borrow books from during lessons and afterschool with their parents/carers. The school continues to celebrate World Book Day and has a book week. As well as poetry week. We also have three children's authors/poets visiting on an annual basis to promote reading across the school.</p> <p>Reading has been a focus on the whole school action plan over the past couple of years and has been evident from learning walks with other leaders and school improvement advisors that it is a focus.</p> <p>Reading skills are taught explicitly across the key stages through reciprocal reading and our new phonics programme. This is alongside written comprehension and weekly tasks/activities linked to the classes' text. The</p>	<p>Continue to provide additional tutoring in Maths and English to support pupils who have fallen behind.</p> <p>Embed the new phonics and reading scheme across the school – Success for All by FFT. Including the Lightning Squad tutoring programme in KS1 and 2.</p> <p>Work alongside the English Hub and Kent to develop reading across the school, as well as grammar and spelling development.</p>

<p>knowledge, concepts and procedures appropriately for their age.</p>	<p>progression of the skills is developed in relation to the ARLOs set for each year group.</p> <p>Opportunities to practise reading skills in wider curriculum subjects have been developing and is evident within medium term planning. Where possible class texts are linked to topics in order for links to be made across the curriculum.</p> <p>Through the use of our developed library the children are able to access a wide range of books both for use within the curriculum and also for enjoyment. Reading for enjoyment is also encouraged through assemblies, challenges, homework and throughout the school environment.</p> <p>All classrooms are equipped to support children's reading abilities and reading logs both in school and at home are carefully logged and tracked. Reading interventions are put in place where needed for all children across the school.</p> <p>Books have been reorganised to ensure strong links are made between phonics, reading and guided reading throughout EYFS and KS1. Children who need further support in KS2 continue phonics/our lightening squad programme and daily reading at their level.</p> <p>Uninterrupted reading time has been implemented across the school, developing knowledge, complex ideas and vocabulary.</p> <p>Reading fluency tests and comprehension tests have been purchased to ensure testing consistency across the school, as well as to support in identifying gaps and provide catch up support. 2 x per year for all classes and 3 x per year for year 2 and 6.</p> <p>Embed literacy planning throughout the school to ensure strong links are made within reading and writing and that GPS is taught within writing and not just discreetly.</p>	
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>Phonics is taught across EYFS and KS1 to all pupils. This is continued further within the school for those children that need further support, as well as sight reading, understanding and vocabulary.</p> <p>Ongoing monitoring/tracking has supported our phonics teaching and results.</p> <p>We have ensured phonics is a focus within all areas of the curriculum and not just discreet lessons, this has supported the children's knowledge and understanding. Discreet daily groups have also been put in place based on our ongoing monitoring, including children in KS2.</p> <p>All children have access to our library to develop reading for pleasure, as well as banded books to support their reading and comprehension. Whole class guided reading has also developed the children's vocabulary and the skills they need to progress in reading.</p> <p>Clear links between books children are reading in guided reading, phonics and taking home is in place to ensure consistent focus.</p> <p>All staff have been trained in the new phonics scheme.</p> <p>2022 year 1 phonics = 77.8% FSM 85.7% National = 75.5% LA = 74.2% FSM 56.7%</p>	<p>Monitor the new phonics scheme being implemented in September.</p>

	<p>Year 2 phonics: 40% FSM 25% LA = 41.2% 35.5% National = 44.1% (Within 1 child)</p>	
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	<p>On-going INSET on literacy has improved the overall standard of teaching across the school. The school has an experienced Literacy Co-ordinator who delivers regular training and works with specific classes/teachers.</p>	<p>Support staff in the continued development of opportunities for use of talk, grammar development and spelling.</p> <p>Continue to provide additional tutoring in English to support pupils who have fallen behind.</p> <p>Support in place for all staff based on appraisal cycle.</p> <p>Develop vocabulary across the school in all areas of the curriculum.</p>
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	<p>The 2021 parent survey shows 88.37% believe their child does well at school. 2.33% do not know. This is out of 43 responses.</p> <p>Pupil progress meetings and analysis data is an integral process. Pupil progress meetings take place 3 x per year, as well as monitoring of this during learning walks and deep dives. Individual children are discussed as well as groups and particular classes. ARLOs across the school, linked closely with the national curriculum and progression of knowledge and skills document.</p> <p><u>See assessment grids for July 2022</u></p> <p>50% GLD - this compared to 65% National and LA. There were only 10 children within the cohort so difficult to compare.</p> <p>Year 1 phonics = 77.8% FSM 85.7% National = 75.5% LA = 74.2% FSM 56.7%</p> <p>Year 2 phonics: 40% FSM 25% LA = 41.2% 35.5% National = 44.1% (Within 1 child)</p> <p>Year 2 Reading: 58.8% LA 67% National 66.9% (Within 1 child) Writing: 47.1% LA 57.9% National 57.6% (Within 1 child) Maths: 58.8% LA 68.4% National 67.7% (Within 1 child)</p> <p>Year 6 Reading: 36.4% LA 73.9% National 74% Writing: 45.5% LA 72.7% National 69% Maths: 45.5% LA: 69.8% National 71% GPS: 27.3% LA: 69% National 72% Combined: 27.3% LA 59.4% National 59%</p>	<p>Continue to provide additional support where resources permit for students who have been impacted negatively by Covid-19</p> <p>Gain further support from county and The English Hub to support reading and writing in KS2 and embedding phonics in EYFS/KS1. Including reciprocal reading.</p>
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the	<p>School leaders and Governors meet with former pupils now at secondary school to inform them how well they were prepared for their next steps. Skills and knowledge acquired in Maths and English are strong and enabling pupils to take the next steps in their learning. All pupils questioned felt they were ready to move to secondary school and well prepared.</p>	<p>Develop further aspirations and talents of our children.</p>

intention of their course of study. Pupils with SEND achieve the best possible outcomes.	<p>Improvements to the Wider Curriculum have addressed the concerns expressed by former pupils regarding subjects such as History, Geography, Modern Languages and Music. To continue to make children more aware what subject they were learning. Some knowledge of this within pupil voice seen</p> <p>HoS and SENCO meet 6 x per year to discuss all children on the SEND register. What is working well and next steps are discussed and actioned to ensure they are achieving their best possible outcomes.</p> <p>We are continuously exploring what else we can offer our children at Long Mead to support their lives currently and in the future – this includes trips, visits, links within the local community, workshops, competitions and whole school productions.</p>	
Pupils' work across the curriculum is of good quality.	<p>Scrutiny of pupil work take place regularly, involving Senior and Middle Leaders. This is either through the Deep Dive process or through scheduled whole school checks.</p> <p>Evidence from the scrutiny show the strengths are that work within books matches the assessment evidence, work shows progress over time, effective marking is frequent, there are a range of activities and evidence of work and work is well presented.</p> <p>Pupils generally show pride in their work.</p> <p>Work of disadvantaged and SEND students is similar compared to others.</p> <p>Teachers and SLT to appreciate the variety of ways of learning and recording work/knowledge.</p>	Some pupils complete more work than others in lessons. Teachers need to be more explicit as to what is expected and provide greater rewards for those who produce good work consistently and clear consequences for those who do not.
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p> <p>They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>Through monitoring throughout the year there has been a positive rise of pupils reading widely and often. This is seen through an increase in pupils reading at home and recording in their diaries, daily quiet reading being implemented in the classroom and the library. As well as guided reading/reciprocal reading sessions and whole class sessions being implemented.</p> <p>Mathematical fluency across the school has strengthened as well as further evidence of reasoning and problem solving. Some classes have been applying mathematical knowledge and understanding across the curriculum.</p> <p>Consistent testing takes place across the school</p> <p>Power maths scheme is now in place, as well as NumberSense.</p> <p>Reciprocal reading sessions are in place across KS2.</p>	

Action Plan – Quality of Education – Top Five Priorities for 2022/23

Areas requiring improvement	Actions	Responsibility / resources Milestones for evaluation	Governance
To increase the number confidence for all children, focusing particularly on prior low attainment children	<ul style="list-style-type: none"> A range of counting activities to be introduced in each class. Implement strategies to lessen cognitive load on the children's working memory. Number Sense fully embedded. Weekly TTRS battles and 144 Club Increase LSA confidence of various teaching/support strategies 	<p>Fortnightly Learning walks will show counting taking place.</p> <p>Staff meeting on cognitive load and Maths with a focus on methods of direct instruction and worked examples. Look for evidence of this in learning walks. T2</p> <p>Fortnightly Learning walks/pupil voice to show increase in confidence and less finger counting.</p> <p>To increase the number of children taking part in TTRS battles and getting questions correct. T2: 50% of children taking part T4: 70% of children taking part T6: 90% of children taking part</p> <p>Staff training to develop active participation within lessons. Baseline to be taken at the deep dive in T1 and reviewed termly Target by T2: 75% of lessons to show active engagement of all children. T4: 80% of lessons to show active engagement of all children. T6: 100% of lessons to show active engagement of all children.</p> <p>Bar model training for LSAs- T2.</p>	
Lower Prior attaining pupils to make accelerated progress	<ul style="list-style-type: none"> Covid catch up tutoring used to improve progress of lower prior attaining pupils 'On the go marking' to be improved to ensure it is clear. Independence of children to be developed, including other strategies to use first rather than becoming teacher/adult reliant. To develop same day interventions and tuition for key children, particularly D1 and M3 children. SEND off curriculum children to make progress – this is to be seen through tracking at pupil progress meetings and the use of pre-keystage objectives, 	<p>Low prior attaining children to make accelerated progress. To be reviewed and tracked termly. Yr 6: 50% (4 out of 8 children) Yr 5: 66% (2 out of 3 children) Yr 4: 30% (3 out of 10 children) Yr 3: 40% (4 out of 10 children) Yr 2: 50% (2 out of 4 children)</p> <p>Increase the % of low prior attainment children to meeting. To be reviewed termly and tracking prior attainment during PP meetings. T6 target: Yr 6 38% (3/8) Yr 4 20% (2/10) Yr 3 40% (4/10)</p>	

	<ul style="list-style-type: none"> Develop what must be seen in all maths lessons. Including the use of manipulatives – what should be available and for the children to understand how to use them. Ensure all lessons are well planned with less teacher talk during input. There should be key questions, active learning and a good pace. 	<p>Small steps of progress for W children monitored and assessed through end of unit tests where appropriate and use of the pre-keystage objectives.</p> <p>T1 – To develop ‘must see’ list in lessons. Share with the children too. Observe from during teaching and learning walks.</p> <p>Learning walks used to monitor ‘on the go marking’, staff meeting time to be used to discuss what this should look like in Maths.</p> <p>Book looks to show that low prior attaining children are completing a variation of question concepts, even though they may not complete all questions. Evidence will be seen of extra fluency for these children.</p> <p>Marking sheets identify children not keeping up and identify their next steps. Evidence in books will show the support that is then given to these children before the next lesson.</p>	
To improve the reading progress of pupils, particularly focusing on those with previous low or middle attainment	<ul style="list-style-type: none"> All classes are read to at least once a day, this is a non-negotiable Embed our new phonics program in EYFS and KS1 and lightning squad intervention program English Hub intensive hub for the duration of the year which includes 5 days of support from a literacy specialist KS2 LSAs are trained in delivering the lightning squad intervention program Ensure that low attaining KS2 children have appropriate reading matter INSET to develop teaching in reciprocal reading sessions which focuses on the core skills of questioning, predicting, clarifying and summarising CPD for LSAs in reciprocal reading Ensure that reading areas in the classroom are prominent and there is strong teacher awareness of the texts within them Continue to promote reading around the school through such as: <ul style="list-style-type: none"> Reading champions from upper KS2 Books available at playtimes Regular change of displays Maintaining reading element of the school newsletter Book Week and various other reading/author focus days 	<p>50% of Year 1 children reaching the expected standard in phonics. This equates to all those that achieved GLD in Reception. Track termly.</p> <p>Progress to be made for the 2 Year 2 children who did not achieve the expected standard at the end of year 1. Track termly.</p> <p>Low and middle attaining children to make progress in reading assessments. Track termly through assessments and pupil progress meetings. 50% of children in Year 2 achieving expected standard in Reading (children who achieved GLD in Reception)</p> <p>Year 3 – 11 low children (2 expected at the end of Year 2) 100% improve on their fluency scores across the year 18% reach expected standard for reading</p> <p>Year 4 – 6 mid attainers 83% achieve expected standard - 10 low attaining children 100% improve on their fluency scores across the year</p> <p>Year 5 – 3 low achieving children 100% improve on their fluency scores across the year - 7 mid achieving children 100% attain at least expected by the end of the year</p>	

	<ul style="list-style-type: none"> • Purchase of reciprocal reading/guided reading resources in Year 2 • English Leads participation in Transforming Reading Culture course across the year • Work alongside Kent and the English Hub, to further develop the teaching and learning of reading across the school. • Be informed by research – EEF. 	<p>Year 6 – Combined target of 63% (15 out of 24 children)</p> <ul style="list-style-type: none"> - 14 mid attainers <p>86% attain at least expected by the end of the year</p> <ul style="list-style-type: none"> - 8 low attainers <p>86% improve their comprehension scores across the year. W3 child improves on fluency score</p> <p>Reading fluency scores increase across the year for all ability groups. Track termly.</p> <p>Timetables show that read aloud sessions are allocated time every day. To be monitored through learning walks.</p> <p>Drop ins show that read aloud sessions are happening daily.</p> <p>Learning walks show that children are able to verbalise the skills of prediction, summarising, questioning and clarifying.</p> <p>Pupil voice about reading shows increase in enjoyment and raised confidence levels to talk about books. This is to be shown through our deep dive process.</p> <p>Growth in expertise of LSAs to deliver intervention programs and run reciprocal reading sessions</p> <p>Parental workshops run to support how to read with your child and develop their reading skills from Nursery to Year 6.</p>	
To raise the number of children achieving the expected standard in writing across all year groups, particularly in EYFS, Year 2 and Year 6.	<ul style="list-style-type: none"> • Develop the effective use of talk partners across the curriculum • Widen the children's knowledge and use of Tier 2 vocabulary in their writing • Ensure that grammar is taught separately as well as embedded within the English lessons from Year 2 to Year 6 • To ensure that Pathways to Spelling is taught three times a week in KS2 classes and at least 4 times a week in Year 2. • Adapt the literacy curriculum mid-term planning to incorporating talk for writing strategies, providing more time for teaching a genre and have a clear focus on one style of writing per half term • Termly writing moderation staff meetings as well as additional meetings with individual class teachers to ensure the children remain on track • Greater focus on children performing at W standards to ensure we monitor and assess progress appropriately • Continued staff INSET ensuring shared staff knowledge and awareness of the expected levels of writing by the end of each year group 	<p>Middle attaining children reaching the expected standard in writing.</p> <p>Year 1 – 50% of the class (reflecting 50% achieved GLD at end of EYFS)</p> <p>Year 2 - 80% (4 Out of 5)</p> <p>40% achieve expected at end of KS1</p> <p>Note: Year 2 – September 2022 – 1/5 prior attaining middle ability children not meeting in writing.</p> <p>Year 3 -100% (7 children)</p> <p>Year 4 – 50% (6 children)</p> <p>Year 5 – 57% (4 out of 7 children)</p> <p>All Year 5 children maintain D1 standards</p> <p>Year 6 – 71% (14 children)</p> <p>54% to reach expected standard in Year 6</p> <p>Note: September 2022 - 8/14 prior attaining middle ability children not meeting in writing.</p> <p>Low attaining children</p> <p>Year 2 – 100% achieve more descriptors within the pre-key stage standards</p> <p>Year 3 – 27% expected (3 children)</p> <p>73% achieve more descriptors within the pre-keystage standards</p>	

		<p>Year 4 – 10% (10 children) 90% achieve more descriptors within the prekey stage standards Year 5 - (3 children) 100% maintain D1 Year 6 - (8 children) 25% achieve expected 50% achieve more descriptors within the prekey stage standards 25% - maintain or accelerate from D2</p> <p>EYFS – currently getting baseline data</p> <p>Children increasing progress in grammar scores. This is to be monitored in PP meetings termly.</p> <p>Moderation of writing shows fewer spelling errors in children's work</p> <p>Spelling scores improve in summative assessments.</p> <p>Writing moderation shows increased use of tier 2 vocabulary in children's writing</p> <p>Talk partners importance and status is reflected in Feel Good Friday assemblies</p> <p>Learning walks show that working walls and supportive resources are actively used to promote vocabulary and spelling</p> <p>Termly moderation of planning shows evidence of talk for writing strategies and adaptations of the Literacy curriculum to meet the needs of the children in each class</p>	
To ensure the development of adapted schemes and planning are robust and implemented successfully.	<ul style="list-style-type: none"> Follow up deep dives to take place in all subjects All teachers to be follow schemes and progression documents, these are to be monitored by subject leads. Further CPD to be put in place to develop confidence and technical skills. 'Must sees' within each lesson to be developed for each subject. These are to be shared with children too and monitored through learning walks and deep dives. 	<p>Deep dives to be in place throughout the year.</p> <p>Weekly meetings to take place between subject leaders and HoS</p> <p>Intent documents and progression of skills documents to be review – T1</p> <p>'Must Sees' to be developed by the end of T2.</p> <p>Learning walks to take place by subject leads and SLT.</p>	
To develop vocabulary progression across all subjects including knowledge mats and tier 2 and 3 vocabulary.	<ul style="list-style-type: none"> To build upon current knowledge mats to ensure progression of vocabulary is seen across classes and when revisiting learning. Tier 2 and 3 vocabulary to be planned for within science and humanities. This is to increase within other wider curriculum subject areas. 	<p>Subject leads to research and review vocabulary development T1 and T2.</p> <p>Share and update progression of vocabulary T3.</p> <p>To be reviewed in deep dives and learning walks.</p>	

BEHAVIOUR AND ATTITUDES - Self Evaluation

OfSTED grade descriptors for good standard	Evidence for good	Areas for further development
<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>	<p>The atmosphere around the school and in lessons is nearly always calm and productive. Observation evidence from Deep Dives support the evidence that low level disruption does not disrupt lessons, as well as evidence from school improvement visits. A few pupils do struggle to meet our behaviour expectations and systems are in place for classroom teachers to call for support if needed. Once all restorative measures have been exhausted, consequences do remain for those who refuse to comply.</p> <p>The school has a clear behaviour policy in place based on the Paul Dix restorative principles. This is reviewed frequently, in consultation with staff, to ensure it supports our high expectations.</p> <p>A whole school system for behaviour management is in place to promote consistency.</p> <p>Positive relationships and high expectations are a strength throughout the school, with encouragement and praise is given.</p> <p>Training around managing challenging behaviour has taken place. The benefits of all staff knowing all the children within the school and their individual needs supports this. Every child on a stage also has a pupil passport to ensure consistency.</p> <p>In the most recent survey 37/43 parents felt their child felt safe at the school. 86%. 75% felt the school makes sure the pupil behaviour well. With 9.3% unsure of the question. 81% said that the school deals quickly and effectively with bullying. Including 37% that did not answer the question and said their child has not been bullied.</p>	<p>The impact of lockdown has had an effect on a number of pupils at the school. This is an area of focus in the next academic plan.</p> <p>Persistent disruption is highest in year 1, 3 and 5.</p> <p>To continue with circle time, mindfulness, learning breaks or flexibility with timetables to support with behaviour across the school</p> <p>Continue to develop restorative conversations across the school</p> <p>To engage in the Nurture UK programme over the next two years.</p>

	<p>The school's own data shows that the number of recorded behavioural incidents has reduced over the past academic year. This is due to a greater staff awareness and consistent application of the school's new behavioural policy. Where these are higher in certain classes, there are key individuals and additional support is put in place.</p> <p>De-escalation and positive handling training has taken place for a number of staff.</p>	
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>The staff survey in 2022 showed that 87.5% of staff felt the school deals with bullying. 81% of parents said that the school deals quickly and effectively with bullying. Including 37% that did not answer the question and said their child has not been bullied.</p> <p>A whole school PSHE programme has been embedded which builds relationships and tolerance. Circle time sessions also support this but need to be further embedded.</p> <p>Pupil voices takes place regularly and is acted upon. Children are aware of adults they can talk to and where they can go.</p> <p>An open door policy is known across the school to ensure incidents are dealt with quickly and effectively.</p>	<p>Further challenge the language around school by the students and the general way they conduct themselves. This has deteriorated post Covid-19 and is a particular issue with students on the playground.</p> <p>Further embed circle time.</p>
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p>	<p>The school has formalised its Core Offer within the classroom to ensure teaching and learning strategies better support pupil premium pupils and those with SEND. All subjects have an intent and implementation plan of how they adapt teaching and learning to meet particular needs. Part of the aim of this is to reduce disruption due to lack of engagement or finding the work too difficult / easy.</p> <p>Through keeping clear behaviour logs daily and monitoring regularly these show that behaviour within the school is good. Where behaviour from certain individuals continues these children are placed on a behaviour stage in line with our policy and further intervention is put in place. For example report cards, meeting with parents, the use of our nurture room, additional support from our SENCO or other outside agencies.</p> <p>Every child on a behavior stage has a pupil passport to ensure consistency of strategies. Regular meetings take place with SLT, class teachers and parents/carers to support improvements. These take place alongside the child too.</p> <p>Attendance is monitored fortnightly in order to track individual children. Positive improvements are seen for most children and further meetings and support is put in place where necessary for those not improving for particular reasons, including support from our local Kent attendance officer, the use of breakfast club, our school minibs and the nurture room.</p>	<p>To improve persistent absent and lateness of children, especially those struggling with behaviour and learning attitude.</p> <p>Reduction in the number of suspensions.</p> <p>Prompt action with attendance monitoring</p>
<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<p>Behaviour for learning has also been a focus with staff during INSET training and with the children as part of our termly targets. This is evident within PSHE lessons where our focuses are on the 5R's. (Resilience, resourcefulness, reflectiveness, relationships and risk-taking) Transferring</p>	<p>To further develop resilience, independent learning and attitude.</p> <p>To continue to work on implementing values</p> <p>Introduce assemblies formally again, focusing on our values and 5Rs.</p>

	these skills is seen within some classes and children and is a continued focus this year.	
Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	<p>The school does all it can to improve punctuality through timetabling, national breakfast scheme, discussions with parents/carers and children and through the support of our attendance team.</p> <p>Appropriate and impactful measures are in place when attendance & punctuality is poor, namely:</p> <ul style="list-style-type: none"> • Attendance taken morning and after lunch • Full process of parent contact, requesting medical evidence, meetings and fixed penalty notices in place and used • Termly attendance reports • Governors support in parental meetings. • Robustly monitor each morning ensuring routines are followed. • Attendance leaflets • Attendance assemblies • Nudge Theory • Local Authority support • Celebration assembly – including certificates and prizes 	<p>By the end of term 6, the overall attendance was 88.4% in comparison with 90.4% last year. This was particularly lower in our current year 1, 2 and 4 class. This is to improve and close the gap with National.</p> <p>The school needs to work through the DFE 'Improving school attendance: support for schools and local authorities' to identify any further areas to work on.</p>
Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately ¹ as a last resort.	<p>The school avoids permanent exclusions at all costs although has regrettably had to do 1 permanent exclusions in 2021/22 following none in the previous 3 years. Various alternative options (such as managed moves) are in place so that permanent exclusions are only used as a last resort.</p> <p>Alternative venues are used to reduce fixed term exclusions but they do form part of the agreed behaviour policy in the event all other choices exhausted.</p> <p>2018-19 - 28 days</p> <p>2019-20 – 5 days</p> <p>2021-2022 – 8 ½ days</p> <p>Governors have attended exclusion training to improve their ability to challenge school leaders when these occur.</p>	Ensure that consistent approaches are used by all to ensure suspension is both appropriate and a last resort in line with school policy.
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe	<p>Developing a respectful culture is part of the school's Three R's behaviour code which encourages kindness, politeness and a refusal to discriminate.</p> <p>Relationships between staff and students across the school are a strength. The Staff Survey indicates 87% believe the school conducts a culture that is calm, orderly and aspirational. 87.5% of staff believe students are safe in the school, behaviour is consistently well managed and deals with cases of bullying effectively.</p>	Continue to implement improvements through our school council.

	<p>86% of parents express their child is safe in the school and 79% believe pupils are well behaved. 81% say the school deals quickly and effectively with bullying or their child has not been bullied. 84% of parents say when they have raised concerns, they have been dealt with properly.</p> <p>It is evident throughout the school that staff have good working relationships with one another as well as with the children. This has been noted as a strength within our Ofsted, Kent advisor and many other professionals attending the school.</p> <p>From discussions with children and surveys, all of the children have some they can talk to and feel safe with</p> <p>Students comment that the staff are the strength of the school.</p> <p>The PHSE curriculum has been fully implemented, ensuring all pupils receive their entitlement including more information on how to keep themselves safe.</p>	
--	---	--

Action Plan - Behaviour & Attitudes – Top Three Priorities for 2022/23

Areas requiring improvement	Actions	Responsibility / resources Milestones for evaluation	Governance
<p>To improve persistent lateness and attendance of 88.4%</p> <p>To close the gaps in attendance between school and national to better than 3% below.</p>	<p>Audit current attendance practice against the DFE 'Improving school attendance: support for schools and local authorities' 2022 guidance.</p> <p>Produce action plan based on the audit.</p> <p>Improve parental engagement through some nudge theory techniques by telling them how many days of school their child had missed, whilst stating the importance of school attendance and their ability to influence it through regular text messaging. Providing additional support for parents.</p> <p><i>Attendance strategies form part of the Wider Strategies within the Pupil Premium report at the end of this document.</i></p>	<p>Action plan based on audit in place by the end of Term 1 (EA)</p> <p>Action plan reviewed February 23 and July 23 (EA)</p> <p>Attendance support packages in place by the end of Term 1 (EA)</p> <p>Attendance team part of every meetings from September 2022</p> <p>Termly reports on attendance (benchmarked against FFT) to Leadership team and Governors.</p> <p>Parental engagement plan in place from September 2022 (EA)</p>	
<p>Decreased the number of suspensions through rigorous monitoring and support</p>	<p>All students on a behaviour stage to have a pupil passport that is shared widely. Review promptly to ensure all support is in place. This may include specialist support.</p> <p>Core standards to be in place in every class.</p> <p>Engage with Termly Inclusion Meetings.</p> <p>Review behaviour policy and share with all staff, governors, parents/carers and students.</p>	<p>Term 1 to share pupil passports again. Behaviour stages and passports to be review regularly throughout the year. Monitor core standards through learning walks and deep dives.</p> <p>Behaviour policy to be updated September 2022.</p>	
<p>To continue to develop learning behavior and attitudes in conjunction with our school values,</p>	<p>Develop 'must sees' in each classroom to ensure consistency across each subject and class.</p>	<p>'Must Sees' to be developed in T1 and T2.</p>	

PSHE programme and behavior policy.	Develop active learning within classes and what the children need to do should they need support.	Active learning and participating to be developed in T1 and T2. As well as what to do if children need support.	
	Values and attitudes for learning to be a focus within class, of assemblies, circle time/PSHE celebration events and rewards.	Assemblies to take place weekly on this theme.	

PERSONAL DEVELOPMENT - Self Evaluation

OfSTED grade descriptors for good standard	Evidence for good	Areas for further development
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	<p>The school's behaviour policy is based on choices with consequences, encouraging students to take better decisions regarding their conduct following the work of Paul Dix. Student Voice activities allow children to develop their skills and share their views within the school.</p> <p>The House System was established to provide students with a sense of community, belonging and to promote friendly competition.</p> <p>The PSHE and Assembly programme builds social and moral capital.</p> <p>The schools involvement in our global learning project improves our students' cultural awareness.</p> <p>Extra-Curricular activities, are promoted throughout the school and take place in all year groups. Including a range of clubs on offer to the children, including choir, sports, board games, creative club and homework. The take up of these clubs have increased and more competitions have been entered successfully. As part of this improvement we were awarded most improved primary school by TWKSSP 2019-2020 and achieved our gold school games mark in 2021-2022.</p> <p>Throughout the year there have been an ongoing amount of trips/visits taking place to support academics but also the children's interests, talents and hobbies. (National trust gardens, Bluebell railway, CPR training, road safety, money workshops to support our apprentice challenge and the enterprise challenge – to name a few)</p> <p>Forest school has now been embedded across all year groups in the school.</p> <p>Our successful 'friends' project has started with our Reception children working alongside the elderly people at the Baptist church. Positive relationships have been formed and progress has been seen with the children's self-confidence and speech.</p>	<p>Continue to promote within assemblies which haven't been able to take place altogether this year.</p> <p>Develop further aspirations, interests and talents of our children.</p> <p>Further develop our house system within school.</p>

	<p>Through our termly targets, PSHE sessions, assemblies and INSET sessions we have been working on resilience, resourcefulness, reflectiveness, relationships and risk taking. These have improved throughout the school. We have also been working on metacognitive and the children's independence. This shall be continued.</p> <p>PSHE has also been developed throughout the school having weekly sessions, big books and transferring these skills throughout the curriculum. We have also been working with other schools in this area too.</p> <p>Learning journeys have been created for each class to show the journey across the school, both academic and extra-curricular. A good balance is seen, as well as progression.</p>	
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	<p>Teaching and Learning focus, though the Pillars of Excellence, on developing independence and ownership of learning. This is also shown through our termly targets. The House system allows students the opportunities to develop their resilience and independence through house activities.</p> <p>Resources have been audited and observations show children are accessing these independently within their learning environment to support their learning. Children are becoming more confident learners and are trying new things. The implementation of the PSHE scheme has supported this.</p>	<p>Develop pupil voice and responsibilities throughout the school which haven't been able to take place consistently over the past couple of years.</p> <p>Further develop all children's independent learning and marking for progress within lessons.</p>
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.	<p>Staff at the school know their pupils well. This is an important proactive measure in helping to support them with their behaviour and learning. This has been commented upon during external visits relaying that we are a very supportive, calm and nurturing school. Students have an average of two hours per week PE. This is led by a PE specialist, class teacher or TWKSP for team teaching. The school provides PE kit and equipment to ensure that disadvantaged students do not miss out on participation.</p> <p>We have a mental health lead within the school and an action plan in place. Counselling, assemblies, our PSHE programme and safeguarding leads also support and promote remaining healthy.</p> <p>Being able to identify child on child abuse forms part of all staff Safeguarding training and is regularly reviewed and updated. Safeguarding staff are trained in identifying key areas of child on child abuse and work closely with SLT. Any incidents are recorded and tracked. This includes bullying and racial incidents.</p> <p>The school has many 'safe spaces' for vulnerable students to access throughout the day. This may be an area in the classroom, just outside or through the use of our counselling room and nurture room. The Head of School and teachers do daily meet and greet for students on the gate so they can catch up with any students or identify concerns early in the day, as well as having informal discussions with parents/carers.</p> <p>Sports funding has been used to develop our outside area, promoting physical exercise and games, as well as giving the children more opportunities for clubs and holiday clubs which has increased in numbers.</p> <p>Assemblies throughout the year support promote ways to keep physically and mentally healthy and our curriculum/timetable has been adapted to develop this based on the needs of our children. Through the mental health lead training with the Anna Freud Foundation, information, links and snippets are also shared with the children, staff and parents/carers on a regular basis.</p> <p>The National Breakfast Scheme has been implemented throughout last year, ensuring all of our children have breakfast each morning. This has been a successful strategy and a calming way to start the day.</p>	<p>Increase the capacity for the delivery of mindfulness and circle time across the school so more students are able to access this.</p> <p>Develop the use of our cooking room further – clubs.</p> <p>Continue to build and develop upon our mental health action plan.</p>

<p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>The school has a wide variety of extracurricular clubs and activities.</p> <p>Some children have recently taken up music tuition with a specialist teacher, on top of our weekly music lessons. Many children throughout the school have also taken up choir this year and when to the O2 YoungVoices event. This shall take place yearly.</p> <p>The school put on a very successful whole school production of the Lion King. All children were involved.</p> <p>Other examples included:</p> <p>Sports Teams – competitions, events, in house competitions</p> <p>Library and computing room – this is open at lunch time and also after school for parents and carers to use as well.</p> <p>Global learning – lunchtime club</p> <p>Some children have requested to lead specific clubs for their peers and other year groups – these have included dance club, a games club, cookery and crochet club.</p> <p>In the 2022 parent survey, 86% said their child takes part in clubs and activities.</p>	<p>Develop further opportunities for the children who want to pursue a talent or interest. Through pupil voice, questionnaires and continuing to provide children with experiences they may not have done or seen before.</p>
<p>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p>	<p>The school's behaviour policy encourages students to make the right choices and take responsibility for their own behaviour and the sanctions they receive. The school rewards students for making good choices but has a range of sanctions in place for those who do not, helping them to understand the rule of law and that poor choices have consequences. The policy is consistently applied across the school.</p> <p>Students in KS2 are given the opportunity to take part in elections and debates, even when these are not taking place nationally. They understand the importance of voter registration in order to exercise their rights. British values are integral to the curriculum and the ethos within the school. In addition, input from outside agencies, such as the Police, local MPs and former Prisoners supports the delivery of this aspect. Our PHSE programme and assemblies have been planned to ensure even greater coverage of this aspect.</p> <p>The House system has become important in recognising and celebrating our school values. As well as our termly targets.</p> <p>The school has audited SMSC and British Values across the school as a whole staff team and discussed how each of these areas are promoted within special events and throughout day to day practice.</p> <p>Examples of this are:</p> <ul style="list-style-type: none"> Preparing statements as to why they should be a member of the school council and voting for this. Developing focus weeks Major debates Pupil voice Assemblies Reflection club and behaviour choices Rules Extracurricular opportunities E-safety ambassadors Working with other schools Taking part in further clubs/competitions PSHE/RSE scheme 	<p>Develop pupil voice and responsibilities throughout the school which haven't been able to take place consistently over the past couple of years.</p> <p>Develop our house system further throughout the school.</p>

<p>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>Curriculum offer is open to everyone regardless of any protected characteristics. School has a long tradition of working with EAL students and including them in everyday school life.</p> <p>The RE curriculum encourages students to appreciate that different religions and social groupings hold different values. Students take part in activities to mark things like Autism Awareness day, Refugee Week and HelloYellow day promoting mental health awareness etc.</p> <p>Further links within our community have been developed, with successful opportunities taking place such as our 'friends' project, the food bank and Jubilee.</p> <p>Focus weeks have been successful– an apprentice challenge, an art week looking at different artists throughout history, techniques and cultures, our final focus week was exploring different cultures and continents around the world, making links to various countries our children are from and celebrating differences. Local and national links are being developed.</p>	<p>Develop the Equality and Diversity Policy and Action Plan so it has a higher profile across the school and impacts on key issues, such as recognising 'invisible' disabilities.</p>
<p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<p>The school polices uphold the principles that discrimination on the grounds of any protected characteristic are unacceptable and will not be tolerated. Reported incidents of racism or homophobia are rare although a small number of pupils seem to have made comments. Many of the children are unaware of the seriousness of this and further work to support has been put in place. All students offered same access to the curriculum and entitlement.</p>	<p>Through circle time, our values and other interventions, continue to work on the importance of respect, others beliefs and opinions.</p>
<p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</p>	<p>Students are given positions of responsibility such as house captains, sports leaders, school council and responsibilities in the classroom. School Council leads visit classes to give all students the opportunity to express their Student Voice.</p> <p>The House system has encouraged a greater sense of community, including activities to promote kindness and our other values, wellbeing and fitness. Students participate in at least two hours of PE a week on average over their whole time at the school; rates of participation are high with a focus on developing fitness and a love of sport. All children also participate in the daily mile.</p> <p>Our PSHE curriculum and assemblies also focus on both local and national government. Classes are encourage to be part of the local area and engage in events and activities. Trips further afield also take place, supporting these opportunities.</p>	
<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks² to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful</p>	<p>Opportunities are made for visitors to come into school to share jobs and knowledge.</p> <p>Links have been made with some companies and organisations to develop an aspirations day within the school.</p> <p>Visits are made to local secondary schools to prepare</p>	<p>Develop aspirations day further.</p>

opportunities for pupils to encounter the world of work.		
--	--	--

Personal Development - Action Plan - Top Three Priorities for 2022/23

Areas requiring improvement	Actions	Responsibility / resources Milestones for evaluation	Governance
To further develop aspirations, talents and interests of children throughout the school.	All children to be offered a range of clubs both during the school day and after school. To explore with all children further clubs, interests and aspirations they have and build these into our curriculum. To develop our aspiration assemblies/days. To further promote a sense of community in our house system – other than just through sporting events.	Clubs to resume September 2022. Well being survey to be completed in T1 – to include the opportunity for children to share interests/aspirations. Aspiration assemblies to take place termly with different speakers. Both for children, staff and parents/carers. From T2. T1 – to plan further house events T2 onwards – carry out	
To develop pupil voice and responsibilities further throughout the school	All deep dives to involve pupil voice. Termly surveys to be sent out and reviewed. School council to meet fortnightly. Key responsibilities to be given to KS2 children – these children are to have training on these responsibilities. Including school council members, house captains and sports leaders.	Deep dives planned throughout the academic year. Survey to be reviewed termly and actioned upon. Key responsibilities to be in place September 2022 – to meet at least termly.	
To promote values, views, beliefs and opinions further within the school	Key events and celebrations to be within the calendar for the academic year. This may involve assemblies, off timetable events, speakers or trips/visits. Assemblies to take place weekly focusing on school values, British values, significant events and people. Circle time is to be further embedded throughout the school. Review Kent RE curriculum Independence of the children and active learning is to be developed throughout the school. Focusing on how to be independent, active talk and 'must sees' within lessons.	Calendar of events throughout the year. Weekly assemblies. Weekly circle time/PSHE sessions. T1 and T2 develop independent learning with staff and children. T1 and T2 develop talk across the school. T1 and T2 develop 'must sees' across each class and subject area to support consistency. T3 further embed the above and monitor through learning walks and deep dives.	

LEADERSHIP AND MANAGEMENT - Self Evaluation

OfSTED grade descriptors for good standard	Evidence for good	Areas for further development
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	The school's motto is 'Steps to Success'. This is delivered through an appropriately sequenced curriculum and a planned learning journey that enables all children to take small incremental steps to future success. Parents send their children to Long Mead because it provides a small nurturing environment where every child is known well by the caring staff. 100% of staff believe the school is well led and managed, with further emphasis on behaviour management expressed.	Support new subject leaders in their role. Share widely our school behaviour policy, stages, pupil passports and chronology.

	<p>School Leaders and Governors have a set of values and vision statement for the school. This is reviewed annually.</p> <p>All staff are proud to work at the school (staff survey evidence).</p> <p>Subject leaders have a clear vision for their subjects throughout the school and new leaders are excited and supported in their next step. Deep dives have taken place and have supported the development of the curriculum. This Deep Dive process has enabled leaders to gain a much better understanding of the strengths and weaknesses of the quality of education. Action plans and follow up ensure changes happen in response.</p> <p>Values have been explored as a whole school team and are promoted widely.</p> <p>In the 2022 staff survey, 94% of staff stated the school challenges all pupils to make at least good progress.</p>	
<p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</p>	<p>Over 100% of staff believe the school uses professional development to encourage, challenge and support staff members' improvement. (staff survey 2022)</p> <p>The school have developed a set of pedagogical principles called the Pillars of Excellence that teachers use to deliver, practice and assess knowledge, skills and vocabulary. These are based on current educational practise. Middle Leaders have had a significant role in developing these pillars through staff training sessions.</p> <p>Lesson observations are design to focus on the Pillars of Excellence so areas of strength and development can be identified. Lesson observations are conducted by both senior and middle leaders, with external verification.</p> <p>The school is also now working towards a Core Offer within the classroom for all SEND and PP students which uses best practice classroom strategies. Teachers have also undergone training on supporting students with additional needs within the classroom.</p> <p>Early Career Teachers are part of an externally provided induction programme. They have a mentor who supports them with planning, teaching and assessment. The school has an excellent track record of staff successfully completing their NQT and now ECT years.</p> <p>More experienced staff are provided with opportunities to further develop with external qualifications. For example NPQH and NPQSL courses.</p> <p>Further CPD takers place both internally and externally. Scheme support, shared planning and development, moderation and assessment, TRG project, Education People courses and other specific courses.</p>	<p>Continue with the TRG programme and the focus this year on training others throughout the school.</p> <p>Ensure training attended is shared with appropriate staff and that subject leaders actively share and support others using their expertise.</p>
<p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p>	<p>The school does not allow any gaming or off-rolling as a mechanism to improve outcomes. Governors carry out an annual check of the record.</p> <p>All children study the National Curriculum which we have developed into our own broad and balanced curriculum.</p> <p>Leaders and Governors consider data that compares mobile and non-mobile learners so progress and attainment gaps can be considered.</p> <p>Staff work in small groups with students where gaps in prior learning are impacting on their ability to be successful. Covid catch up tuition has also been in place for targeted children.</p>	<p>Review catch up provision moving forwards.</p> <p>Ensure children working out of their year group have robust and regularly review individual plans.</p>

	<p>The school has an Admissions Policy that is inclusive and does not restrict admissions to particular groups.</p> <p>Consistent testing across the school is in place enabling us to analyse gaps and any children requiring catch up based on prior assessments.</p>	
<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</p>	<p>Leaders are fully engaged with pupils. Leaders at all levels still teach. All leaders are involved in mentoring small groups. The Head of School and Deputy work with students on a regular basis and this has been effective in school improvements.</p> <p>Parents engage well with the school. They have the opportunity to respond to an annual survey.</p> <p>Leaders actively work with the local community. For example, Senior Leaders are part of the local neighbourhood partnership which involves a range of stakeholders exploring the wellbeing of the local area.</p> <p>The school has a PTA which plans in school events for children and families. Parents/carers are invited in regularly for informal and formal sessions for example work with you child for the morning, mothers/ father's day and other assemblies and events.</p> <p>The school is actively involved with other schools in the area, as well as other partnerships and projects.</p>	<p>Work on improving the involvement with parents/carers for academic based activities.</p>
<p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p>	<p>The school has approachable Leaders who are conscious of the pressures on all staff.</p> <p>Governors meet regularly with randomly selected groups of staff to discuss their wellbeing and any concerns they have. These concerns are then shared confidentially with the Head of School so actions can be taken where necessary.</p> <p>The views of staff are sought annually in the staff survey. 100% of staff say the school has a motivated, respected and effective staff (staff survey 2022). The results are compared against previous years to identify any changes in views. These are then followed up with further focus groups of staff to understand the concerns more fully.</p> <p>The school has an established appraisal system. Staff set objectives with their appraiser that link both to whole school and personal objectives. Governors meet to sample appraisal documentation and check that pay decisions are appropriate.</p> <p>The school has a Staff Wellbeing Policy. Through this, the school listens to staff concerns about workload and wellbeing and to act where possible. 87.5% of staff think leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid unnecessary burdens on staff. 100% believe leaders are considerate of their wellbeing (staff survey 2022).</p> <p>Staff reported that unreliable technology is causing some unnecessary additional workload and pressure. As a result, leaders invested in a new laptops to address this concern. (Both for the children and teaching staff)</p> <p>During the Covid-19 outbreak, leaders have been open and transparent with staff. Regular online meetings have taken place so staff can ask questions or raise concerns.</p>	<p>Promote the staff committee further where ways of further reducing workload can be explored and wellbeing events/activities.</p>
<p>Leaders protect staff from bullying and harassment.</p>	<p>Policies are in place to protect and support staff. For example, the use of ICT / social media to publicly abuse or harass staff is a potential permanent exclusion at this school. The school also has a specific policy on bullying and harassment of staff.</p> <p>Staff have the opportunity through discussions with Governors to raise concerns and they will be acted upon.</p>	

	<p>87.5% of staff support the idea that leaders challenge bullying and harassment. 100% say leaders do all they can to ensure the school has motivated, respected and effective staff.</p>	
<p>Those responsible for governance understand their role and carry this out effectively.</p>	<p>The Governing Body has clear Terms of Reference that describe their roles and responsibilities. This are reviewed annually. Co-opted Governors are appointed on the basis that the skills they can offer match those required.</p> <p>The School Action Plan outlines how Governors will hold leaders to account through monitoring visits. These reports are then shared across the Governing Body and discussed at the next meeting. Governors are integral to the self-evaluation and action planning cycle each September.</p> <p>Governors self-evaluate themselves and take part in an annual skills survey to assess their competence and contribution. As a result, training is planned to meet any needs that are identified. For example, in 2022, Governors received training on Suspensions and Exclusions.</p> <p>Governors also engage external Local Authority partners to evaluate the work of the Governing Body and to ensure they are being effective. As a result, Governors have changed their agenda format to ensure it makes better use of time. The view of the external visits is that the Governing Body is effective and continuing to strengthen.</p> <p>Governors attend local briefings and external training to ensure their expertise is up to date. They share the details of this as a standard item on each agenda.</p>	
<p>Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p>The vision and values of the school are evaluated and discussed annually by the Governing Body. They are then available on the school website and summarised in the school prospectus.</p> <p>In the Governor Skills Audit, 100% of Governors are strongly committed to the vision and ethos of the school.</p> <p>Governors annually benchmark school spending against other similar schools. Local Authority.</p> <p>Governors hold leaders well to account. They participate in regular monitoring visits that are linked to the School Action Plan. Reports generated from these visits are shared with the Full Governing. Governors have been trained in the Deep Dive process and visit the school to see the process in action. They also attend work scrutiny to monitor the work of leaders and meetings with groups of staff and pupils.</p> <p>Governors consider school data and national test outcomes in all subjects. The data is broken down by different pupil groups, including disadvantaged pupils. The Pupil Premium Governor holds leaders to account three times a year against the Pupil Premium Plan. Governors have access to the FFT Aspire website.</p> <p>Governors have instigated an exit survey of students so they can explore how well the school has prepared pupils for the next steps.</p>	
<p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p>	<p>In the Governor survey, all Governors were average, strong or very strong in terms of understanding their legal duties. In response, Governor training focussed on statutory responsibilities to ensure greater strength.</p> <p>Governors discuss matters relating to their statutory duties as part of their ongoing training. For example, Governors have recently participated on online safety training and personnel management training.</p>	<p>Repeat Governor Skills Audit to check improvements following the training conducted in 2022. Produce a new training plan based on the results.</p>

	<p>Governors agree an annual Equality Policy. An Equality plan is produced and agreed. Governors agree an annual Safeguarding Policy</p> <p>Governors receive regular training in safeguarding and their prevent duties. A number have also participated in the NSPCC safer recruitment training. Training participation is recorded and repeated every three years.</p> <p>The Safeguarding Governor does random sampling of safeguarding files based on concerns raised by staff to ensure interventions are recorded. Monitoring visits take place to discuss safeguarding matters with the DSL – these are shared with the Full Governing Body. The Safeguarding Governor also checks the Single Central Record.</p> <p>Currently, the school is ensuring that all staff have a DBS check very three years, in line with current LA guidance.</p> <p>The Governors have undergone training regarding their responsibilities under the Equalities Act for exclusions.</p>	
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	<p>Parents perceive that the school is safe for their children; the 2022 parent survey shows 86% believe this. This is out of 43 parents/carers that responded.</p> <p>A Code of Conduct for all employees is in place. This is reviewed annually with all staff expected to agree to adhere to its contents (though an annual signed copy).</p> <p>The school has four DSLs who receive regular training. (Working alongside staff at Hugh Christie) Staff also receive annual training in safeguarding. The Safeguarding Governor and others regularly ask random staff that they know what to do if they have concerns about the safety of a child. 87.5% of staff believe pupils are safe in the school (staff survey 2022).</p> <p>The school regularly requests external reviews of safeguarding and puts in place an action plan to address any issues.</p> <p>The number of referrals made by staff about students in the last six months continues to rise. This demonstrates a significant level of welfare concern amongst a significant number of students.</p> <p>It is a requirement that a Safer Recruitment trained leader or Governor is involved in any recruitment process. The recruitment process is robust including the use of standard form for checking ensuring references provide the required information on safeguarding. The single central record is checked at least twice a year by Governors and externally by LA advisors. It is fully complete.</p> <p>Leaders refer any allegations regarding adults working in the school immediately to the LADO.</p> <p>One of the DSLs was awarded the Kent Teacher Award for promoting wellbeing in recognition of the work done by him and his team.</p>	

	<p>The class teacher and other key pastoral staff hold resilience conversations with students that help to identify potential risks to their wellbeing and provide support where necessary. This is linked with our PSHE scheme Jigsaw.</p> <p>Through the curriculum and special assemblies, the school helps to address issues around pupils managing their own risks.</p>	
--	--	--

Leadership & Management - Action Plan - Top Three Priorities for 2022/23

Areas requiring improvement	Actions	Responsibility / resources Milestones for evaluation	Governance
Develop new subject leaders in their roles	<p>Meet with subject leaders on a regular basis to discuss intent, implementation and impact of their subject.</p> <p>Subject leads to be involved in learning walks, book looks and the deep dive process.</p> <p>Support new subject leads to lead staff meetings and monitor the impact of resources and manipulative to support learning.</p> <p>Support leads to develop 'must sees' in each subject area for consistency across the school and classes.</p> <p>Subject leaders are to disseminated training and allocated training sessions to individual staff meetings where appropriate.</p> <p>Support subject leaders in the monitoring of interventions and next steps.</p>	<p>All meetings are timetabled into the school calendar. These are to be recorded and followed up.</p> <p>Deep dives in place throughout the year.</p> <p>Staff meetings and additional CPD in place for T1 and T2.</p> <p>Learning walks organised with staff to ensure cover is in place.</p> <p>'Must Sees' to be developed in T1 and T2. To further embed these in T3 onwards.</p> <p>Pupil progress meetings to review each individual child, groups of children and classes. Intervention records to be discussed and next steps. These are to take place termly.</p>	
Implement and review the Staff Wellbeing Policy. Provide staff with more time and strategies to support their wellbeing.	<p>Implement the Staff Wellbeing Policy agreed in Spring 2022</p> <p>Plan and implement staff wellbeing activities to take place throughout the year,</p> <p>Organise at least two whole staff INSET sessions to provide advice and guidance on supporting wellbeing.</p> <p>Allocate one well being session per term for all staff to participate in a range of planned activities and social activities.</p> <p>Meet with staff on a termly basis to discuss ongoing wellbeing and workload matters. Confidential outcomes to be shared with the Leadership Team for action (where appropriate).</p> <p>Governors to meet with a sample of staff three times a year to monitor wellbeing and welfare matters,</p> <p>Establish a Staff Room Committee to meet termly to look at social events and site related issues (including some input into life cycling decision making).</p>	<p>Staff INSET session for Term 1 planned and delivered by end of September 22</p> <p>Staff INSET session for Term 3 planned and delivered by end of January 23</p> <p>Wellbeing events planned and implemented</p> <p>Staff wellbeing group meetings take place termly with report to leadership team for actions</p> <p>Governor wellbeing meetings – Term 1, Term 3 and Term 5 (Chair)</p> <p>Staffroom committee established by end of Term 1. Termly meetings (at least four before July 23)</p>	
Work on improving the involvement with parents/carers for academic based activities.	<p>Plan a calendar of events for parents/carers to be involved in – low stakes activities such as celebration assemblies and mothers/fathers day events etc.</p> <p>3 x opportunities for parents/carers to meet the teacher and discuss learning.</p>	<p>Key whole school events in the calendar by September 2022.</p> <p>Subject leads to plan parental events in the calendar by end of T1.</p> <p>Update social media weekly where possible.</p>	

	Subject leaders to plan events to support parents/carers and the development of their subject. Presence on social media to be developed to support academic activities, as well as celebration. Development of our new website to promote this target.	New website to become live – September 2022	
--	--	---	--

EYFS - Self Evaluation

OfSTED grade descriptors for good standard	Evidence for good	Areas requiring improvement
Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	Our varied and rich EY curriculum is planned to meet the children's needs and address their interests. We follow termly themes that are adaptable and flexible to follow the interests of the children e.g. trains. The curriculum is enriched with visits such as a visit to the train station. Trips are carefully planned to give the children experiences that they may not otherwise experience. Pupil premium funding is used to ensure disadvantaged children access enriching experiences E.g. visits to the theatre. Parents are encouraged to be involved with the curriculum, including those who can be hard to reach, encouraging attendance to class events/activities as well as trips. The reception class has built up a strong relationship with the 'friends' group at the church and visit termly allowing the children to experience singing groups, museum visits, animal encounters and packing shoe boxes for Africa.	Update long term planning in line with EYFS framework (Birth to 5) and based on children's needs and interests.
The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	Our staff pride themselves on knowing each child well as an individual. On entry the children are carefully assessed and observed to establish starting points and progress is tracked using My Unique Progress. Individual meetings in school with parents/carers give us an insight into the children and gives us an opportunity to share key information with parents. Resource packs, including vocabulary lists are given to parents to give children the opportunity to revisit their learning at home. This may help children retain knowledge over time and encourage conversations at home. Planning across the school has been sequenced from nursery to year 6.	Individual provision plans for children in preschool are to be reviewed regularly by class teacher and SENCO, in line with the rest of the school.

<p>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</p>	<p>Phonics is taught across EYFS and KS1 and reading skills are taught explicitly. Ongoing monitoring/tracking has supported our phonics teaching and enabled interventions to be targeted precisely where they are needed.</p> <p>We have ensured phonics is a focus within all areas of the curriculum and not just discreet lessons, this has supported the children's knowledge and understanding. All children have access to our library to develop reading for pleasure, and children in reception have matched books to support their reading and comprehension. Whole class stories are shared alongside specific teaching of questions, vocabulary and comprehension skills.</p> <p>We provide a wide range of bedtime story book bags that can be enjoyed at home. Focused activities in class with children and parents to establish a culture of sharing bedtime stories.</p>	<p>Implemented the new phonics programme across EYFS and KS1. Success For All – FFT.</p>
<p>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. Children benefit from meaningful learning</p>	<p>SEND children are fully integrated in the life of the school. Next steps are identified for all children and staff know each child individually. Small group sizes enable us to plan to meet the needs of individuals. Resources are purchased to support individual needs, as well as applying for HNF, attending LIFT and gaining specialist advice.</p>	<p>Individual provision plans are to be robustly evaluated and discussed 3 x per year with SENCO, teachers and parents/carers.</p>
<p>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</p> <p>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</p>	<p>Information and new topics are introduced clearly to children. Visual cues, props and new vocabulary is introduced in a fun and purposeful way. Lesson observations show lessons are adapted to the needs of the pupils, anticipating misconceptions in prior knowledge. This is made possible by each member of staff knowing each child very well. Children are encouraged to use the new vocabulary that is displayed in the classroom. Rhymes and songs are used to reinforce key concepts as well as to develop children's language, speech, vocabulary and memory skills. Stories and books are a key feature in the class and enjoyed freely throughout the sessions. Reading and vocabulary development is promoted at home by sending home bedtime story book bags. Including children's favourite books that have been shared in class. This develops a love of reading and bedtime story culture at home in a fun and enjoyable way.</p>	
<p>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</p>	<p>Early maths is taught through a mixture of adult led activities and purposeful play. Number skills are included as part of our morning welcome routine, so they are an integral part of the day. Maths is planned for through active learning. Concepts are revisited both in adult led activities and planned play opportunities. My Unique Progress is used to track learning in maths and we have an experienced staff team to plan next steps for children. Vocabulary is reinforced by sending home picture vocabulary lists for key maths words.</p>	<p>Review maths planning – Powermaths/numbersense to be explored as used with the rest of the school.</p>
<p>Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.</p>	<p>The early years environment is well resourced both inside and out. Resources are accessible to the children and clearly labelled to encourage independent access. Teachers and leaders have responded to feedback and changed learning environments to suit the needs of the learners.</p>	<p>Review learning environment across EYFS and budget for this to be updated.</p>
<p>The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.</p>	<p>We have a key person approach in the early years, so children can develop secure attachment to an identified person. However, we are a small team and the children quickly get to know all members of staff well. To help children settle and feel secure, we have taster sessions, stay and play and home visits. We find children quickly become confident and familiar with the new environment. We form good relationships with parents which enable us to take into account any new circumstances and meet each child's needs.</p>	<p>Have a look at key worker children for this year and agree what that will look like in terms of books, observations, parents evening and reports.</p>
<p>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</p>	<p>All staff are expected to model good practice, and through our curriculum, children are taught about how to stay healthy and safe. Weekly PE sessions reinforce that exercise is a fun and healthy part of life. Daily wake and shake dance takes place as part of our morning routine, as well as the daily mile. Children are encouraged to try new healthy fruits and vegetables as part of daily snack time and focused group activities. All children in EYFS also are part of the National Breakfast Scheme.</p>	

	Children are supported to play and try new things while being aware of their own and others' safety, such as climbing, exploring and using tools in class, outside and in our Forest School environment. The science lab is used regularly to promote cooking and using the kitchen safely.	
Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	Information is shared with parents through newsletters, meet the teacher meetings and parent-teacher consultations meetings. In addition to this, parents are welcomed into class each morning to settle their children and share their child's learning journey book. Specific meetings on the teaching of phonics and reading skills take place during the year.	To promote the uptake of parental involvement in academic sessions.
Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.	The environment is set up to enable children to develop and consolidate their knowledge and skills in all areas of learning. Our experienced staff team is our key resource in providing opportunities for children to have meaningful conversations and develop their knowledge, skills and vocabulary in a meaningful way.	Develop consistency of observations and learning journeys across EYFS.
Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.	Close links between EYFS and KS1 take place throughout the year, including transition meetings. Flexibility of classes and groupings take place to ensure the children are ready to move onto the next stage. Progression on skills are clearly noted for teachers know where they children have come from and where they are going. This has been developed from nursery to year 6. This includes a learning journey of both academic and wider curricular skills. 50% achieved a good level of development. This is within 1 child from LA and National. The numbers are also based on a small cohort of children. 4/10 children expected to be on track by the end of the year. Achieved 5/10.	To review prime areas of learning.
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	Interventions are put in place were needed, as well as individual plans. Subject leaders support teachers to identify these children, put in place interventions and track this. 50% achieved a good level of development, within one child from LA and National.	Individual provision plans to be reviewed termly to ensure they are robust.
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.	Children enjoy rhyme time daily and books are enjoyed by children independently as well as with adults. Planning is linked to a quality text.	
Children develop their vocabulary and understanding of language across the seven areas of learning.	Communication in Print cards are used daily as visual prompts and support for key vocabulary. These are also given to families to reinforce at home. Teachers model good language and vocabulary within all areas of learning.	To review curriculum vocabulary
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.	Levels of involvement are monitored on the long observations forms we use when observing the children. Children enjoy the range of activities on offer and work independently within the environment. Observations of the children, lesson observations and evidence in books shows children actively engaging with the environment and showing pride in their achievement.	To ensure consistency of monitoring and learning journeys across EYFS.
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	Personal, social and emotional development is a prime area of learning and a key focus in our curriculum. Children are given opportunities to work together, take turns and share. Adults support children through their play, giving children the opportunity to identify right from wrong. Our behaviour policy spans from EYFS to KS2 – with specific alterations made for the age of the child. Anger management training, circle time training and zones of regulation training has been delivered to all staff.	A greater focus on emotional vocabulary and increasing children's awareness of healthy coping mechanisms would further develop children's skills in this area. Further develop CPD training and put into practice.

EYFS - Action Plan - Top Three Priorities for 2022/23

Areas requiring improvement	Actions	Responsibility / resources Milestones for evaluation	Governance
To raise attainment of children at the end of EYFS. Monitoring all prime areas (communication and language, physical development, personal, social, emotional development) and specific areas of learning. (Literacy, maths, understanding of the world and expressive arts and design)	<ul style="list-style-type: none"> To embed new phonics scheme from nursery to end of KS1. To review current maths scheme and benefits of PowerMaths and NumberSense used throughout the rest of the school. To evaluate all 7 areas of learning with EYFS leader and next steps. 	<ul style="list-style-type: none"> To begin teaching new phonics scheme in EYFS from September 2022. To engage with the EnglishHub to develop new scheme. T1 onwards. Continue to support all staff with the development of the new scheme, including additional training where appropriate. Ongoing for this academic year. Review maths curriculum as part of deep dive in T1. Pupil progress meetings to take place termly to review areas of learning and discuss and implement next steps. EYFS leader meetings to take place termly. 	
To develop consistency of observations across EYFS including next step marking, questioning and planning.	<ul style="list-style-type: none"> Observations courses to be booked for new staff. Regular meetings with EYFS staff to look at books and complete moderation. Book looks with EA to monitor all books including the consistency of observations. Next steps – to be noted within all books through long observations. 	<ul style="list-style-type: none"> EYFS meetings 3 x times a year to look at books. (NW & KH) Book look with EA – during deep dives Termly pupil progress meetings with EA Termly supervision meetings KH & EA 	

	<ul style="list-style-type: none"> Regular pupil progress meetings to monitor progress and next steps. Regular supervision meetings. 		
Review curriculum areas with new leader in place, alongside the learning environment.	<ul style="list-style-type: none"> To review the learning environment – inside and out. To create learning spaces in the outdoor area. Redesign the wild garden into a obstacle course/physical area. Create a sensory wall/area to support our children with additional needs(KH & NW) To create a calming more neutral learning environment inside. (EYFS team) To ensure all surfaces are tidy and organised (EYFS team) Long term and medium-term plans to provide a range of learning experiences including; recycling, nature and different cultures. (KH) 	<ul style="list-style-type: none"> All staff in EYFS to create a list regarding what else our environment needs. (EYFS team September) KH to create an obstacle course area by October half term (KH) NW to look at creating a sensory area/board (April NW) Hanging displays and bright coloured borders to be taken down (Christmas EYFS staff) Limit the resources out at any one time in the nursery (NW & LD) by October. Long term plans to be written and published (Sept KH) Medium term plans to be written before the beginning of each term (KH termly) 	

SEND PROVISION PLAN

Based on the five recommendations from the Education Endowment Foundation (EEF)	Actions (priorities identified against the SEND Core Standards)	Responsibility / resources Milestones for evaluation	Governance
1. Create a positive and supportive environment for all pupils, without exception.	<p>Ensure all SEND pupils access the best possible teaching through:</p> <ul style="list-style-type: none"> The effective implementation of the school's core offer for SEND children in every classroom (Teachers / Subject Leaders/EA) Providing additional training and support to teaching staff in the delivery of the core offer (see action point 3) (EA/PB) Monitoring the impact of the Core Offer through the school's Deep Dive process and data analysis (EA) <p>Promote positive relationships, active engagement, and wellbeing for all SEND pupils by:</p> <ul style="list-style-type: none"> Ensuring every SEND child has strategies outlined within the grab folders and pupil passports to ensure they can be included and engaged in the lesson activities (Class Teachers/PB) 	<p>Refresher training for all teaching staff on the core offer in September 2022 (EA/PB)</p> <p>Programme of Deep Dives in place for all subjects by end of Term 1 and completed by middle of Term 6. Feedback to be given with an action plan (EA/KF)</p> <p>All grab folders updated and checked by EA by the end of September and monitored during deep dives. Attendance rewards in place by the end of term 1 (EA)</p> <p>SEND children who are a cause for attendance concern being raised at attendance meetings fortnightly.</p>	Sue Mason to carry out two monitoring visits in Semester 1 and 2.

	<ul style="list-style-type: none"> Provide further INSET to staff on strategies on creating an inclusive classroom environment (see action point 3) (EA/PB) Termly rewards for SEND children whose attendance (in terms of days missed) improves. Engaging with parents where the number of days missed due to absence per term a cause for concern. <p>Provide a positive and proactive approach to behavior by:</p> <ul style="list-style-type: none"> Improving the consistency of approaches within the classroom (through the school's Core Offer) (EA/PB) Improving the consistency of behavior management through the use of pupil passports (EA/PB) Support SEND pupils with how to have effective restorative conversations with teachers (EA/KF/PB) 	<p>Attendance support packages in place for implementation by the start of Term 2 (EA/attendance team)</p> <p>Pupil passports in place by September and reviewed by the end of September/termly.</p>	
5. Build an ongoing, holistic understanding of the school's pupils and their needs	<p>Further develop an understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach through:</p> <ul style="list-style-type: none"> Sharing children's individual plans and passports with teaching staff and parents at least 3 x per year. To discuss: student strengths, interests, aspirations and learning challenges to be offered to the families of all SEND children (PB/EA) Ensure all SEND parents receive a personal invitation to every parent consultation and briefing (PB) SENCO and class teachers to meet to review all provision plans termly. (Teachers/PB) SENCO and HoS to review all children on the SEND register termly. (EA/PB) Pupil progress meetings to take place 3 x per year. (EA) 	<p>Individual provision Plans shared with parents for completion by the end of September 2022 (PB)</p> <p>2021/22 data on progress, attitude to learning and attendance for SEND pupils analysed by September 2022. Use Baseline testing (PB/EA)</p> <p>Provision plans to be reviewed termly (EA/PB)</p> <p>System for personal invites to SEND parents for events 3 x per year. (EA/JB)</p>	
6. Ensure that all pupils have access to high quality teaching.	<p>Support teachers through further training to develop their expertise in the following recommended areas to support SEND children within the classroom:</p> <ul style="list-style-type: none"> flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; scaffolding. Manipulatives Outcome <p>Develop the use of technology:</p> <ul style="list-style-type: none"> Support all SEND pupils and families to have their own personal IT device (EA) Provide additional ICT support within the classroom for KS2 SEND children to improve their accessibility to technology (PB) Use baseline testing to more regularly assess SEND children and provide greater diagnostic feedback (PB) Including the use of the engagement model where appropriate. Develop the use of apps to support SEND pupils with retrieval practice and self-quizzing (as an alternative to knowledge organisers) (Subject Leaders/ PB) 	<p>INSET sessions allocated and delivered throughout the year</p> <p>Laptop scheme to be focused on SEND parents to ensure complete provision by the end of Term 2 (EA)</p> <p>New up to date assessments in place by September 2022 (PB)</p> <p>Baseline test all SEND children by the end of Term 1 (PB). Repeat baseline testing by end of Term 5 (PB)</p> <p>Subject apps for supporting SEND pupils in place by Term 3 (Subject leaders/PB)</p>	

4. Ensure that high quality teaching is complemented with carefully selected small group and one-to-one interventions	<p>Develop and implement targeted support packages for SEND children across a range of academic and pastoral needs (PB)</p> <p>Provide additional staff training in how to deliver effective targeted support.</p> <p>Develop systems for more effective intelligence gathering to ensure the support packages are correctly targeted and prioritised</p> <p>Through the SEND department, provide additional specialist support from trained professionals.</p>	<p>Individual provision plans to be reviewed by the end of term 1. (PB)</p> <p>QofE systems for intelligence gathering and prioritization by the end of Term 1 (PB)</p> <p>structures in place by end of Term 1 (JS)</p> <p>Programme for establishing interventions and timelines in place by end of Term 1 (PB)</p>	
5. Provide advice and guidance on how the school will deploy, quality assure and support the work of teaching assistants	<p>Use the intelligence through the PAT and 'assess, plan, do, review' approach to improve the effectiveness in deploying TAs with the right students</p> <p>Monitor the work and effectiveness of TAs in the classroom within learning walks and deep dives.</p> <p>Training for TAs to support them in the implementation of the EEF's guidance to support TAs' interactions with pupils to promote greater independence within the classroom</p>	<p>Deep dives to start T1 and end middle of T6 for all subjects.</p> <p>Training programme for LSAs to be in place by the middle of T1 and in conduction with appraisals (KF/SC)</p>	

TONBRIDGE FEDERATION GOVERNANCE PLAN 2022/23 (shared with Hugh Christie School)

Key Priorities	Actions	Responsibility / resources Milestones for evaluation	Leadership and Governance
Improve effectiveness in monitoring quality of education	<p>Receive end of semester data on current and predicted outcomes</p> <p>Participate in at least three Deep Dives across both schools</p>	<p>Data received by March 2023 and July 2023 (external outcomes by September 2023)</p> <p>Deep Dive participation by end of Term 5</p>	<p>Jon Barker / Palak Shah / Lizzie Alexander</p> <p>Isabel Handyside Terri Daters</p>
Improve effectiveness in monitoring behavior and attitudes	<p>Receive data on attendance and behavior incidents</p> <p>Receive data from student, staff and parent surveys</p> <p>Meet with staff and students to discuss behavior management</p> <p>Monitor the use of off-site provision</p> <p>Monitoring visit to review attendance procedures</p>	<p>Data received in November 22, March 23, May 23 and July 23 on behavior incidents and attendance.</p> <p>Parent, student and staff survey analysis by May 23.</p> <p>Attendance monitoring visit by end of Term 3</p> <p>Meet twice a year with Senior Leaders to look at off-site provision including case studies.</p>	<p>Mark Fenn</p> <p>Elaine Johnson</p> <p>Rose Simonetti</p> <p>Claire Hickmott</p>

Improve effectiveness in monitoring personal wellbeing	<p>Monitoring visits with participants of the Quality of education and Quality of Pastoral Care teams to assess impact of changes.</p> <p>Attend a PAT meeting to monitor its effectiveness in supporting pupils.</p> <p>Monitoring visit to review LGBTQ+ plan. Receive data on number of incidents.</p> <p>Monitoring visit to review careers and Futures plan</p>	Monitoring visits by May 2023	Mark Fenn / Lizzie Alexander Nicolas Heslop (careers) Marion Seymour Lesley Broom Noa Mitchell
Improve effectiveness in monitoring Leadership and Management	<p>Meet with the HC Lead Practioner group during Term 1 and 6 to explore priorities, actions and impact during 2022/23.</p> <p>Meet with at least one department that has had input from a Lead Practioner to monitor the impact.</p> <p>Participate in at least three Deep Dives in both schools to evaluate the impact of the Lead Practioner programme at HC</p> <p>Governors to meet staff three times a year to monitor workload and wellbeing.</p> <p>Governors to meet with a group of parents to monitor parental engagement.</p>	<p>Lead Practioner meeting by the end of term 1 and Term 6</p> <p>Meet with department who has had Lead Practioner input by Term 6</p> <p>Participate in Deep Dives (see above)</p> <p>Staff workload and wellbeing meetings before the ends of Term 2, 4 and 6.</p> <p>Parent meeting before the end of Term 4</p>	Jon Barker / Lizzie Alexander Sue Mason
Improve effectiveness in monitoring EYFS	<p>Meet with EYFS Lead to review the progress of the EYFS plan</p> <p>Include discussion with children within EYFS regarding the overall quality of provision.</p>	Monitoring visit by May 2023	Lizzie Alexander Claire Hickmott
Improve effectiveness in monitoring Sixth Form	<p>Meet with Sixth Form Leads to review the progress of the Sixth Form plan.</p> <p>Include discussion with students within the Sixth Form regarding the overall quality of provision.</p>	Monitoring visit by May 2023	Justin Sheppard / Palak Shah Kelly Ala
Improve effectiveness in monitoring SEND provision	<p>Monitoring the implementation of the SEND plan across both schools.</p> <p>Include discussion with SEND leads, observations of SEND pupils within lessons, discussions with SEND pupils observed and discussions with staff (including LSAs)</p>	<p>Monitoring visit 1 by end of January 2023</p> <p>Monitoring visit 2 by the end of June 2023</p>	Paul Bargery Sue Mason Terri Daters Claire Hickmott

Review the Pupil Premium Grant plan, 16-19 Covid-19 recovery plan and Sports Grant	<p>Monitor the implantation of the Pupil Premium Grant plan, 16-19 Covid-19 recovery plan and Sports Grant</p> <p>Include discussion with PP leads, observations of PP pupils within lessons, discussions with PP pupils observed and others.</p>	<p>Monitoring visit 1 by end of February 2023</p> <p>Monitoring visit 2 by the end of June 2023</p>	<p>Palak Shah Lizzie Alexander Lesley Broom</p>
Address gaps relating to skills audit	<p>Carry out audit for 2022/23</p> <p>Based on outcomes, plan training sessions for Terms 3 to 6.</p>	<p>Audit complete by October 2022</p> <p>Training plan in place by December 2022</p>	Jon Barker
Implications of the white paper	<p>Training for Governors on the implications of the White Paper including:</p> <ul style="list-style-type: none"> • Establish a group to look at the school day of both schools for September 2023. • Implication of higher starting salaries for new staff • Mental health and RSE statutory guidance • Digital testing (Year 9) • SEND changes • Academy status <p>Establish working parties to look at emerging issues</p>	<p>Training to take place by November 2023</p> <p>Establish relevant working parties by December 2023</p>	Jon Barker

Action Plan Monitoring Lead Governors 2022/23

Hugh Christie School

QUALITY OF EDUCATION Lead Governors: Isabel Handyside	BEHAVIOUR & ATTITUDES (includes off-site direction) Lead Governor: Elaine Johnson Claire Hickmott	LEADERSHIP & MANAGEMENT Lead Governors: Sue Mason
PERSONAL DEVELOPMENT (includes careers) Lead Governors: Nicolas Heslop (careers) and Marion Seymour	SIXTH FORM Lead Governor: Kelly Ala	PUPIL & COVID PREMIUM Lead Governor: Lesley Broom

Long Mead Community Primary School

QUALITY OF EDUCATION Lead Governor: Terri Daters	BEHAVIOUR & ATTITUDES (includes off-site direction) Lead Governor: Rosella Simonetti Claire Hickmott	LEADERSHIP & MANAGEMENT Lead Governors: Sue Mason,
PERSONAL DEVELOPMENT Lead Governor: Noa Mitchell	EYFS Lead Governors: Claire Hickmott	PUPIL & COVID PREMIUM / SPORTS FUNDING Lead Governor: Lesley Broom

Federation

GOVERNANCE Lead Governors: Sue Mason, Peter Brierley	SEND AND CHILD PROTECTION Lead Governor: Sue Mason	FINANCE AND PREMISES Lead Governor: Malcolm Cole	EQUALITY AND DIVERSITY Lead Governor: Lesley Broom
--	---	---	---

PUPIL PREMIUM STRATEGY STATEMENT 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Long Mead Community Primary School
Number of pupils in school (Reception to 6)	113
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	September 2022

Date on which it will be reviewed	March 2023 and September 2024
Statement authorised by	Tonbridge Federation Governing Body
Pupil premium lead	Elizabeth Alexander
Governor / Trustee lead	Lesley Broom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,335
Recovery premium funding allocation this academic year	£ 10,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 108,856 98,856

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are:

- Ensure that the curriculum, teaching and learning opportunities are inclusive and meet the needs of all of our children, especially those who are disadvantaged
- Ensure that appropriate academic and pastoral provision, intervention and support is in place for disadvantaged children in order that they can be kept safe and be successful
- Aim to address the alerts (such as low literacy skills, poor historic attendance, low cultural awareness and inconsistent parental engagement / aspirations). These are significant barriers to their future success of many of our disadvantaged learners.

Our plan seeks to address these issues by using pupil premium funding to:

- Train and support staff in the use of the **Pillars of Excellence**. These principles of teaching and learning, based on Rosenshine's Principles, provide a framework for the consistent delivery of the curriculum. Pupil premium funding supports training to improve their Pillars of Excellence practice.
- Train and support staff in the implementation of the Core **Offer**. These are eight basic elements within the classroom that particularly support disadvantaged learners. Funding also supports any resources that staff may require to implement the core offer.
- Provide a **broad and balanced curriculum** by providing both an academic and more vocationally based curriculum pathways we offer to ensure we can meet the needs and aspirations of our disadvantaged learners.
- Where disadvantaged learners are identified as not making academic good progress, small group and one to one tuition is provided either through our school based **interventions** or through the **National Tutoring Programme**. This is mostly focussed on ensuring disadvantaged learners achieve well in Maths and English.
- Where disadvantaged learners are supported with their social, emotional or mental wellbeing using the **nurture room and other interventions**. This involves whole school input (through PSHE) alongside small group or one to one pastoral packages provided through additional staffing provided through pupil premium funding.
- Since Covid-19, the number of concerns raised about the safeguarding of our disadvantaged pupils has risen. To respond to this, the school will provide **packages** to help keep our disadvantaged pupils safe and healthy. This could include the use of breakfast club, regular parent/carers meetings and support, minibuses and support with uniform.

- Where disadvantaged students are identified with low literacy, numeracy and social skills that will hamper their ability to make good progress, whole class interventions and small group / one to one support is provided through our school based **interventions and tuition**. Disadvantaged students are also encouraged to read widely and often through the provision of a well resources Library.
- Where disadvantaged students are identified with low attendance that will hamper their ability to make good progress, **Attendance Support** is put in place using additional staffing funded through the pupil premium grant – breakfast club, use of the minibus, support meetings, nurture use in the mornings.
- Where disadvantaged students have low skills and aspirations that will hamper their ability to make good progress, **interests, skills and hobbies** will be explored. These will either be delivered to whole cohorts (through the PSHE curriculum) or through small group or one to one packages.
- Raise the cultural awareness of disadvantaged pupils through the development **whole school assemblies, themed days, RE/PSHE and other areas of the curriculum**. These will either be delivered to whole cohorts (through the broad and balanced curriculum) or through funded smaller group activities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance – Around 30% of our pupil premium pupils had low attendance last year. Therefore, patterns of poor attendance have become established and challenging to overcome. This has increased since Covid-19
2	Basic Skills – Typically around 40% of our disadvantaged pupil are below age related expectation when looking at their prior learning. This causes a significant difficulty for a large proportion of our disadvantaged learners to access the curriculum.
3	Aspirations – Many of our disadvantaged students (and their parents) have historic low aspirations for their success.

4	Cultural awareness – Disadvantaged learners do not have the same breadth of cultural experiences that some of our other learners do. The school has a critical role in providing these opportunities.
---	---

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance of disadvantaged pupils improves relative to similar cohorts elsewhere.	To improve the attendance of disadvantaged pupils to within 3% of the FFT national for the same cohort.
Improve the literacy and numeracy skills of our disadvantaged pupils so a greater proportion achieve expected or at the end of KS2.	Year 6 (2023) – 63% English and Maths crossover (based on the current school expected outcome and FFT50)
A wide range of cultural experiences are provided to disadvantaged learners.	To ensure all children attend at least two trips per year, as well as competitions and activities that take place both in school and out. To discuss with all disadvantaged pupils what their aspirations, skills, hobbies and interests are and look at promoting these further.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost:

Training and support release time £5,000

Additional teaching staffing in Maths and English £15,000

Additional resources £5,000

Total = £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">Ensure the Core Offer is in place consistently across all curriculum areas to specifically support disadvantaged learners within the classroom. This includes a focus on: Resources Routines Teach to the top with scaffolded support Revisit, review and retrieval strategies Feedback Growth mindset Questioning Modelling	The Education Endowment Foundation (EEF) state providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	2
<ul style="list-style-type: none">Continue to develop both feedback and scaffolded learning across the whole school as part of our Pillars of Excellence teaching framework.	Both strategies are recommended by the Education Endowment Foundation (EEF) as providing positive gains in learning	2
<ul style="list-style-type: none">Support the English department with the continued implementation of a revised curriculum to develop reading and writing skills. (new schemes for GPS and Phonics)Work alongside the English Hub and Kent leaders to improve and develop reading and writing across the school.	The National Literacy Trust states that Overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those	2

<ul style="list-style-type: none"> • Provision of a School Library and computing room to ensure disadvantaged pupils have access to 'reading for pleasure' homework/revision and families have access to this as well. • Support the Maths department with the continued implementation of the mastery curriculum. 	<p>who did not. They also tended to read and write a greater variety of material relative to non-library users.</p> <p>The Education Endowment Foundation recently ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact of +0.06 in secondary maths.</p> <p>The EEF state homework has a positive impact on average (+ 3 months), in primary schools – this includes collaborative working, reading, maths and science, as well as the use digital technology.</p> <p>Some pupils may not have a quiet space for home learning or access to technology or collaborative learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	
--	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Small group / one to one tutoring to support improve reading across KS1 and KS2 using Lightning Squad intervention programme. 	<p>Research by the EEF supports the impact of small group and one to one tutoring.</p> <p>The EEF results found signs of promise for both the targeted and universal interventions using reciprocal reading on outcomes for children eligible for Free School Meals. They also found reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>The EEF state that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2
<ul style="list-style-type: none"> Small group / one to one tutoring to support Maths and writing development, especially focusing on those who were meeting standards at the end of KS1 and year 5 but are no longer doing so. Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Intensive blocks with regular sessions will be used to achieve maximum impact for both tutors and tutees (at least 15 hours per learner). 	<p>Evidence from the EEF:</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2
<ul style="list-style-type: none"> Provide additional small group support through the nurture room to ensure vulnerable pupils, or those at risk of exclusion, are provided with small group intervention to support them across a range of subjects. 	See above	2/3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Additional attendance staff = £6,000

Additional pastoral staff = £15,000

Counselling support = £2,000

Skills, hobbies and interests development = £2,500

Uniform = £1,000

Free School Meals = £17,356

Total = £43,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Maintain additional staffing within the attendance team to focus on specific students. Develop a system of support packages (intensive blocks with regular sessions will be used to achieve maximum impact) with specific timed interventions aimed at bringing about improvement including: <ol style="list-style-type: none"> 1. Deliver intervention in a targeted way, in response to data or intelligence. 2. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality and benchmarking). 3. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. 	<p>“Improving school attendance: support for schools and local authorities” May 2022</p> <p>Nudge theory was named and popularised by the 2008 book, 'Nudge: Improving Decisions About Health, Wealth, and Happiness', written by American academics Richard H Thaler and Cass R Sunstein. The book is based strongly on the Nobel prize-winning work of the Israeli-American psychologists Daniel Kahneman and Amos Tversky.</p> <p>The EEF state that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1/3/4</p>

<p>4. Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.</p> <p>5. Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.</p> <p>6. Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.</p> <ul style="list-style-type: none"> Continue regular communication with parents as to their child's current attendance and its impact on their learning using a nudge theory approach. 		
<ul style="list-style-type: none"> Provide additional support to improve both the behaviour and social / emotional learning of disadvantaged students. Provide additional staffing to work with both students and parents on improving their behaviour. Provide available staff with mental health training to work with disadvantaged students to improve their wellbeing. Provide access to onsite counselling to disadvantaged students. Focus on specific students with intensive blocks with regular sessions will be used to achieve maximum impact 	<p>Evidence from the EEF states:</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-</p>	<p>1 / 4</p>

	<p>social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at students with specific behavioural issues. 	
<p>Provide a range of opportunities to support disadvantaged pupils to develop a wider cultural experience through activities such as:</p> <ul style="list-style-type: none"> • Challenge Days, theme days and weeks • Opportunity for all children to participate productions or visits • Access to music tuition • Access to Sports Clubs • Access to Experience More opportunities • Access to before, lunchtime and afterschool clubs. • Access to the National Breakfast Scheme • Access to Free School Meals • Access to support with uniform 	<p>The EEF states:</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p>	3/5

Total budgeted cost: £ £108,856

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Strategy aims for disadvantaged pupils

Priority 1: Ensure progress for KS2 pupil premium children increases through targeted 1:1 and small group interventions.

1:1 and small group interventions took place through LSA support, teacher support and school led tutoring.

Year 3: 86% progress in reading (2 children), 93% progress in writing and maths. (1child)

Year 4: 80% reading (2 children), 50% writing (5 children), 90% maths (1 child)

Year 5: 30% (17children) reading, 55% writing (11 children) , 35% maths (17 children)

Year 6: 53% reading (10 children) , 94% writing (1 child) , 47% maths (11 children)

Priority 2: Develop support for children with difficulties with speech and language across the school and implement interventions to address these needs.

Speech and language therapist employed who carries out 6 sessions per year. Resources have been shared with staff and feedback given from sessions. Follow up sessions have been taken with specific individual children, as well as their parents/carers.

Teaching priorities for current academic year

Progress in reading – To become more in line with FFT 50 benchmark estimates. FFT 50: 79%

36%

5/12 prior attaining children achieved

5 who didn't pass had a scaled score between 97-99. All had shown good progress within class.

2 children didn't pass and had had a lot of time off school and behaviour/medical challenges.

Progress in writing - To become more in line with FFT 50 benchmark estimates. Current: 39% FFT 50: 83%

45%

8/12 prior attaining children achieved

1 child who didn't pass had random time off school, was over the past 2 years D2/D3 and progressed to D1.

3 children had been making progress and were close. Had elements of EXS but not quite there – would not have been fair on them to say there were consistently expected at the end of the year.

1 child didn't pass and had had a lot of time off school and behaviour/medical challenges.

Progress in maths - To become more in line with FFT 50 benchmark estimates. Current: 50% FFT 50: 87%

41%

6/12 prior attaining children achieved

4 children had been making progress and attending tuition sessions and were close with their scaled score.

1 child didn't pass and had had a lot of time off school and behaviour/medical challenges.

1 child who didn't pass had random time off school, was over the past 2 years D2/D3 and progressed to D1.

Phonics - Achieve 60% of all children meeting phonics screening check at the end of yr1 – in line with those who met GLD.

70% achieved phonic screening check (7/10)

1 child was not counted due to just moving to the area. Year 1 - 77.8% Local authority was 74.2% so above.

Year 2 - 76.5. This was out of a cohort of 17. 52.9% passed in year 1. 23.5% passed in year 2. Local Authority was 85.5% but due to cohort size we are within 1 child of LA so good.

Improve attendance of disadvantaged pupils up from 89.1% to more in line with non-pupil premium 95.4%

Attendance has become more inline with non-pupil premium children. 1.5% difference.

Priority 1: Ensure all relevant staff (including new staff) have received training to deliver reciprocal reading to all year groups. Model good practice through peer support and CPD.

This is taking place with all classes and training has taken place. Further training will continue next year.

Whole staff training for new SSP has taken place and will continue as development – this is alongside the EnglishHub.

Priority 2: Pillars of excellence are to be embedded within all curriculum subjects through quality first teaching.

In particular feedback, modelling and scaffolded learning across the whole school in writing to ensure progress is made.

Both strategies are recommended by the Education Endowment Foundation as providing positive gains in learning

Positive throughout learning walks and deep dives in all subjects. Further work now on marking to progress in wider curriculum subjects.

Targeted academic support for current academic year

Priority 1: Buy and embed use of Sir Linkalot spelling across the school to improve spelling within testing and embedded within writing.

Impact being seen in discreet lessons but not transferred. Further discreet lessons needed and teaching spelling patterns not just words.

A full scheme for the whole school has now been purchased.

Priority 2: Establish small group same day maths interventions for disadvantaged pupils falling behind age-related expectations.

Interventions taking place through morning work and some in the afternoon. Struggling with this due to other focus areas and time constraints. Most children accessing the maths curriculum and those that are not within their year group have clear planning in place.

Weekly arithmetic challenge and Number Sense supporting all classes.

Wider strategies for current academic year

Priority 1: Pursue talents and interests of children and provide opportunities for wider activities, clubs and experiences.

In place across the school and may more clubs and wider activities/trips in place. This is to now be further developed focusing on individual children and talents/interests.

Priority 2: Develop safe spaces and working environments around the school to promote social, emotional and behaviour needs.

Decreasing behaviour incidents and exclusions.

Spaces throughout the school have been developed to support the teaching and learning throughout the school, as well as the resourcing. We have focused on listening and low level behaviours throughout the school. This has been supported through our National Breakfast Scheme and Daily mile. For specific children this has decreased the number of behavioural incidents and will continue to be a positive priority next year.