

Grendon Primary School

Improvement Plan

2022-2023



Approved by the Full Governing Board July 2022

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Our School Ethos



Our School Vision



... provide the knowledge and skills to unlock learning through: -

- ❖ a pastoral curriculum removing barriers and developing strength of character
- ❖ an academic curriculum providing effective structure and opportunity

In order that all of our children have the keys to embrace their futures and believe...

And So We Can...

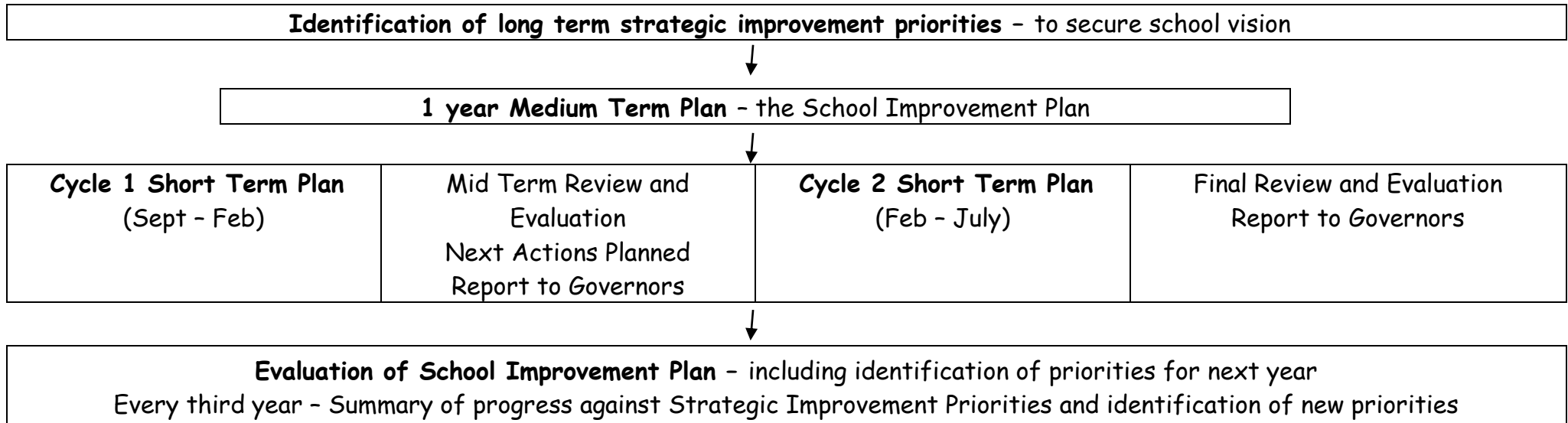
- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ Listen to and treat each other and all members of the community with respect, tolerance and concern.
- ❖ Recognise ability, maximise potential and prepare children well for their future and life in modern Britain

The Strategic Improvement Process at Grendon

The Leadership Team, alongside our Governing Board, have identified through rigorous self-evaluation and external assessment, four long term strategic priorities for improvement. These will be the focus for school improvement over the next three years and ensure that we continue to drive the school forward to achieve our vision.

The function of our annual School Improvement Plan is to break down these long term strategic priorities into key areas for development for the academic years 2020- 2021, 2021 - 2022 and 2022 - 2023. Medium term plans for each key area detail actions, expected impacts and provide costings to illustrate how we will work towards our strategic priorities over the coming year. Medium term plans are evaluated at the end of the academic year and next actions identified for the following year.

To ensure the process is rigorous, robust and focussed, each medium term plan is further divided into two short term plans, fitting in with the school's monitoring and evaluation cycle. Short term plans detail small steps for improvement. Progress and impact is monitored and evaluated by school leaders at all levels and reported back to the full governing board each term.



Progress Towards Ofsted Key Issues from July 2019

Leaders and those responsible for governance should ensure that:

a. they continue to work with targeted families so that the rate of persistent absence is reduced further.

b. they continue to support all pupils to make strong progress in writing and mathematics, so that all pupils, including the most able and those who are disadvantaged, can achieve the progress of which they are capable of.

The impact of Covid 19 has had a significant impact on data during the last 2 years, but school has done all it can at every stage and throughout each lockdown to minimise the impact. To summarise:

Prior to Covid 19, the action we took was reducing persistent absence with data showing a fall from 15.5% (data from Summer 2019) to 12.85% (data from Autumn 2019). Data for the 18/19 academic year shows persistent absence at 9.5% (8.2% nationally) compared with 15.5% (8.7% nationally) for 17/18. The gap closed significantly as a result of effective action taken.

Data for Spring term 2020 was not available as school closed on 20th March due to COVID-19 lockdown.

In line with guidance, school worked tirelessly to not only ensure that vulnerable children and children of critical workers attended school during closure, but that school opened on 1st June with all children in Reception, Year 1 and Year 6 being offered places. Although attendance was not compulsory and parents were not penalised for absence at this time, attendance data for June reflected our drive and determination. 19% of children were in school at this time, compared with a Department for Education estimate of

The impact of Covid 19 has had a significant impact on data during the last 2 years, but school has done all it can at every stage and throughout each lockdown to minimise the impact. To summarise:

Data from December 2019 showed that the majority of children were making strong progress in Maths, (51%), and Writing, (53%).

Data from December 2019 showed that gaps between children who are disadvantaged and their peers were closing. Between July 2019 and December 2019, gaps in attainment in Maths reduced or remained the same for 11 out of 12 classes as a result of accelerated progress made by this group. For Writing, gaps reduced or remained the same for 10 out of 12 classes, again indicating strong progress was made.

Data from December 2019 shows that for the most able, 94% in Writing and 92% in Maths made at least expected progress during the Autumn term although, when compared with all children, fewer (45% in Writing and 39% in Maths), made strong progress.

School closed on March 20th 2020 due to Covid-19 lockdown. Attendance wasn't mandatory again until September 2020. Baseline data from October 2020 showed children to be approximately 6 weeks behind where prior attainment indicated that they should be in Writing and Maths, with gaps having closed further and most children working where prior attainment indicated they should be by December 2020 in Maths. Gaps remained larger for Writing.

School closed again on 4th January 2021, with children returning just before the start of the Summer term. Data from July 2021 showed that:

In Writing, across the school, 56% were working at the expected standard with 14% at a greater depth. This was slightly above prior attainment forecasts and results from March 2020 (pre covid). This reflected the impact of the curriculum and interventions that year. It showed that children are working at the level that prior attainment indicated they should be, despite disruption to teaching and learning. What was also clear however, is that we hadn't been able to move children on term on term through high quality first teaching and effective intervention as was usually evident from our data. Progress scores and hence the value we add had been significantly reduced.

Writing was the subject where the impact of lockdown was evidenced the most and was compounded by the fact that judgements are based entirely on teacher assessments and not test results. Changes to the curriculum, limited evidence during lockdown and missed

9.1% nationally. 41% of children with EHCPs or a Social Worker were in school, compared with 18% nationally.

During Autumn 2020, Ofsted's Inspection Data Summary Report highlights that overall absence at 5.7% and persistent absence at 14.6% was in the highest 20% of all schools, although when compared to schools with similar levels of deprivation that there was nothing significant or exceptional to report.

School closed again to most during from 4th January 2021. IDSR for Summer 2021 reports persistent absence at 18.7%, reduced from 25% for the first half of this term and overall absence at 6.7%. Again, both figures were in the highest 20% when compared with all schools, although when compared to schools with similar levels of deprivation that there was nothing significant or exceptional to report.

Attendance continued to be a school improvement plan priority for 2021/2022. High levels of Covid illness and absence during Spring 22 had a significant impact on attendance, given the absence periods that were required at this point. Checking daily figures for overall attendance released fortnightly from the DfE showed that school percentages were in line with national data. However, the impact of Covid illness and increased requests for Leave During Term Time, (holidays) on persistent absence is clear to see for the academic year 2021/2022. School data shows that 90 children, 25% of the school, had attendance over the year of 90% or below.

Although this reflects the national picture, we realise that this is not good enough. 2022/2023 sees us redouble our efforts to increase attendance and reduce persistent absence as we had been successful in doing prior to the pandemic. A new Attendance Policy is now operational.

teaching time had resulted in judgements being lower for writing than other subjects. There was also evidence that when children returned to school that the impact on progress and hence attainment was significant. Only 31% were working at expected standard in April 2021. Gaps were closed and percentages rose quickly as a result of high quality first teaching and effective intervention.

In Maths, across the school, 61% were working at at least expected standard, 16% working at greater depth. This was slightly above prior attainment forecasts and results from March 2020 (pre covid). This reflected the impact of the curriculum and interventions that year. It showed that children were working at the level that prior attainment indicated they should be, despite disruption to teaching and learning. What was also clear however, is that we hadn't been able to move children on term on term through high quality first teaching and effective intervention as was usually evident from our data. Progress scores and hence the value we add had been significantly reduced.

For disadvantaged pupils, gaps are continued to close as a result of effective intervention. In Maths gaps closed for 12 out of 14 classes and for Writing for 10 out of 14 classes. Children performed less well in writing. That matched results for all children and was the subject where the impact of missed teaching and learning is most evident.

For the most able, the impact of Covid 19 lockdown was clearly be seen, both in terms of children maintaining greater depth and in the progress they made. Data from July 21 showed 67% of more able children now working at a greater depth in Maths and only 56% in Writing.

However, what was also clear to see is that children had caught up during the year as a result of high quality teaching and learning and effective intervention. Percentages had increased since October 2020 baseline in all subjects, (54% in Maths and 51% in Writing). This is because the majority (53% in Writing and 50% in Maths) made strong progress.

Despite this, where prior attainment indicated they should be, too many children are now not working at a greater depth in Writing and Maths. Further action is needed to improve attainment in writing.

Progress has continued to accelerate and gaps closed further during the 2021/2022 academic year, despite the significant impact that Covid illness and absence had on teaching and learning. Whole school data shows that in Writing, the percentage of children underachieving fell from 27% to 16% across the year and in Maths from 18% to 12%. The percentage working at or exceeding the expected standard rose from 51% to 56% in Writing and 61 to 64% in Maths as a result of this accelerated progress.

For disadvantaged pupils, in Maths gaps closed or remained the same for 11 out of 14 classes and for Writing 12 out of 14 classes. In July 21, it was identified that gaps were closing more slowly in writing than for reading and maths. It is pleasing that having targeted this subject, gaps closed more quickly than for other subjects by July 22.

For most-able pupils, the impact of Covid 19 lockdown can clearly be seen, both in terms of children maintaining greater depth and in the progress they are making. What is also clear to see is that children have caught up consistently, term on term as a result of high quality teaching and learning and effective intervention. Percentages have increased significantly since October 2020 baseline in all subjects with Summer 22 showing best progress rates since before Covid. Despite this, where prior attainment indicated they should be, too many children are now not working at a greater depth, particularly in Writing, where catch up is slower. Further action is need to improve attainment in writing. What is also important to note is that percentages working at a greater depth across the school have increased as a result of accelerated progress from other children, where prior attainment did not indicate that they were working at a greater depth.

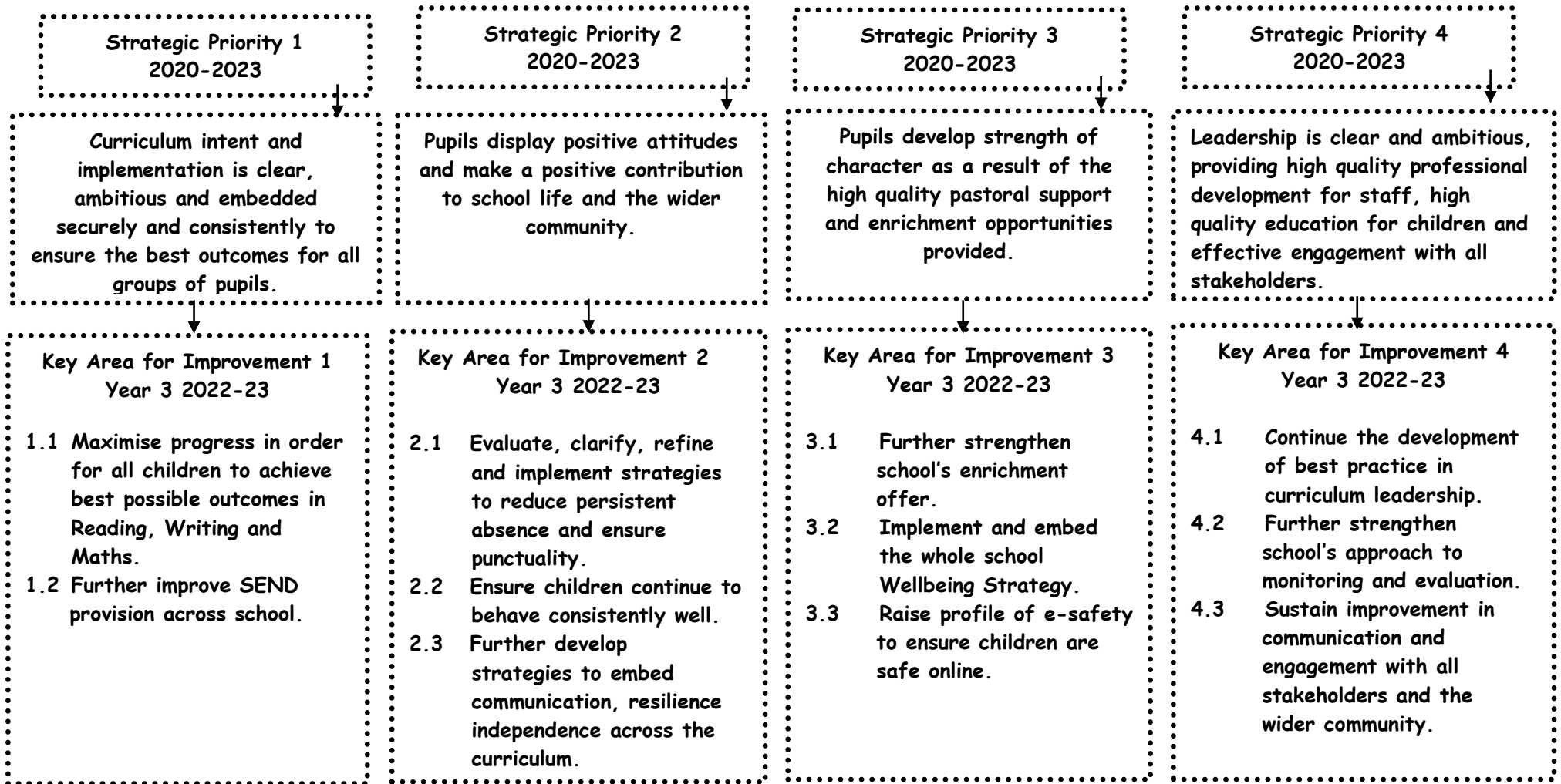
This progress is reflected in KS2 SATS results from July 2022. Progress scores across KS2 in Maths was 1.7. In Writing, although this score was -0.7, accelerated progress as described above has minimised the impact on standards reached.

Evaluation of School Improvement Plan 2021-2022

Long term Strategic Priority	Curriculum intent and implementation is clear, ambitious and embedded securely and consistently to ensure the best outcomes for all groups of pupils.	Pupils display positive attitudes and make a positive contribution to school life and the wider community.
SIP Key Area for Improvement Year 2 2021-22	<p>1.1 Further improve quality first teaching.</p> <p>1.2 Ensure effective intervention helps pupils catch up and keep up.</p> <p>1.3 Further improve the quality of provision in EYFS.</p>	<p>2.1 Embed strategies to further reduce persistent absence and ensure punctuality.</p> <p>2.2 Increase pupil's role and voice in teaching and learning.</p> <p>2.3 Ensure our embedded principles impact on attitudes to learning.</p>
Evaluation Sept 2022	<p>Evidence from our Monitoring and Evaluation Cycles show that quality first teaching and provision in the EYFS has continued to improve and that, alongside well-planned intervention has been effective in accelerating progress and closing gaps in learning. Despite this, the impact of the Covid-19 pandemic is still clear to see, particularly in our younger children, in Writing more than in Reading and Maths and for some children with SEND.</p> <p>Whole school data from July 22 shows that: In Writing, the percentage of children identified as underachieving fell from 27% to 16% across the year, in Maths from 18% to 12% and in Reading from 19% to 15%. The percentage working at or exceeding the expected standard rose from 51% to 56% in Writing, from 61% to 64% in Maths and from 59% to 65% in Reading as a result of this accelerated progress for all children this year.</p> <p>National tests have been re-introduced this year for the first time since the start of the pandemic. At the time of writing, national comparative data is not yet available for all sets of data, however, the impact on our younger children is clear to see here. By the end of the EYFS, and despite data showing strong progress across the year, only 34% achieved a good level of development. It is important to note that this was at the end of the first year of a new EYFS Curriculum, with changes to Early Learning Goals from previous years.</p> <p>By the end of Year 1, 68% achieved the pass mark in the Year 1 phonics screening check. Although this is a slight fall from pre-covid percentages, it shows significant in year progress has been made. In Spring 22, only 20% were are the expected standard. This increased significantly as a result of targeted intervention and strong progress made.</p> <p>At the end of KS1, 64% in Maths, 53% in Reading and 47% in Writing reached the expected standard. Again, results fall slightly below those from pre-covid but reflect the strong progress made across the year as a result of high quality first teaching and effective intervention. Percentages rose across the year from 40% in reading, 37% in Writing and 49% in Maths at the expected standard at the end of the year in Year 1.</p> <p>KS2 results best illustrate the progress we have made and our capacity to minimise the impact of the pandemic. Progress scores of 2.7 for Reading and 1.7 for Maths show that despite the disruption to teaching and learning, children have added value to what their prior attainment indicated they should achieve. Although at -0.7 this score is lower for Writing, the impact has been minimised. As a result of this progress, overall scores and those for Maths and Reading are above the national average.</p>	<p>High levels of Covid illness and absence, particularly during Spring 22 had a significant impact on attendance, given the periods of absence that were required at this point. Checking daily figures for overall attendance released fortnightly from the DfE showed that school percentages were in line with national data. However, the impact of Covid illness and increased requests for Leave During Term Time, (holidays), on persistent absence is clear to see. School data shows that 90 children, 25% of the school, had attendance over the year of 90% or below. Although this reflects the national picture, we realise that this is not good enough. 2022/2023 sees us redouble our efforts to increase attendance and reduce persistent absence as we had been successful in doing prior to the pandemic. A new Attendance Policy is now operational.</p> <p>Changes to policy and practice have significantly increased pupil's roles in their learning. Our marking and feedback policy requires them to give the green light for learning to move forward, once they have assessed their understand of the previous lessons objectives and success criteria. Children share their written work at the end of a writing unit in a celebration lesson and offer feedback and support to each other. Further action is now needed to improve children's ability to talk about their learning and where this link to and fits in with prior knowledge and understanding.</p> <p>Evidence from Monitoring and Evaluation Cycles has shown that children have an increased understanding of how communication, resilience and independence can help in their learning. Conversations reflect their understanding of our We Can ethos and how our embedded principles underpin this. Staff and pupil absence during the Spring term as meant that not all of this work has been completed. This features again as part of the School Improvement Plan next years.</p>
Future Actions Identified	Continue to accelerate progress for all children, particularly for children with SEND and in Writing.	Develop to use of embedded principles across the curriculum. Continue to improve overall attendance and reduce persistent absence.

Long term Strategic Priority	Pupils develop strength of character as a result of the high quality pastoral support and enrichment opportunities provided.	Leadership is clear and ambitious, providing high quality professional development for staff, high quality education for children and effective engagement with all stakeholders.
SIP Key Area for Improvement Year 2 2021-22	<p>3.1 Embed enrichment opportunities beyond the curriculum.</p> <p>3.2 Develop a whole school approach to well-being.</p> <p>3.3 Ensure clear intent and effective implementation of the Early Help process.</p>	<p>4.1 Further improve engagement with stakeholders and the wider community.</p> <p>4.2 Further develop roles and responsibilities of the Leadership Team.</p> <p>4.3 Provide high quality professional development for subject leaders.</p> <p>4.4 Implement the Framework for Early Career Teachers.</p>
Evaluation September 22	<p>Enrichment activities are well planned and embedded across our curriculum. 3 Whole School Days are planned at the start of the year and address subjects or issues that enable learning beyond the curriculum to occur. 3 Junior Leaders Days are organized by the Junior Leaders themselves to match their agenda decided once appointed at the start of the year. After school clubs have increased in frequency during the year with clubs offered most mornings and evenings. Feedback about these has been very positive, with all clubs being oversubscribed. Further improvements for 22/23 include increasing the range of clubs available and ensuring younger children have more opportunity to participate, as identified by parents in their annual questionnaire. The impact of our planned approach to all of the above, and our 2 residential trips, competitive sporting activities and calendar events is clear to see. Feedback from our Unicef Gold Award assessment highlighted Children are more aware of and engaged in community, national and global issues. This approach has ensured high levels of pupil involvement and engagement - they are proud to talk about what they have achieved.</p> <p>Our Whole School Wellbeing Strategy is in place, following training completed by our Senior Mental Health Lead. It follows children's questionnaires, staff INSET and consultation with Governors. It's framework sets out clearly the focus that school already has on wellbeing and the actions that we already takes. It also sets out an action plan for further actions to be taken. This is given high priority and is part of our School Improvement Plan for 22/23.</p> <p>School offers and manages Early Help highly effectively for our children and families. We are quick to signpost and access support for individuals and families as appropriate. The impact of our support can be seen in reductions of children on statutory child protection (from 2 families to 1 family) or child in need plans (from 6 children to 1 child) and those needing family support from outside agencies. We need further work to ensure the safeguarding section of our website makes it clear exactly what our own early help offer is and when and where to signpost to for further help, advice and support.</p>	<p>The Framework for Early Career Teachers has been implemented effectively. Our three Early Career Teachers have made good progress against teacher standards throughout the year. Relationships are well developed and the quality of support offered by mentors has been impressive.</p> <p>Leadership Team roles and responsibilities are clear and defined. Leaders have the appropriate and necessary skills to ensure that they are able to carry out their job descriptions effectively. The division of duties ensures that we can meet school ethos, vision and aims.</p> <p>Subject Leaders have access to a range of support both from within school and, through a plan that prioritises development, outside CDP. Peer reviews conducted this year showed that Subject Leaders were increasingly confident in their roles and that self-evaluation was accurate. The quality of subject leadership has improved as a result.</p> <p>Communication with stakeholders continues to improve. There is a planned system of Head's letters, whole school newsletters and class newsletters that are backed up by direct email communication between class teachers and parents. Despite this, we need to continue to develop other ways of communication, for example through social media, because messages are often needed to be reinforced by phone call or in conversations with parents before or after school. Engagement with stakeholders and the wider community continues to improve. Whole school and class events have been really well attended and school is working in partnership with a range of other organisations.</p>
Future Actions Identified	<p>Implement Whole School Wellbeing Strategy.</p> <p>Continue to make explicit our early help offer and source further training.</p>	<p>Continue to improve communication.</p>

Long Term Strategic Priorities for Improvement 2020-2023



Actions specific to the EYFS are threaded throughout our School Improvement Plan as it is essential that children in Reception are well prepared for the National Curriculum in KS1 and part of whole school cycles, plans and processes.

Strategic Priority 1: Curriculum intent and implementation is clear, ambitious and embedded securely and consistently to ensure the best outcomes for all groups of pupils

Key Area for Improvement 1: Medium term Plan 2022 - 2023 (Year 3)

Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by Who?
<p>1.1.1 Further improve the quality of teaching and learning in Maths by:</p> <p>a) securing a programme of Maths CPD for all staff.</p> <p>b) using Lead Practitioner support to improve quality first teaching.</p> <p>c) ensuring expectations are high and standardised across school.</p> <p>d) securing knowledge and recall of number facts in all year groups.</p> <p>e) ensuring unit overviews and subsequent plans are well sequenced and progressive.</p> <p>f) improving parents understanding of methods taught in school.</p>	<p>Teaching and learning in Maths is good or better because subject knowledge is good and pedagogy consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.</p>	<p>External EYFS CPD</p> <p>White Rose CPD</p> <p>Lead Practitioner Leadership Time</p> <p>Timetabling for Times Tables Rock Stars and Numbots</p> <p>Written Calculations Policy</p> <p>1 x INSET</p>	<p>£1000</p> <p>£4839</p> <p>= £12,985</p> <p>= £5600</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Autumn 22</p> <p>Autumn 22</p> <p>Aut 22 - Sum 23</p> <p>Aut 22 - Sum 23</p> <p>Aut 22</p> <p>Aut 22</p>	<p>Maths Hub</p> <p>White Rose</p> <p>LP</p> <p>LP/LC</p> <p>LP</p> <p>LP</p>	<p>LP evaluates actions on Short Term Plans.</p>
<p>1.1.2 Further improve the quality of teaching and learning in Reading by:</p> <p>a) further improving delivery of our phonics programme in Reception and KS1.</p> <p>b) planning and delivering intervention for children in KS2 where phonic knowledge falls below expected standard.</p> <p>c) planning and implementing additional support for lowest 20% in KS1.</p> <p>d) increasing opportunity and expectation for Reading for Pleasure across school.</p> <p>e) further improving reciprocal reading lessons in KS2.</p>	<p>Teaching and learning in Reading is good or better because subject knowledge is good and pedagogy consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.</p>	<p>R, W. I Phonics Scheme</p> <p>Monitoring and Evaluation Schedule 2 x 1 day release time</p> <p>Direct Phonics Intervention</p> <p>Resources - reading books and book corner furniture</p>	<p>£1000</p> <p>2 x £200 = £400</p> <p>£7,635.30</p> <p>£1000</p>	<p>Aut 22 - Sum 23</p> <p>Oct 22, Feb 23</p> <p>Aut 22 - Sum 23</p> <p>Aut 22</p>	<p>LC</p> <p>PP</p> <p>LF</p> <p>LC/TC</p>	<p>LC evaluates actions on Short Term Plans.</p>

1.1.3 Further improve quality of teaching and learning in Writing by: a) increasing independence in units. b) explicit teaching of spelling. c) further improving children's handwriting and presentation. d) continuing to develop editing skills.	Teaching and learning in Writing is good or better because subject knowledge is good and pedagogy consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	1 x INSET English Lead Leadership Time Timetabling for handwriting and spelling	N/A = £7525.90 N/A	Aut 22 Aut 22 - Sum 23 Sept 22	LC	LC evaluates actions on Short Term Plans.
1.1.4 Improve strategies to improve the explicit teaching and learning of vocabulary in all subjects across school.	Communication skills improve because vocabulary is taught effectively and explicitly and embedded in unit plans across the curriculum.	English Lead Leadership Time (half day weekly) DLP INSET	See 1.1.3 above N/A (included in DLP funding)	Spr 23 Aut 22	LC External facilitator	LC/PP evaluates actions on Short Term Plans.
1.1.5 Develop strategies to ensure that children understand and can talk confidently about their learning and progress.	Children become more involved in and engaged by their learning. Conversations show that they are able to see where their learning fits in the bigger picture and that they are able to identify prior learning needed.	Monitoring and Evaluation Schedule 1 x INSET	N/A N/A	Oct 22, Feb 23 Spring 23	HR AN/LP	Leadership team evaluates short term plan actions.
1.1.6 Implement plans for School Led Tutoring funding.	Planned spending of School Led Tutoring funding is clear, shared and its impact can be measured and shared with stakeholders.	Notification of funding and conditions of grant	£16,200 (estimated DfE funding) £10,800 (estimated school top up)	Aut 22 - Sum 23	HR produces plan.	HR evaluates Recovery Plan.
1.1.7 Use Pupil Premium Plan to accelerate progress and close gaps for disadvantaged children.	Progress is strong for the majority of pupils and, as a result, gaps in learning close between disadvantaged children and their peers.	See Pupil Premium Medium Term Plan - Appendix 1				
1.1.8 Maximise impact of feedback on learning by: a) embedding changes made to policy last year. b) writing and implementing a new planning, teaching, learning and assessment policy. c) continuing to engage children in conversations about their learning.	The majority of children make good progress because they have a better understanding of what they are doing well, how to improve further and planning allows them to take these next steps. All stakeholders have a clear and shared understanding of changes to policy and practice.	1xINSET	N/A	Autumn Term	Leadership team and all staff.	Leadership team evaluate actions on short term plan.
1.1.9 Ensure rigorous and robust data analysis.	Self-evaluation is accurate and appropriate interventions are planned because school data and analysis provides an accurate picture of attainment and progress against benchmarks.	3 x Leadership Meetings 3 x INSET	N/A	1 meeting per term	All staff HR to lead	HR to plan and evaluate actions on short term plans.

1.1.10 Use pupil progress review to accelerate progress.	More children in each year group work at the expected standard during the year because plans ensure gaps are closed and progress accelerated.	3 x INSET	N/A	September January April	All staff HR to lead	HR to evaluate pupil progress termly and report to Leadership.
1.1.11 Plan, implement and evaluate interventions to close identified gaps in the EYFS, KS1 and KS2.	Children make accelerated progress and more reach expected standards because interventions are effectively delivered and close gaps in learning.	Early Years Talk Boost Speech and Language Project X Code Direct Phonics Emotional Literacy Support Small group tuition	£12,725.50 £7,635.30 £9761.40 See 1.1.2 above £7441.80 £37,629.50	3 x afternoon weekly Aut 22 - Sum 22 5 x mornings weekly	2 x Teaching Assistant 3 x Teaching Assistant AHT	Intervention data reported on short term plans.
1.1.12 Work with external agencies to remove barriers to learning through pastoral interventions	Feedback from monitoring and evaluation shows that targeted children are increasingly able to access education and gaps in learning close as a result of strong progress made.	School Nurse Sweet Project Behaviour Support Psychologist Pupil School Support CAT Team	£6466 £4120 £2483 £3661 N/A N/A	Aut 21 - Sum 22	Lou Proudlock Sweet Steve Brown Claire Jarvis Kathryn	Pastoral Team evaluate as part of Pupil Premium Plan.
1.1.13 Embed established transition processes to ensure that: a) children's starting points are clear and shared. b) moderation of assessments is completed.	Provision is increasingly well matched to need from the start, as staff make effective use of information obtained to plan effective teaching and learning sequences.	1xINSET	N/A	September 22	All staff	HR evaluates actions for Short Term Plans.
1.1.14 Expand opportunities for both in house and external moderation of judgements across the curriculum.	Subject leaders are increasingly accurate in judging impact of their subject as a result of professional conversations through the process of moderation and standardisation.	3 x in house moderation meeting 1 x external moderation meeting	N/A N/A	Aut 22 - Sum 23	SC leads subject leaders	SC evaluates short term actions.
1.2.1 Continue to work with consortium on the 4 DLP projects: a) Early Transition in EYFS. b) Programme of CPD for SENDCo c) SENDo Review d) Speech, language and communication.	Key Performance Indicator data collected show that targets for the projects have been met.	Consortium meetings and resulting activities.	N/A (funded through DLP)	Aut 22 - Sum 23	HR/PP/SJ/LC/ all staff	HR evaluates actions for Short Term Plans.

1.2.2 Further improve access to the curriculum for children with SEND by: a) ensuring provision is delivered as planned. b) targeted use of TA support. c) implementing the agreed interventions.	The majority of pupils with SEND make at least expected progress because they are able to access the curriculum and gaps can be closed.	Monitoring and Evaluation Cycle Non class based SENDCo	N/A £37,789	Oct 22, Feb 23	PP	PP evaluates short term actions.
1.2.3 Develop provision mapping for SEND.	The school can be held to account easily because it has a clear trail that matches funding to provision.	Non class based SENDCo	See 1.2.2 above	Aut 22 - Sum 23	PP	PP evaluates short term actions.
1.2.4 Ensure staff are recruited and trained in order to provide 1-1 support.	Monitoring and evaluation shows that support is effective in enabling children to access the curriculum or the provision outlined on EHCPs or SSPPs.	Recruited staff	Salary - to be confirmed	Aut 22	PP and outside professionals	PP evaluates short term actions.
1.2.5 Make changes to the learning environment across school.	Children with SEND are well supported by the environment.	Furniture and resources	£1000	Aut 22	PP/SJ	PP evaluates short term actions.
1.2.6 Improve use of data to evaluate provision for children with SEND.	School is clear about the effectiveness of any intervention and the progress made by children. Future interventions can be planned effectively based on data collected.	Baseline and final data from all interventions Provision Map Non class based TA	N/A See 1.2.2 above	Aut 22 - Sum 23	PP, TAs and outside agencies	PP evaluates short term actions.
1.2.7 Plan and deliver CPD for all staff, including; a) using outside agencies to deliver where appropriate. b) staff sharing best practice.	Provision for children with SEND improves because it is based on the most effective practice.	3xINSET	N/A	Aut 22, SPr 23 and Sum23	PP/other professionals	PP evaluates short term actions.
1.2.8 Maximise use of Early Help to: a) access outside professionals b) aid early identification of needs c) support identified children and their families.	The majority of children with SEND make at least expected progress because barriers are removed efficiently and effectively and as a result, access to the curriculum improves.	School's Early Help Offer. Pastoral Team Outside Professionals	See 1.1.12 above	Aut 22, SPr 23 and Sum23	PP/other professionals	PP/SJ evaluate short term actions.
1.2.9 Improve communication with parents by: a) holding termly meetings for parents of children with EHCPs and SSPPs. b) continuing to hold SEND parents evening drop ins. c) ensure letters are sent to all children identified as having SEND to explain processes. d) holding coffee mornings for parents of children with SEND. e) the early identification of concerns.	Parents support children's learning more effectively because they have a shared and improved understanding of expectations. Strategies and methods.	Non class based SENDCo	See 1.2.2 above	Aut 22 - Sum 23	PP	PP evaluates short term actions.

Total Cost	£199,697.70
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Strategic Priority 2: Pupils display positive attitudes and make a positive contribution to school life and the wider community

Key Area for Improvement 2: Medium term Plan 2022 - 2023 (Year 3)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by Who?
2.1.1 Review, evaluate and update policy and research and introduce new strategies to further improve attendance, punctuality and reduce persistent absence by establishing a clear and tiered approach involving all stakeholders.	Persistent absence is reduced and the gap between school and national data closes because processes are effective. Barriers to learning are removed, allowing children to access the academic curriculum and make the progress expected of them.	Pastoral Manager DSL Training and supervision meeting 1 x termly	N/A	Aut 22 - Sum 23	SJ DSLs	SJ to evaluate short term actions.
2.1.2 Improve the use of data analysis as an evidence base for judgements and evaluation of attendance procedures.	Appropriate actions are planned as they are based on accurate self-evaluation.	ASP data, census data and planned meetings.	N/A	SJ, AD, HR meet half termly	SJ, AD and HR	SJ to evaluate short term actions.
2.1.3 Ensure high quality professional development around attendance procedures for all stakeholders.	Profile of attendance is raised and policy is applied consistently as a result of shared understanding. Subject knowledge is good and policy and practice is effective because it is based on the most up to date procedures.	Pastoral Manager INSET time Link Governor Meeting Website and Parent information	N/A	Aut 22 - Sum 23 Sept 22 1 x termly	SJ SJ SJ/CS SJ/RG	SJ to evaluate short term actions. CS reports to provision and performance committee.
2.1.4 Continue to implement Fast-Track attendance system and the holidays during term time process.	Persistent absence is reduced because processes are effective in improving attendance.	Pastoral Manager	N/A	Aut 22 - Sum 23	SJ	SJ to evaluate short term actions.
2.1.5 Implement plans for Recovery Premium to develop role of additional Teaching Assistant in the Pastoral Team.	Planned spending of recovery funding is clear, shared and its impact can be measured and shared with stakeholders.	Notification of funding and conditions of grant.	£26,567	Aut 22 - Sum 23	HR produces plan.	HR evaluates Recovery Plan for short term plans.
2.1.6 Offer early help, including multi-agency working where necessary.	Attendance improves for identified children because barriers are removed as a result of effective support being put in place.	School's Early Help Offer. Access to outside professionals	See 1.1.12 above	Aut 22 - Sum 23	SJ	SJ to evaluate short term actions.
2.2.1 Evaluate, update and implement Behaviour and Anti-bullying policies with a focus on rewarding excellence and creating a positive culture and environment	Practice is consistent across school and is based on the most effective strategies.	Creating a culture document	N/A	Aut 22	SJ/AD	SJ/AD to evaluate short term actions.

2.2.2 Secure CPD for all staff around strategies for managing extreme behaviour and difficult conversations.	All behaviour is managed effectively because staff have the skills to do so.	Behaviour Consultant	See 1.1.12 above	Spr 23	SB/SJ	SJ to evaluate short term actions.
2.2.3 Ensure policy and required language is implemented consistently and effectively across school.	Practice is consistent across school and is based on the most effective strategies.	School Policy Monitoring and Evaluation Cycle	N/A	Aut 22 and Spr 23	SJ/AD	SJ/AD to evaluate short term actions.
2.2.4 Research, discuss and plan implementation of house system across school.	Children are more engaged by and involved in school life. Teamwork increases.	House system	N/A	Spr 23, Sum 23	RG/HR/AD	AD/HR to evaluate short term actions.
2.3.1 Further improve unit plans by: a) including time for children to ask and answer questions. b) including language and vocabulary to be explicitly taught.	Communication skills are made high priority across the curriculum. There are increased opportunities for children to communicate using the most appropriate technical vocabulary.	Unit plans Curriculum Manager Leadership Time AHT Leadership Time	N/A = £5338.70 =£2800 See 1.1.3 above	Aut 22	LF/SC	LC/SC to evaluate short term actions.
2.3.2 Further develop the use of C, R and I as marking symbols for children's work.	Communication, resilience and independence are embedded across the curriculum and children are increasingly able to reference these in conversations about learning.	Lead Practitioner Leadership Time	See 1.1.1 above	Aut 22	LP/AN	LP/AN to evaluate short term actions.
2.3.3 Research, discuss and develop appropriate 'hooks' in order for children to be able to talk about their independence and communication in learning.	Communication, resilience and independence are embedded across the curriculum and children are increasingly able to reference these in conversations about learning.	Lead Practitioner Leadership Time	See 1.1.1 above	Aut 22	LP/AN	LP/AN to evaluate short term actions.
2.3.4 Evaluate and improve systems for rewarding communication, resilience and independence.	Communication, resilience and independence are embedded across the curriculum and children are increasingly able to reference these in conversations about learning.	Lead Practitioner Leadership Time	See 1.1.1 above	Aut 22	LP/AN	LP/AN to evaluate short term actions.
2.3.5 Access CPD for all staff to further develop communication including: a) as part of DLP project 4. b) SENDCo communication friendly school project.	Communication skills are made high priority across the curriculum. There are increased opportunities for children to communicate using the most appropriate technical vocabulary	Consortium DLP Project Non class based SENDCo	See 1.2.2 above	Aut 22 - Sum 23	PP	PP to evaluate short term actions.
2.3.6 Implement tiered approach to communication.	Communication skills improve because they are taught effectively, explicitly and are embedded across the curriculum.	Communication INSET (DLP) TA led Intervention WMSLT 3 x INSETs PPA time weekly	N/A See 1.1.11 £16,632 N/A N/A	Aut 21 - Sum 22 1 INSET per term	PP Leadership Team	WMSLT report to PP.
Total Cost			£51,377,70			

Strategic Priority 3: Pupils develop strength of character as a result of the high quality pastoral support and enrichment opportunities provided

Key Area for Improvement 3: Medium term Plan 2022 - 2023 (Year 3)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How much?	Time When?	Personnel Who?	Monitored by Who?
3.1.1 Review and evaluate current time allocation for whole school days and make necessary changes.	School aims are met and the vision is clear. They are translated into the school curriculum with children being offered an increasing range of opportunities beyond the curriculum. The enrichment programme improves because changes and plans are based on accurate information from stakeholders.	Timetable of events Pupil Premium Funding	£2000	Aut 22 - Spr 23	HR/AD	HR/AD to evaluate actions on short term plans.
3.1.2 Further improve whole school days by: a) continuing to highlight and develop children's rights. b) further developing pupil leadership. c) using social media to market and celebrate these opportunities. d) ensure choice on context and content allows subject leaders to showcase their subject. e) organisation of the days is allocated fairly between staff.						
3.1.3 Further increase before and after school clubs on offer in terms of area/subject and age range catered for.	Our enrichment programme improves even further because clubs are even better matched to needs, ages, interests and abilities.	Sports premium funding Pupil Premium Funding	£7967.50 £2000	Aut 22 - Spr 23	HR/CH	HR/CH to evaluate actions on short term plans.
3.1.4 Maximise opportunities for children to learn about and understand British Values across the curriculum.	Children have a clear and shared understanding of British values and can link these to their learning.	Unit plans - flagged Calendar events including assembly rota.	N/A	Aut 22 - Sum 23	SC	Sc to evaluate actions on short term plans.
3.2.1 Share and communicate our Whole School Wellbeing Strategy for all stakeholders.	There is a clear and shared understanding about what school can offer and how this support can be accessed.	Wellbeing strategy School Website	N/A	Aut 22 - Spr 23	SJ/AD	SJ/AD to evaluate actions on short term plans.
3.2.2 Implement planned actions as part of our Whole School Wellbeing Strategy.	The wellbeing of all stakeholders is given high priority and is at the forefront of any decision being made.	See Whole School Wellbeing Strategy Action Plan - Appendix 2.				

3.2.3 Develop a longer term plan for mental health and wellbeing provision at Grendon.	There is a long term plan to support all stakeholders in place which school can plan to work towards over the next 3 years.	Outside professional support Additional funding, bids and grants	To be confirmed	Aut 22 - Spr 23	SJ/AD	SJ/AD to evaluate actions on short term plans.
3.2.4 Continue to develop and further improve the Safeguarding and Support section of our website.	There is a clear and shared understanding of our approach to mental health and wellbeing, with access to support clearly signposted.	School Website	N/A	Aut 22 - Spr 23	SJ/AD	SJ/AD to evaluate actions on short term plans.
3.3.1 Develop the role of e-safety lead across school.	The profile of E-safety is raised, with a named member of staff responsible.	Job Descriptions 1 day non-contact time E-safety Training	N/A £200 £500	Aut 22 - Spr 23 Aut 22	E-safety lead	AD to evaluate actions on short term plans.
3.3.2 Secure CPD for staff to explore safeguarding issues around social media and children's online use.	There is a clear and shared understanding about the principles of e-safety and the issues to address. As a result, teaching across the curriculum improves, with children being given the most up to date information.	Online E- safety training for staff	Part of Hays package £500	Spr 23	AD/All staff	AD to evaluate actions on short term plans.
3.3.3 Increase role of DSL in e-safety by: a) including as an agenda item in supervision meetings. b) accessing relevant training. c) improving use of securus as monitoring system.		Online E-safety training for staff	Part of Hays package See 3.3.2 above	Spr 23	AD/All staff	AD to evaluate actions on short term plans.
3.3.4 Improve information available for and communication with parents around e-safety.	Parents support children's learning more effectively because they have a shared and improved understanding of expectations, strategies and methods.	E -safety lead School Website	N/A	Aut 22 - Spr 23	E-Safety lead RG	
Total Cost			£13,167.50			

Strategic Priority 4: Leadership is clear and ambitious, providing high quality professional development for staff, high quality education for children and effective engagement with all stakeholders

Key Area for Improvement 4: Medium term Plan 2022 - 2023 (Year 3)						
Action What?	Expected Impact What effect?	Resources With what?	Cost How	Time When?	Personnel Who?	Monitored by Who?
4.1.1 Evaluate and continue to develop the process of the BEP Peer Review process for foundation subjects.	The outcomes from peer review feed into the school improvement plan cycle in order for teaching and learning to further improve.	Peer review training Cover for staff (4 days peer subject)	£500 4(4 x £200) =£3200	Aut 22 - Sum 23	Subject Leads	HR evaluates actions for short term plans.
4.1.2 Continue to improve subject leadership by: a) continuing to prioritise and access CPD for subject leaders. b) increasing knowledge of the EYFS curriculum and how their subject fits in. c) updating the Policy for each foundation subject. d) 1-1 meeting with Headteacher/curriculum manager to discuss their subject.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject.	Curriculum Manager Leadership Time	See 2.3.1 above	Aut 22 - Sum 23	Subject Leads	SC evaluates actions for short term plans.
4.1.3 Further improve Monitoring and Evaluation for subject leaders by: a) sharing information around process of Deep Dives. b) increasing non-contact time for all subject leaders to complete monitoring and evaluation activities. c) increasing range of monitoring and evaluating activities that subject leaders are involved in. d) using Senior Leaders (special friends!) to support and develop understanding of lesson observations and conversations with children.		External CPD Cover for 1 day a year for all subject leads 6 x INSET	£2000 9x£200 =£1800 N/A			
4.2.1 Improve the monitoring and evaluation timeline to include monitoring activities for all subject leaders.	All subject leaders are able to monitor and evaluate their subjects. The curriculum is broad, balanced and equally weighted.	Monitoring and evaluation schedule.	N/A	Aut 22	HR	HR to evaluate actions for short term plans.

4.2.2 Ensure monitoring activities completed by subject leaders are well chosen and fit for purpose.	Monitoring and evaluation cycles provide clear information for School Self Evaluation Judgements to be made.	Monitoring and evaluation schedule.	N/A	Aut 22	Subject leaders	SC to evaluate actions for short term plans.
4.2.3 Refine and develop monitoring activities to be completed by senior leaders.	Monitoring and evaluation cycles provide clear information for School Self Evaluation Judgements to be made.	Monitoring and evaluation schedule.	N/A	Aut 22	Leadership Team	HR to evaluate actions for short term plans.
4.2.4 Make changes to monitoring and evaluation cycle 2, to allow for judgements to be made on achievement of targets set in cycle 1.	There is clear and concise evidence needed by staff to prove performance against performance management objects.					
4.2.5 Further improve the school's Self Evaluation Form by: a) evaluating format used and making any necessary changes. b) ensuring that it is updated at least termly. c) ensuring that it is shared with Governors termly as part of the Headteacher's Report. d) ensuring judgements made can be evidenced from our monitoring and evaluation outcomes.	School Self Evaluation judgements are accurate and based on a sound evidence base. This allows Governors to hold the school to account effectively.	Self-Evaluation document Link Governor Reports Headteacher's report to Governors	N/A	Aut 22 - Spr 23	HR Leaders Governors	HR to evaluate actions for short term plans.
4.2.6 Continue to improve the ability of Governor's to hold the school to account by ensuring that: a) they are up to date with national policy expectations. b) they are clear about the School Self Evaluation process.	School Leaders are increasingly accountable because expectations are high, roles are clear and opportunities for external conversations are maximised.					
4.2.7 Improve communication and increase level of challenge between leaders and the Governing Board.	Systems and processes are adapted to ensure that school leaders communicate effectively and that link governors have the opportunity to questions and challenge before reporting back to their committee, hence governors are more able to hold the school to account.	Senior leader and link governor meeting schedule and report template Governing Board Minutes	N/A	Aut 21 - Sum 22	HR/JB lead school leaders and link governors.	HR evaluates for short term plans.
4.3.1 Evaluate, update and continue to implement the school's marketing strategy.	The profile of Grendon is raised in the local community and unfilled places reduce during the year.	See Marketing Strategy - Appendix 3				

4.3.2 Continue to plan and implement before and after school provision.	School offers parents the provision that they have requested. Unfilled places reduce as parents are attracted by such provision.	LA support Leasing and contract arrangements in place	(Income secured)	Aut 22 - Sum 23	HR /BW	HR evaluates short term actions.
4.3.3 Continue to develop links with other local providers, including: a) GBNFC (before and after school provision). b) Newman College (trainee teachers). c) Hall Green Consortium (DLP project). d) Providers offering trainee TAs. e) Cityserve - School Food Champion Project.	Grendon is able to access support from and work in collaboration with other providers, enabling us to work in a more cost effective manner and access shared support and resources.	Providers named in 4.3.3	N/A	Aut 22 - Sum 23	HR	HR evaluates short term actions.
4.3.4 Increasing information about children's learning for parents by: a) planning and delivering welcome meetings at the start of each year. b) holding an access clinic to give more information to parents about events in specific year groups. c) using the Share session identified on unit plans to share classroom learning with parents. d) providing curriculum maps for parents.	Parents support children's learning more effectively because they have a shared and improved understanding of expectations. Strategies and methods.	Welcome meetings Access clinic Share events Curriculum map on website	N/A	Aut 22 - Sum 23	All staff	SC evaluates short term actions.
4.3.5 Use the results of the Social Media survey to improve use of social media as a tool for communication.	Information and celebrations are shared efficiently and effectively between all stakeholders.	Website Twitter Facebook	N/A	Aut 22 - Sum 23	All staff RG	AD evaluates short term actions.
4.3.6 Ensure early communication between staff and parents to alert them to issues with regard to attendance, behaviour or progress and achievement.	Parents report that communication between school and home is good. They work in partnership with school to improve outcomes for their children.	School systems and processes	N/A	Aut 22 - Sum 23	All staff	AD evaluates short term actions.
4.3.7 Develop systems to communicate academic support given to children.	Parents report that communication between school and home is good. They work in partnership with school to improve outcomes for their children.	School systems and processes	N/A	Aut 22 - Sum 23	All staff	HR evaluates short term actions.
4.3.8 Further improve Parents Evenings by ensuring: a) a consistent framework for sharing information is used by all staff. b) that attendance and behaviour information is given. c) face to face parents evenings are reintroduced.	Parents report that communication between school and home is good. They work in partnership with school to improve outcomes for their children.	School systems and processes	N/A	Aut 22 - Sum 23	All staff	HR evaluates short term actions.
Total Cost			£7500			

Appendix 5: Abbreviations

SATs	Standardised Assessment Tasks	INSET	In-service Training	DHT	Deputy Head Teacher
CPD	Continued Professional Development	SIP	School Improvement Plan	NC	National Curriculum
EYFS	Early Years Foundation Stage	MTP	Medium Term Plan	STP	Short Term Plan
TA	Teaching Assistant	TSP	Targeted Support Plan	LA	Local Authority
DfE	Department for Education	ECT	Early Career Teacher	LP	Lead Practitioner
SEF	Self-evaluation form	KPI	Key performance indicator	APS	Average Points Score
AfL	Assessment for Learning	M&E	Monitoring and Evaluation	HT	Head Teacher
EAL	English as an additional Language	STSP	Targeted Support Plan (SEND)	ELG	Early Learning Goal
PSED	Personal, social & emotional development	AHT	Assistant Head Teacher	DLP	Developing Local Provision
RSE	Relationships and Sex Education	DSL	Designated Safeguarding Lead	EHCP	Education Health Care Plan
PSHE	Personal, social, health education	BEP	Birmingham Education Partnership	SSPP	SEND support provision plan
ELIT	Education Legal Intervention Team	SEND	Special Educational Needs and disabilities		
WMSLT	West Midlands Speech and Language Therapy	GBNFC	Grendon & Billesley Nursery and Family Centre		
SENAR	Special Educational Needs Assessment and Review Service				