



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

September 2023-24

Introduction

The SIP will address the action points from our Ofsted inspection in February 2022 and analysis of priorities by the Senior Leadership team and the Head teacher, including data analysed at the end of the academic year 2023 and any trends identified. This SIP is written in collaboration with all stakeholders and takes into account the views of parents, pupils and staff.

At Dean Field Community Primary School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '*Learning without Limits.*'

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

Our Aims:

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

QUALITY OF EDUCATION

WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2023	Milestone 2 April 2024	Milestone 3 July 2024	Monitoring and Evaluation (impact)
To ensure all pupils make <u>at least</u> expected progress from their starting points at EYFS/KS1 in writing .	<p>FP to update and distribute prior attainment grids to track progress from KS1-2.</p> <p>FP to hold thorough pupil progress meetings at the end of summer term 2023 after data analysis.</p> <p>Teachers to complete action plan for autumn term and each half term thereafter.</p> <p>Termly cross – trust moderation between year groups - teachers across trust.</p> <p>Moderation of year 5 and 6 by SC SLE for</p>	<p>Teacher/TA release time to deliver interventions if needed and attend any training.</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>SPAG revision guides for Y6</p>	<p>Baseline of writing in autumn 1 completed. ALL</p> <p>TAF checklists used to identify gaps and interventions/teacher support in place. ALL</p> <p>TA for writing to be submitted on TT in October and December. ALL</p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions. FP</p> <p>Majority of pupils are making expected progress by December. FP</p>	<p>Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. ALL</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. FP</p> <p>Pupils identified in Autumn term to have caught up. FP/ALL</p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. UH/SC</p> <p>Majority of pupils are making expected progress by April. FP</p>	<p>The majority of ‘non SEND’ pupils to have made expected progress in writing across the year. FP</p> <p>Trust moderation to verify data particularly for year 2 and 6 (June 2024 before data submission). UH/SC</p> <p>A higher percentage of expected and greater depth writers at the end of ks1 and 2. FP/UH</p>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Lower and Upper School moderation.</p> <p>Trust SLT moderation.</p> <p>External end of year data from perspective.</p>

	writing.	Spelling Shed cost				
To ensure all pupils and all groups make <u>at least</u> expected progress from their starting points at EYFS/KS1 in maths	<p>FP to distribute end of year attainment and progress overview to KL and teachers identifying weaker groups.</p> <p>FP to distribute prior attainment grids in July 2023 to identify children falling behind.</p> <p>FP and teachers to hold thorough pupil progress and hand over meetings in July 2023.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p> <p>All teachers to use a mastery approach when teaching maths.</p> <p>Same Day Intervention daily teaching to take</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>Number Stacks</p> <p>SDI training and refresher training.</p>	<p>Prior attainment grids given to teachers to track progress from starting points. FP</p> <p>All teachers to have the GAP analysis from previous class teacher and plan the gaps into starters/homework. FP</p> <p>Pupil progress meetings at October and December to track pupils from previous year's data. FP</p> <p>Teachers to identify pupils who are not making expected progress and plan interventions. ALL/KL</p> <p>Teachers to be using number stacks. ALL/KL</p> <p>GDS pupils to have been identified and provision in place. KL</p> <p>Maths deep dive to have taken place and actions disseminated to teachers. KL</p>	<p>Interventions in place for pupils not making required progress in maths. KL/ALL</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter. FP</p> <p>Pupils identified in Autumn term to have caught up. FP/ALL</p> <p>Maths deep dive feedback monitoring. KL</p>	<p>The majority of 'non SEND' pupils to have made expected progress in maths across the year. FP/KL</p> <p>Trust moderation to verify data. KL/BC</p> <p>Increase in number of pupils achieving GDS at the end of ks1/2. KL</p>	<p>Use of IRIS to monitor the teaching of SDI</p> <p>Pupil data (FP/KL)</p> <p>Termly report to governors</p> <p>Trust SLT moderation.</p> <p>Maths Deep Dives – KL/FP/SEO</p>

	<p>place in years 3, 4,5 for maths – KL and class teachers.</p> <p>KL/FP to monitor progress of pupils each term and support teachers to identify greater depth pupils.</p> <p>Continue to use Numberstacks as a tool to identify and plug gaps.</p>					
<p>To ensure all pupils and all groups make <u>at least</u> expected progress from their starting points at EYFS/KS1 in reading</p>	<p>FP to distribute end of year attainment and progress overview to UH and teachers identifying weaker groups.</p> <p>FP to distribute prior attainment grids in July 2023 to identify children falling behind.</p> <p>FP and teachers to hold thorough pupil progress and hand over meetings in July 2023.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p>	<p>Accelerated Reader subscription renewal cost.</p> <p>Cost of NFER tests.</p> <p>Half termly pupil progress meetings.</p> <p>Parent workshops to support reading.</p> <p>Cost of myON</p> <p>Reading plus - £3000</p>	<p>Teachers to have actions in place for any pupils who didn't make sufficient progress last year or pupils who are targeted for ARE. FP/UH</p> <p>Pupil progress meetings at October and December to identify children who are not making progress and interventions put in place.. FP</p> <p>Classes display AR data to track pupils. UH</p> <p>Reading learning walk and pupil voice to have taken place and any issues actioned. UH</p> <p>UH to ensure GD pupils are identified and challenged.</p> <p>Majority of pupils are making expected progress by December. FP/UH</p>	<p>Accelerated Reader data to show pupils ZPD range and reading ages have been maintained or improved. UH</p> <p>Improvement in % of pupils making progress in reading on TT. UH</p> <p>GD pupils have been identified and challenged. UH</p> <p>Prior attainment grids updated. FP</p>	<p>Pupils in Y6 who achieved expected in reading at ks1 to achieve expected at the end of ks2. UH/KL</p> <p>The percentage of pupils who are working at age related expectations in reading in year 2 to be in line with or above the national average. UH/EC</p> <p>Increased % of pupils working at GDS across the school from previous year. UH/FP</p> <p>The majority of 'non Sen' pupils to have made expected progress in reading across the year. FP</p> <p>A higher percentage of expected and greater depth readers at the end of ks1 and 2. UH/KL/EC</p>	<p>Pupil data</p> <p>UH – monitor use of AR and use of data. Observe reading viper sessions/carry out deep dive.</p> <p>Targeted interventions based on pupil' mock SAT scores.</p> <p>Learning walks in reading sessions – SLT/UH</p>

	<p>Teachers to continue to use reading vipers to explicitly teach comprehension skills.</p> <p>Termly NFER reading tests to be taken. – yrs 2 – 6 – teachers.</p> <p>Continue to use Accelerated Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Year 6 reading comprehension group for targeted pupils – FP/KL</p> <p>Use of reading Vipers in KS1/2.</p> <p>Reading Plus in place for all Year 5 and 6 pupils (some year 4).</p>					
<p>To increase the percentage of pupils achieving Greater Depth in reading, writing and maths at the</p>	<p>Ensure pupils working at greater depth are clearly identified in each class and carefully tracked using Target Tracker. Class teachers/FP/KL/UH</p>	<p>Staff meeting time</p> <p>Pupil progress meetings</p> <p>Time to meet year</p>	<p>Pupils who were working at GDS in their previous year to be on track and still working at GDS. FP/ALL</p> <p>Pupil progress meetings to identify any pupils falling behind and interventions in place for them. FP/ALL</p>	<p>Data to show GDS making at least expected progress. FP</p> <p>Pupils not making expected progress to have interventions in place. FP/ALL</p> <p>Accurate data predictions for year 2 and 6 for % of GDS. EC/KL</p>	<p>% of GDS at end of ks1 and ks2 to be in line with national. EC/KL</p> <p>% of pupils working at GDS across all year groups to have increased. ALL/FP</p>	<p>Book scrutinies to include focus on GDS in all subjects.</p> <p>FP data monitoring half termly.</p> <p>UH – writing</p>

end of KS1 and 2.	<p>Greater Depth reading, maths and writing group/interventions years 2 and 6. LF/KL</p> <p>Identification of chdn in lower ks2 and interventions/support put in place to develop GDS writers before year 5/6. UH</p> <p>Accurate judgements of GDS pupils at the end of each year to prevent data changing/dropping FP</p>	group teachers within the trust to moderate GDS judgments.	All teachers to know GDS children and provision in place for them. ALL			LB – EYFS KL – maths UH – reading
To ensure Reading Fluency is embedded into the reading curriculum for KS1 and KS2.	<p>Ensure all pupils in KS1 and KS2 are explicitly taught how to develop their reading fluency via a weekly lesson.</p> <p>Ensure staff have adequate subject knowledge, understanding resources and support to do this.</p>	<p>Staff meeting time</p> <p>UH subject release time</p>	<p>UH to start teaching weekly reading fluency lessons to the year 5 cohort from September.</p> <p>UH to create reading fluency classroom poster and teacher slides to support lessons.</p> <p>UH to IRIS a reading fluency lesson.</p> <p>UH to plan and deliver a staff meeting at the end of Autumn 2 to share the expectations with teachers.</p>	<p>All teachers will be explicitly teaching reading fluency for 30 minutes every week.</p> <p>Staff meeting for teachers to feedback/ share ideas every half term. UH</p> <p>Pupils will be aware of the reading fluency acronym and some pupils will begin to articulate what it means to be a fluent reader and how they can work towards becoming one. UH to gather evidence via pupil interviews during reading monitoring.</p>	<p>All teachers will be explicitly teaching reading fluency for 30 minutes every week.</p> <p>Staff meeting for teachers to feedback/ share ideas every half term. UH</p> <p>UH to have observed reading fluency lessons in each year group and provided feedback accordingly.</p>	<p>Monitor during the summer term – UH will observe each teacher.</p> <p>Pupil interviews in spring and summer.</p>
To adapt provision to ensure we are meeting	Canada classroom set up for autumn 1 EC	Cost of setting up Canada classroom	Canada classroom to be set up for sensory circuits to start September EC	Use of room adapted based on children using it/needs EC Case studies on children	Use of room adapted based on children using it/needs EC Case studies on children	EC monitor weekly and report back to SLT.

the increasing SEND needs of the school.	<p>Timetable of pupils accessing classroom EC</p> <p>Tas trained to support pupils in the classroom EC</p> <p>Sensory circuit resources EC</p>	Staff training costs	<p>Children who will access Canada to be identified and parents informed EC</p> <p>Timetable in place EC</p> <p>TAs trained up EC</p> <p>Weekly monitoring of the timetable/room and impact EC</p>	<p>accessing provision and impact to have begun to be collated EC</p> <p>Follow up training for staff organised where necessary EC</p>	<p>accessing provision and impact to be finalised EC</p> <p>Impact of provision on children accessing it reported to governors EC/FP</p>	Impact evaluated half termly and case study for end of year.
To work towards achieving the Autism Inclusion Award	<p>Sign up for the Autism Inclusion Award – EC</p> <p>Complete audit of provision – EC</p> <p>Create action plan to work towards award – EC</p> <p>Ensure action plan is followed and staff are trained accordingly – EC</p>	<p>Cost of Award = £1650</p> <p>SENCO time to work towards achieving award.</p> <p>Resources needed following audit to be sourced.</p>	<p>EC to have expressed an interest and signed up for the award in September 2023.</p> <p>An audit of current provision to be planned to take place or to take place in Autumn term. EC</p>	<p>Action plan in place to ensure we are working on becoming inclusive to pupils and adults with ASD EC</p> <p>Action plan shared with all stakeholders – EC</p>	<p>Deadline for achieving the award in place and actions carried out to work towards achieving the award. EC</p>	<p>Completion of audit and action plan to achieve award.</p> <p>EC to feedback report back to FP and governors termly on progress/actions/impact.</p>
To ensure the adapted curriculum plans are fully embedded, fit for purpose and children are knowing more and remembering more in foundation subjects (plus science).	<p>Routine, termly monitoring from EYFS- Year 6 for *science history, geography, PE, computing, French, art, music, RE, PSHE, DT</p> <p>SLT to plan best use of external consultants to ensure robust evaluation and ensure expectations are pitched correctly at each point in the</p>	<p>1 x termly afternoon release for subject leads for monitoring</p> <p>Quick drop in times timetabled in yearly planner for subject leads to drop into lessons</p>	<p>All subjects monitored over the term- Subject leads to provide class teachers with a report on findings from monitoring activities and Target Tracker statement reviews to support with progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>SLT Monitoring per term- Maths and English Scrutinies</p> <p>Planned Deep Dives with external consultants:</p>	<p>All subjects monitored over the term-</p> <p>Check actions are complete from previous term.</p> <p>Subject leads to provide class teachers with a report on findings from monitoring activities and Target Tracker statement reviews to support with progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>SLT Monitoring per term-</p>	<p>All subjects monitored over the term-</p> <p>Check actions are complete from previous term.</p> <p>Subject leads to provide class teachers with plans/ changes for the next academic year to support progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>SLT Monitoring per term- Maths and English Scrutinies</p>	<p>Subject monitoring reports from subject leads and reviews of actions taken</p> <p>Teachers will be clear on what needs teaching and when</p> <p>Findings from deep dives and development points implemented</p>

	<p>school.</p> <p>Book look against medium term plans</p> <p>Lesson drop ins</p> <p>Pupil voice</p> <p>Adaption of medium-term plans / strategies put into place based on monitoring</p> <p>Must know sessions timetabled into weekly timetables.</p>	<p>Termly Target Tracker statement reviews</p> <p>Must know session to be timetabled weekly and all subjects covered over the term</p>	<p><u>Autumn Term 1 To Plan in</u></p> <p><u>Autumn Term 2 To Plan in</u></p> <p>Review the impact of must know sessions through</p>	<p>Maths and English Scrutinies</p> <p>Planned Deep Dives with external consultants:</p> <p><u>Spring Term 1 To Plan in</u></p> <p><u>Spring Term 2 To Plan in</u></p> <p>Review the impact of must know sessions</p>	<p>Planned Deep Dives with external consultants:</p> <p><u>Summer Term 1 To Plan in</u></p> <p><u>Summer Term 2 To Plan in</u></p> <p>Review the impact of must know sessions</p>	<p>and actioned</p> <p>Must know sessions- feedback from staff and pupils through surveys and termly pupil voice -Children will know more and remember more</p>
<p>To ensure all teachers have the correct knowledge of the PE and computing curriculum and teachers are upskilled to ensure quality first teaching in these subjects takes place.</p>	<p>Staff meeting for computing and PE at the start of the year to set expectations</p> <p>Staff meeting throughout the year based on training needs</p> <p>Provide all teaching staff with detained medium term plans</p> <p>Half termly subject monitoring reviews</p> <p>Staff surveys to be sent out to base training needs upon</p> <p>Use of Iris to share good practice on</p>	<p>Time for plans to be finalised and embedded-1 Afternoon per week for Autumn 1</p> <p>Time for subject monitoring- Once per term</p> <p>Staff surveys to identify training needs</p>	<p>Staff Training completed in Autumn 1</p> <p>Medium term to long term plans, progression maps for computing and PE to be provided for staff for each unit- KL/LJ</p> <p>Monitoring to check coverage and evidence against medium term plans for computing and PE. KL/LJ/LB</p> <p>Staff survey of training needs for Computing and PE to be complete and action points noted to feed into staff meeting/ training - KL/LJ</p> <p>Map out IRIS for Spring 1 and 2. Use staff feedback from computing and PE as a focus-</p>	<p>Staff training / development to be completed in Spring term for PE and computing</p> <p>Monitoring to check coverage and evidence against medium term plans for computing and PE. KL/LJ/LB</p> <p>Staff survey of training needs for Computing and PE to be complete and action points noted to feed into staff meeting/ training - KL/LJ</p> <p>Complete IRIS for Spring 1 and 2. Use staff feedback from computing and PE as a focus- KL/LJ/LB</p> <p>Map out IRIS for Summer 1 and 2. Use staff feedback from</p>	<p>Staff training / development to be completed in Summer term for PE and computing</p> <p>Monitoring to check coverage and evidence against medium term plans for computing and PE. KL/LJ/LB</p> <p>Complete IRIS for Summer 1 and 2. Use staff feedback from computing and PE as a focus- KL/LJ/LB</p> <p>Check and amend plans / units as necessary for the next academic year-KL/LJ</p> <p>Staff survey of training needs for Computing and PE moving into next academic year -</p>	<p>Staff will have increased confidence, knowledge and pedagogy for Computing and PE – evidenced through subject monitoring and staff surveys</p>

	areas identified as development	Iris booked out from Spring 1	KL/LJ/LB	computing and PE as a focus- KL/LJ/LB	KL/LJ	
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BEHAVIOUR AND ATTITUDES

WHAT WILL SUCCESS LOOK LIKE:

- Pupils continue to maintain high standards of learning behaviour as reflected in our Rights Respecting ethos
- Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts, tackling challenges and solving problems
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils know how to keep themselves safe online
- Pupils are inclusive and show tolerance to others

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2023	Milestone 2 April 2024	Milestone 3 July 2024	Monitoring and Evaluation (impact)
<p>To continue to ensure attendance is at least in line with the national %.</p> <p>To continue to reduce the number of children considered as persistent</p>	<p>Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement.</p> <p>Referrals made to EWO for persistent lateness/absence. Fines for extreme cases of P.A/failure to adhere to</p>	Rewards: £500	<p>Pupils who were classed as PA last year are written to at the start of term to remind of our procedures. LS</p> <p>PA tracked weekly by pastoral manager. LS</p>	<p>School attendance on track to be in line with national average LS</p> <p>Pastoral manager update reports for ALL groups at the end of each half term and identifies actions/interventions.</p>	<p>Overall attendance is in line/above the national average LS</p> <p>% of PA is lower than last year LS</p> <p>Improved attendance for target pupils LS</p>	<p>Termly reports to governors</p> <p>FP to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing</p>

<p>absentees</p>	<p>school policies (90% or below)</p> <p>Rewards: class and individual</p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</p> <p>Pastoral Manager/Office staff</p>		<p>Fortnightly meetings between FP and LS to discuss punctuality and PA children.</p> <p>Pupils identified as PA in autumn term to have interventions in place to support. LS</p> <p>Pastoral manager updates report for ALL groups at the end of each half term. LS</p> <p>Office to keep a log of children arriving late and send out letters to parents.</p>	<p>LS</p> <p>PA tracked weekly by pastoral manager.LS</p> <p>Fortnightly meetings between FP and LS to discuss punctuality and PA children.</p>		<p>referrals/fines</p>
<p>To work towards embedding the Rights Respecting ethos and achieve the silver RRSA.</p>	<p>Hold elections for a rights respecting school council UH</p> <p>All topics to have human right/ SMSC links on topic webs. Class teachers</p> <p>All classes to have human rights poster in classroom that children can see. Class teachers</p> <p>Teachers to refer to human rights/ school charter when reinforcing high standards of behaviour. Class teachers</p>	<p>RRSA Fee: £200</p>	<p>An established rights respecting school council that meet regularly to discuss achieving silver. UH</p> <p>Some children across school will be able to discuss human rights and give a few examples. UH/teachers</p> <p>Parents will be aware of RRSA and know how we</p>	<p>An established rights respecting school council that meet regularly to discuss achieving silver. UH</p> <p>Most children across school will be able to discuss human rights and give a range of examples. UH/teachers</p> <p>Create an action plan to receive the silver award UH</p>	<p>Receive silver for RRSA.UH</p> <p>RAG rate the schools position according to the RRS gold strands so we are aware of what we need to work on in the next academic year UH</p>	<p>UH to conduct pupil interviews to ensure they are secure with the RRSA agenda.</p> <p>The school achieves the RRSA.</p>

	<p>All classrooms to have a human right of the week displayed which is then shared on Seesaw for parents Class teachers</p> <p>Continue to embed awareness of the protected characteristics and promote equality and diversity for all. Class teachers</p>		<p>are working towards achieving silver. UH</p> <p>The rights will be visible in each classroom. Teachers</p>			
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PERSONAL DEVELOPMENT

WHAT WILL SUCCESS LOOK LIKE:

- Pupils benefit from participation in a wide range of activities outside school including sports, community and FOLT activities
- Pupils are given opportunities to develop their interest and talents
- Pupils are aware of how to keep healthy physically
- Pupils have an awareness of wellbeing and are able to understand the concept of mental health

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2023	Milestone 2 April 2024	Milestone 3 July 2024	Monitoring and Evaluation (impact)
To support pupil's mental health and wellbeing through the whole school Zones of Regulation scheme and the introduction of a Pastoral Support Assistant	<p>Introduction of Zones of Regulation – FP/EC</p> <p>Staff training and follow up training on ZOR – EC/FP</p> <p>Monitoring use of ZOR for consistency – DD/FP/EC</p> <p>Creation of Pastoral Support Assistant role September 2023</p>	<p>Zones of Regulation scheme</p> <p>Bank of ZOR resources</p> <p>Regulation Stations with resources in every classroom</p> <p>Mental/Health and wellbeing resources</p>	<p>ZOR introduced to pupils in whole school assembly - FP/EC</p> <p>Staff training session in September and follow up sessions every 4 weeks to ensure consistency in approach FP/EC</p>	<p>Evaluation of interventions from Autumn term – FP/DD</p> <p>Planned targeted pupils and interventions for spring term – DD</p>	<p>Increase in pupils understanding of how to regulate themselves via evaluation of impact on ZOR – teacher testimonials – FP</p> <p>Reduction in number of children attending the wellbeing zone at breaktime – DD</p>	<p>Use of Boxall profiles to show the impact of interventions through the Pastoral Support Assistant EC/DD</p> <p>Teacher and pupil testimonials regarding ZOR - EC</p>

		Cost of Pastoral Support Assistant x4 afternoons for interventions	<p>Parent PowerPoint shared on Seesaw in September – FP/EC</p> <p>ZOR regulation stations set up in all classrooms – DD</p> <p>ZOR display board outside hall set up – DD</p> <p>ZOR resources board set up in USA – DD</p> <p>Pupils identified for pastoral support identified and timetable set up – DD/FP</p>	Refresher ZOR training for staff – EC/FP	Role of Pastoral Support Assistant embedded – DD	
To increase the number of sporting competitions the school takes part in.	<p>LJ to sign school up for different competitions locally for a variety of sporting activities throughout the year.</p> <p>LS to coach football team 3x week using OSCA pitch at lunchtime.</p> <p>After school clubs specifically targeted towards the sporting competitions we are going to attend. LJ/teachers</p>	Cost of mini bus to transport pupils to events.	<p>LJ to have a timetable of events that are taking place each term that we can sign up for.</p> <p>LJ to ensure we have a plan in place for events that are taking place and which children will take part e.g age range etc.</p>	After school clubs in place to target pupils who will take part in competitions. LS/LJ	School to have taken part in more competitions than previous years. LJ	<p>LJ to update FP on competitions we are signed up for.</p> <p>Celebrations shared in newsletter and with stakeholders.</p> <p>EHNA to reflect the increase in activities and competitions.</p>
To provide more opportunities for	EC – Arts Lead to hold staff meeting in Autumn term to	Cost of mini bus/transport	EC to hold meetings with staff	School calendar updated with	School calendar updated with events	EC to provide FP with overview of

<p>pupils to showcase their talents, therefore broadening the curriculum offer available to pupils.</p>	<p>brainstorm ideas across teachers/TAs then map out across the year.</p> <p>Set up a Choir/sign to sing choir</p> <p>Dean Field's Got Talent</p> <p>Teachers to plan in curriculum showcases for parents each term which showcase the curriculum covered that term through art, poetry, drama, singing.</p>	<p>Cost of prizes for DFGT</p>	<p>to map out what opportunities we can create across the year.</p> <p>School calendar updated with events for autumn term. ALL</p>	<p>events for spring term. ALL</p>	<p>for summer term. ALL</p>	<p>events for the year</p>
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LEADERSHIP AND MANAGEMENT

WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong but distributed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2023	Milestone 2 April 2024	Milestone 3 July 2024	Monitoring (impact)
Ensure standards are maintained with changes in staffing/year groups and number of ECTS	<p>Non negotiables/expectations documents shared in September staff mtg. FP/ECT mentors</p> <p>Robust ECT monitoring & support schedule in place SLT</p> <p>ECTs paired with experience staff</p> <p>External monitoring of EYFS/phonics to ensure standards are maintained LB</p>	<p>Expectations document</p> <p>ECT support/monitoring document</p> <p>Release time for ECTs</p> <p>Release time for ECT mentors/tutor</p> <p>Release time for subject leaders to carry out support & monitoring</p> <p>Release time for teachers for CPD</p>	<p>Expectations shared Sept '23 FP</p> <p>ECTs to have weekly mentor meetings and weekly drop ins KL/LJ.LB</p> <p>X2 observations taken place from tutor UH</p> <p>ECTs discussed at leadership meetings FP</p>	<p>ECTs to have weekly mentor meetings and weekly drop ins KL/LJ.LB</p> <p>X2 observations taken place from tutor UH</p> <p>ECTs on track and making expected progress. Support in place based on feedback from Autumn term.</p> <p>Schedule of support</p>	<p>ECTs on track and making expected progress. Support in place based on feedback from spring term. SLT</p> <p>Where possible ECTs are retained at DF or within the trust. FP</p>	<p>Subject monitoring shows consistency across school.</p> <p>Data shows pupils are making expected or better progress.</p> <p>ECT benchmarks are being met.</p> <p>Internal</p>

	Subjects with new leaders to receive more support/monitoring over academic year LB		MJ visit to focus on EYFS or Phonics to support LB	created based on autumn term. UH		monitoring shows standards are maintained. External monitoring shows standards are maintained.
Ensure school supports ECTs in order that we develop and retain high quality staff	Mentor and Tutor assigned. Training for ECT and mentor/tutor to take place early in autumn term 2023 Online and face to face session or trainee and mentor/tutor to take place across the year Induction and support package to created for ECT Cross Trust ECT meetings half termly. Leadership Team to regularly review support in place and impact during weekly leadership meetings.	5/10% release for ECT Release for mentor/tutor – LB/KL/LJ Necessary training undertaken by new mentors to support in their tutor/mentor roles. UH to ensure all mentors are being effective in their roles.	Training events for ECT and mentor to be added to school calendar UH/mentors Year group team meetings across trust to take place ALL Thorough induction and review meetings throughout the autumn term. UH/FP/mentors	ECT on track to meet teacher standards UH/KF ECT working collaboratively and contribution to the year group team across the trust. ECT to begin to shadow a curriculum subject leader	ECT successfully complete induction year and where possible ECTs are retained at DF or within the trust. FP ECT added to standards tracker for next year's PM cycle FP ECT to be given own subject area to lead next year based around strengths/interests/needs of school KF	ECT paper work through LA Monitoring – book looks/learning walks/typicality Standards Tracker