Grendon Primary School

Improvement Plan

2023-2024

Approved by the Full Governing Board July 2023

Contents

School Ethos, Vision and Aims	Page 3
Strategic Improvement Process	Page 4
Progress towards Ofsted Key Issues	Page 5
Evaluation of School Improvement Plan 2022-2023 (final year of three-year plan)	Page 8
Long Term Strategic Priorities 2023 - 2026	Page 11
Medium Term Key Areas for Improvement	Page 12
Key Area for Improvement 1 Medium Term Plan 2023 – 2024 (first year)	Page 13
Key Area for Improvement 2 Medium Term Plan 2023 – 2024 (first year)	Page 19
Key Area for Improvement 3 Medium Term Plan 2023 - 2024 (first year)	Page 22
Key Area for Improvement 4 Medium Term Plan 2023 – 2024 (first year)	Page 25
Appendix 1: Pupil Premium Plan	Page 28
Appendix 2: Whole School Wellbeing Strategy Action Plan	Page 31
Appendix 3: Marketing Strategy	Page 35
Appendix 4: Recovery Strategy	Page39

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 2023- 2024, 2024 - 2025 and 2025 – 2026. 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.

Identification of long term strategic improvement priorities – to secure school vision

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1 year Medium Term Plan – the School Improvement Plan

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Cycle 1 Short Term Plan (Sept – Feb)	Mid Term Review and Evaluation Next Actions Planned Report to Governors	**Cycle 2 Short Term Plan** (Feb – July)	Final Review and Evaluation Report to Governors

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Evaluation of School Improvement Plan – including identification of priorities for next year
Every third year – Summary of progress against Strategic Improvement Priorities and identification of new priorities

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 3 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. Once the pandemic hit and 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 2020 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 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	The impact of Covid 19 has had a significant impact on data during the last 3 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

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, 24.2% of the school, had attendance over the year of 90% or below. The IDSR from 21/22 identifies that school remains in the highest 20% of all schools, but that there is nothing significant to highlight compared with schools with a similar level of deprivation.

2022/23 began with a total overhaul of attendance policy and practice and all advice was followed. Although our new Attendance Policy and the use of HEROS rewards has reduced the number of children arriving late for school, it has not been effective in reducing the number of children who are persistently absence. Although persistent absence is a challenge for all schools, our percentage of 25% for the academic year is above the national average of 17% for primary schools. This is too high and work must continue at a pace to reduce this.
Challenges that we need to overcome include:

- the impact of reduced timetables on attendance.
- the impact of children whose EHCP names specialist provision but remain on our role because no such provision is available.
- increased rates of genuine illness, for example school had 91 cases of chicken pox during this academic year.
- increase in requests for leave during term time. School received 53 request during the year and although almost all were denied and referred to the Local Authority for

based entirely on teacher assessments and not test results. Changes to the curriculum, limited evidence during lockdown and missed 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

fines wherever possible, this did not deter families from taking leave. • attitudes towards schooling that have changed since the pandemic We have been proactive at every stage and continued to evaluate our practice. School applied to be part of a DfE attendance hub, but was rejected and secured one to one support from Edwina Langley, attendance lead at BCC. Our practice was evaluated as good and there was no further advice given. Although this reflects the national picture, we realise that this is not good enough. 2023/2024 sees us redouble our efforts to increase attendance and reduce persistent absence as we had been successful in doing prior to the pandemic.	score was -0.7, accelerated progress as described above has minimised the impact on standards reached. Progress has continued to accelerate and gaps closed further during the 2022/2023 academic year. Whole school data from July 2023 shows that: • as a result of accelerated progress, more children across school are working at the expected standard than were doing so in July 2022. In Writing, percentages have improved from 51% to 59% and in Maths from 57% to 63%. • Underachievement continues to fall. Between July 2021 and July 2023, children who had fallen behind the standard that their prior attainment indicated they should be working at, reduced from 27% to 9% in Writing and Maths. External data from Summer 2023 shows that: • Although national statistics are not released until November 2023, at the end of the EYFS school results showed significant improvement with 52% reaching a good level of development compared with only 34% in 2022. • At KS1, percentages reaching the expected standard increased slightly from 47% to 50% in Writing. Maths resulst were in line with the previous year at 64%. Siginifcant improvements were seen in greater depth results, that improved from 0% to 8% in Writing and 9% to 13% in Maths as a result of effective targeted support and intervention. • Siginicant improvements were seen in the Multiplication Tables Check at the end of Year 4. 33% achieved full marks, compared with 24% previously and 80% scored 20 marks or higher, compared with 65% in 2022. • Despite this success across school, KS2 results were not good enough. Whole school data shows that this is specific to this cohort and not embedded across school. Progress figures, although yet to be validated are -1.8 for Writing and -1.3 for Maths. Too many children failed to reach a score that was expected of them, despite progress being accelerated across Year 6.

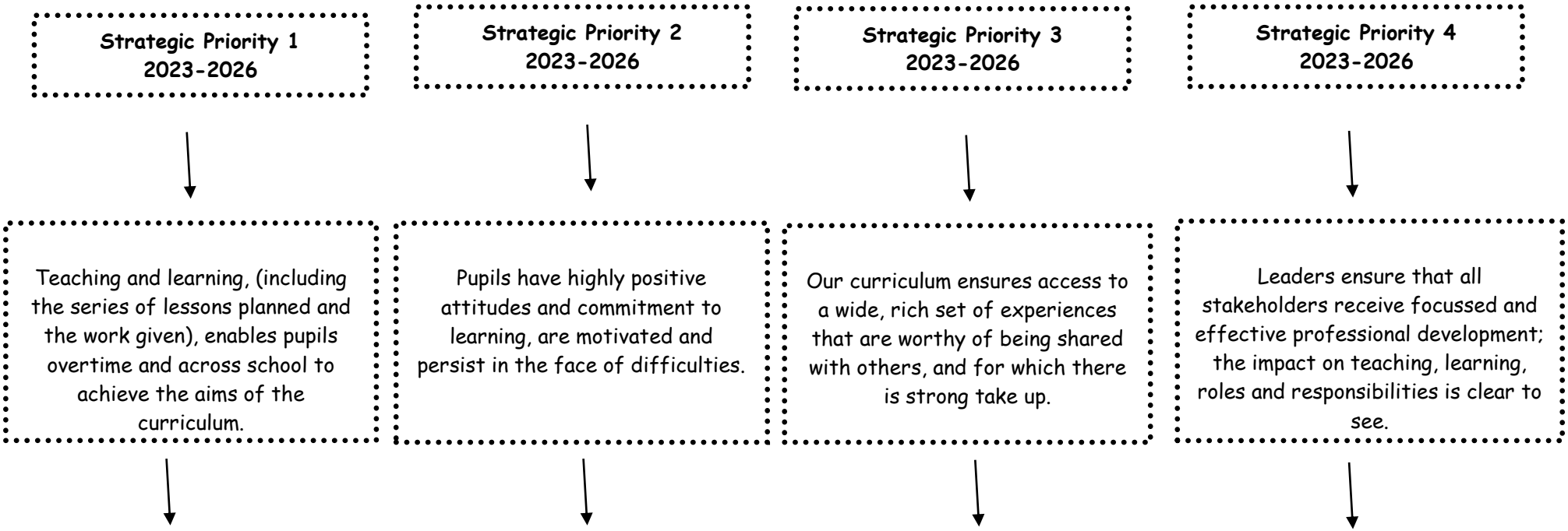
Evaluation of School Improvement Plan 2022-2023

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 3 2022-23	1.1 Maximise progress in order for all children to achieve best possible outcomes in Reading, Writing and Maths. 1.2 Further improve SEND provision across school.	2.1 Evaluate, clarify, refine and implement strategies to reduce persistent absence and ensure punctuality. 2.2 Ensure children continue to behave consistently well. 2.3 Further develop strategies to embed communication, resilience independence across the curriculum.
Evaluation Sept 2023	Whole school data from July 2023 shows that: • as a result of accelerated progress, more children across school are working at the expected standard than were doing so in July 2022. In reading, percentages have improved from 60% to 65%, in Writing from 51% to 59% and in Maths from 57% to 63%. • Underachievement continues to fall. Between July 2021 and July 2023, children who had fallen behind the standard that their prior attainment indicated they should be working at, reduced from 27% to 9% in Reading, Writing and Maths. External data from Summer 2023 shows that: • Although national statistics are not released until November 2023, at the end of the EYFS school results showed significant improvement with 52% reaching a good level of development compared with only 34% in 2022. • In the Year 1 phonics screening, results improved to 70% from 68% in 2022. • At KS1, percentages reaching the expected standard increased slightly from 53% to 55% in Reading and 47% to 50% in Writing. Maths results were in line with the previous year at 64%. Significant improvements were seen in greater depth results, that improved from 6% to 12% in Reading, 0% to 8% in Writing and 9% to 13% in Maths as a result of effective targeted support and intervention. • Significant improvements were seen in the Multiplication Tables Check at the end of Year 4. 33% achieved full marks, compared with 24% previously and 80% scored 20 marks or higher, compared with 65% in 2022. • Despite this success across school, KS2 results were not good enough. Whole school data shows that this is specific to this cohort and not embedded across school. Progress figures, although yet to be validated are -1.8 for Reading and Writing and -1.3 for Maths. Too many children failed to reach a score that was expected of them, despite progress being accelerated across Year 6. Evidence from our Monitoring and Evaluation Cycles show that quality first teaching and provision	Although our new Attendance Policy and the use of HEROS rewards has reduced the number of children arriving late for school, it has not been effective in reducing the number of children who are persistently absence. Although persistent absence is a challenge for all schools, our percentage of 25% for the academic year is above the national average of 17% for primary school. This is too high and work must continue at a pace to reduce this. Challenges that we need to overcome include: • the impact of reduced timetables on attendance. • the impact of children whose EHCP names specialist provision but remain on our role because no such provision is available. • increased rates of genuine illness, for example school had 91 cases of chicken pox during this academic year. • increase in requests for leave during term time. School received 53 request during the year and although almost all were denied and referred to the Local Authority for fines wherever possible, this did not deter families from taking leave. • attitudes towards schooling that have changed since the pandemic. Evidence from both our Monitoring and Evaluation schedule and from external review (SEND and Subject Peer Reviews) shows that behaviour is good. The whole school review and implementation of our new Behaviour Policy has been effective. Feedback from staff, pupils and parents all highlight that the changes that allow for recognition and celebration of excellent behaviour, have ensured all children are challenged to behave well. The new House System has added an additional level of engagement, with children achieving 5 points and 10 points for reaching 'Reward' and 'Exceptional' on the new 'Ready to Learn' behaviour system. Although most children behave well, for a small number, and usually where there are complex

	for pupils with SEND has continued to improve and that, alongside well-planned intervention has been effective in accelerating progress and closing gaps in learning. Our external SEND review in the Autumn term was positive and the action plan in place has improved provision further. We have submitted 8 EHCP and 13 SSPPs this year in total to ensure access to appropriate provision. Despite this, it remains challenging to provide and improve appropriate provision from all pupils with SEND across school. Despite effective partnership through the Special School Outreach Service and the Developing Local Provision project, we have children on role whose needs cannot be met through mainstream provision. Staff go above and beyond to support and parents remain supportive however, this means that reduced timetables remain in place for too many pupils and both attendance and performance data across school is affected by this.	and significant needs, this is a challenge. School responds in a rigorous and robust manner, Suspensions are used to best effect where behaviours shown are incompatible with the effective education of others. Our practice here is good. Risk Reduction Plans are in place for any child who has been suspended, or is at risk of suspension or exclusion and are adapted and shared with children and parents at a return to school meeting. School has not made the decision to permanently exclude a child for almost 3 years. Evidence from both our Monitoring and Evaluation schedule and from external review (SEND and Subject Peer Reviews) show that communication, resilience and independence Communication, resilience and independence are now central to Grendon's Goals, which have been developed as part of our new behaviour policy. As such, communication, resilience and independence are: • displayed around school, on parent's leaflets and in each classroom as part of Grendon's Goals. • taught explicitly and referenced in assemblies. • rewarded in weekly 'congratulations' assemblies and explicitly at the end of each term in Grendon's Goals awards. • taught explicitly during half termly Feel Good Friday sessions. used by children as marking symbols as part of our self and peer assessment strategy at the end of each lesson.
Future Actions Identified	Continue to reduce gaps between school and national data through quality first teaching and effective intervention. Focus needs to be on the following groups, as data suggests they perform less well than their peers: pupil premium, boys and pupils with SEND.	Continue to refocus and redouble efforts to improve 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 3 2022-23	3.1 Further strengthen school's enrichment offer. 3.2 Implement and embed the whole school Wellbeing Strategy. 3.3 Raise profile of e-safety to ensure children are safe online.	4.1 Continue the development of best practice in curriculum leadership. 4.2 Further strengthen school's approach to monitoring and evaluation. 4.3 Sustain improvement in communication and engagement with all stakeholders and the wider community.
Evaluation September 23	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 must mornings and evenings. Feedback about these has been very positive, with all clubs being oversubscribed. Following feedback from parents, we have improved with breadth of clubs on offer and the age range targeted. 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. Our Whole School Wellbeing Strategy is in place, following training completed by our Senior Mental Health Lead. 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. It is now embedded within practice as one of Grendon's Goals is to 'nurture our health and wellbeing'. Survey results reflect its effectiveness. Parents surveys highlighted that 100% of respondents said their children was happy at school. For staff survey responses, 100% said that school was well led in this matter and out of a possible 304 responses to all questions there were only 10 'disagree' categories ticked. School has worked tirelessly to raise the profile of e-safety, with a whole school enrichment day, parents workshop in Year 5, one digital literacy unit in each year group in computing, a strong focus in the PSHE curriculum and an update of the e-safety pages on the website. Despite this, our older children still are not always aware enough of the risks that they face online and behaviour online, outside of school, remains an issue that we must deal with.	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. Leaders and all staff have worked together to develop a new Monitoring and Evaluation Cycle that will be in place from September 2023. Challenges identified from the previous system included: • workload over a short period of time for leaders. • length of time of monitoring process from first activities to feedback and writing of staff development plans, (staff wellbeing & lack of immediate improvement). • a feeling that this was done to, and not with staff. • inequality between class based and PPA staff in terms of feedback. • foundation subjects had different monitoring options to core subjects. • monitoring in Oct & Feb left Summer term largely unmonitored. Leaders have worked to develop a system that: • includes 10 foundation subject leaders, as well as the leadership team, efficiently. • engages staff further in this process. • increase staff roles and responsibilities – and do this efficiently with so many staff involved. • ensures all subject leaders and senior leaders continue to be able to make quality judgements for self-evaluation purposes, given any changes. • meets workload/wellbeing agenda. • ensures equality for all staff. The system will be reviewed by all staff in February 2024. Communication and engagement with all stakeholders and the wider community continues to improve. Parents survey results show 97% believe that communication is good. This has increased consistently from 80% in 2020.
Future Actions Identified	Safeguarding – continue to improve online safety and raise awareness of potential dangers.	Continue development of the use of social media.

Long Term Strategic Priorities for Improvement 2023-2026



Key Performance Indicators that these priorities will address:
a) Increase percentage of pupils reaching a Good Level of Development at the end of the EYFS.
b) Increase percentage of pupils achieving the expected standard in reading, writing and maths at the end of KS1.
c) Further accelerate progress of all groups of pupils in reading, writing and maths by the end of KS2.
d) Reduce the gap between school and national for overall absence and persistent absence across all Key Stages.
e) Reduce the rate of suspensions across all Key Stages.

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.

Key Areas for Improvement 2023-2024

Strategic Priority 1:
Teaching and learning, (including the series of lessons planned and the work given), enables pupils, overtime and across school, to achieve the aims of the curriculum.

Strategic Priority 2:
Pupils have highly positive attitudes and commitment to learning, are motivated and persist in the face of difficulties.

Strategic Priority 3:
Our curriculum ensures access to a wide, rich set of experiences that are worthy of being shared with others, and for which there is strong take up.

Strategic Priority 4:
Leaders ensure that all stakeholders receive focused and effective professional development; the impact on teaching, learning, roles and responsibilities is clear to see.

Key Area for Improvement 1
Year 1 2023-24

1.1 Further improve Quality First Teaching by implementing the EEF 5-a-Day approach across the school.

1.2 Ensure effective intervention helps pupils catch up and keep up, (focus on SEND, Pupil Premium and Boys).

1.3 Further improve assessment for and of learning.

Key Area for Improvement 2
Year 1 2023-24

2.1 Evaluate, clarify, refine and implement strategies to reduce persistent absence.

2.2 Further improve behaviour through effective implementation of the new Behaviour for Learning policy.

Key Area for Improvement 3
Year 1 2023-24

3.1 Further improve our provision of 'chocolate chips' in the academic curriculum.

3.2 Evaluate, refine and embed enrichment opportunities beyond the curriculum.

3.3 Develop a communication strategy to share success.

Key Area for Improvement 4
Year 1 2023-24

4.1 Subject knowledge and pedagogy of teachers and teaching assistants is good or better.

4.2 Subject leaders are increasingly able to monitor and evaluate intent, implementation and impact.

4.3 Governors become increasingly effective at providing challenge.

4.4 Leaders ensure responsibility and accountability at all levels.

4.5 All stakeholders continue to apply safeguarding practice consistently and effectively.

Strategic Priority 1: Teaching and Learning, (including the series of lessons planned and work given), enables pupils, overtime and across the school, to achieve the aims of the curriculum.

Key Area for Improvement 1: Medium term Plan 2023 – 2024 (Year 3)						
Action *What?*	**Expected Impact** *What effect?*	**Resources** *With what?*	**Cost** *How much?*	**Time** *When?*	**Personnel** *Who?*	**Monitored by** *Who?*
1.1.1 Improve the quality of explicit instruction in each lesson by: a) planning and delivering whole school insets with a focus on clarity of explanation. b) ensuring lessons are well sequenced to include explicit instruction, modelling, checks of understanding, guided and finally independent practice. c) further developing the quality and use of smart boards to structure explanations. d) understanding how best to use these strategies to support SEND and disadvantaged pupils and challenge the most able. e) using Lead Practitioner in-reach support to develop and embed these strategies. f) using our Monitoring and Evaluation Cycle to evaluate and further improve practice.	Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	EEF materials, including research, posters and strategies Lead Practitioners Lead Practitioner Leadership Time AHT Leadership Time Monitoring and Evaluation Cycle Curriculum Guidance 2 x INSET	N/A = **£15,304 (SBS)** = **£7600 (Pupil Premium Funded)** = **£15,696.40 (SBS)** N/A N/A N/A	Autumn 23 Aut 23 – Sum 24 Oct 23 & Feb 24 Aut 23 Aut 23	LC/LP/AN LP/AN LC AN/LP/LC LC LC/AN/LP	LC/LP/AN evaluate actions on Short Term Plans.
1.1.2 Develop effective use of cognitive and metacognitive strategies by: a) planning and delivering whole school insets with a focus on cognitive and metacognitive strategies. b) continuing to implement our updated marking and feedback policy in KS1 and KS2 and evaluate and further improve feedback strategies in EYFS.	Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	EEF materials, including research, posters and strategies Lead Practitioners (difference between UPS3 and AST5)	N/A See 1.1.1	Autumn 23 Aut 23 – Sum 24	LC/LP/AN LP/AN	LC/LP/AN evaluate actions on Short Term Plans.

c) introducing 'Grendon's Goals' themed display in all classrooms. d) further developing communication, resilience and independence in all lessons. e) understanding how best to use these strategies to support SEND and disadvantaged pupils and challenge the most able. f) using Lead Practitioner in-reach support to develop and embed these strategies. g) using Monitoring and Evaluation Cycle to evaluate and further improve practice.		Lead Practitioner Leadership Time (1/2 day weekly) AHT Leadership Time Monitoring and Evaluation Cycle Teaching and Learning and Marking and Feedback Policies 2 x INSET	See 1.1.1 See 1.1.1 N/A N/A N/A	 Feb 24 Spr 24 Spr 24	 LC AN/LP/LC LC LC/AN/LP	
1.1.3 Further develop the use of scaffolding to support teaching and learning by: a) planning and delivering whole school insets with a focus on scaffolding. b) building and range of strategies, a bank of resources and supportive tools. c) using these to increase independent learning. d) ensuring unit plans provide less support throughout their course, particularly in Writing. e) embedding movement from concrete to pictorial to abstract in Maths. f) understanding how best to use strategies to support SEND and disadvantaged pupils and challenge the most able. g) using Lead Practitioner in-reach support to develop and embed these strategies. h) using Monitoring and Evaluation Cycle to evaluate and further improve practice.	Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	EEF materials, including research, posters and strategies Lead Practitioners Lead Practitioner Leadership Time AHT Leadership Time Monitoring and Evaluation Cycle Teaching and Learning and Marking and Feedback Policies 2 x INSET	N/A See 1.1.1 See 1.1.1 See 1.1.1 N/A N/A N/A	Autumn 23 Aut 23 – Sum 24 Oct 23 & Feb 24 Aut 23 Aut 23	LC/LP/AN LP/AN LC AN/LP/LC LC LC/AN/LP	LC/LP/AN evaluate actions on Short Term Plans.

1.1.4 Ensure flexible groupings best support teaching and learning by: a) planning and delivering whole school insets with a focus on flexible groupings. b) allocating groups temporarily based on current knowledge and understanding. c) ensuring intervention groups are based on accurate assessment data and are reviewed in a timely manner. d) making best use of Teaching Assistant support at all times in a lesson. e) continuing to implement Marking and Feedback policy, adapting future lessons and groupings as appropriate. f) understanding how best to use strategies to support SEND and disadvantaged pupils and challenge the most able. g) using Lead Practitioner in-reach support to develop and embed these strategies. h) using Monitoring and Evaluation Cycle to evaluate and further improve practice.	Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	EEF materials, including research, posters and strategies Lead Practitioners Lead Practitioner Leadership Time AHT Leadership Time Monitoring and Evaluation Cycle Teaching and Learning and Marking and Feedback Policies 2 x INSET	N/A See 1.1.1 See 1.1.1 See 1.1.1 N/A N/A N/A	Autumn 23 Aut 23 – Sum 24 Feb 24 Spr 24 Spr 24	LC/LP/AN LP/AN LC AN/LP/LC LC LC/AN/LP	LC/LP/AN evaluate actions on Short Term Plans.
1.1.5 Make more effective use of technology to support learning by: a) planning and delivering whole school insets with a focus on use of technology. b) improving its use in explaining, modelling and scaffolding. c) using increasingly well to assess learning. d) increasing its use in sharing of wagolls. e) improving its use to engage and excite children in their learning. f) sharing password data efficiently with parents at the start of the year. g) developing homework policy through the use of Microsoft Teams and Tapestry in EYFS. h) understanding how best to use strategies to support SEND and disadvantaged pupils and challenge the most able. i) using Lead Practitioner in-reach support to develop and embed these strategies. j) Monitoring and Evaluation Cycle to evaluate and further improve practice.	Teaching and learning is good or better because pedagogy is consistent and effective across the school. Monitoring and evaluation identifies highly effective quality first teaching as a result of consistent implementation of strategies.	EEF materials, including research, posters and strategies Lead Practitioners Lead Practitioner Leadership Time AHT Leadership Time Monitoring and Evaluation Cycle Additional IT resources 2 x INSET	N/A See 1.1.1 See 1.1.1 See 1.1.1 N/A **£5000 (SBS)** N/A	Aut 23 Aut 23 – Sum 24 Oct 23 & Feb 24 Spr 23 Sum 24	LC/LP/AN LP/AN LC AN/LP/LC Junaid/LC LC/AN/LP	LC/LP/AN evaluate actions on Short Term Plans.

1.2.1 Plan, implement and evaluate interventions to close identified gaps in the EYFS, KS1 and KS2, ensuring intervention groups focus on boys and children entitled to upil premium funding.	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 EYFS/KS1 Project X Code KS2 Direct Phonics KS2 First Class@Number Year 2 Y6 Maths Intervention Y2 Maths and Reading Intervention	**£11,538,80 (Pupil Premium Funded)** **£9,750 (Pupil Premium Funded)** **£10,227.30 (Pupil Premium Funded)** **£8400.30 (Pupil Premium Funded)** N/A N/A **£20,158.50 (Pupil Premium Funded)**	3 x afternoon weekly Aut 23 – Sum 24 5 x mornings weekly Spr 24 – Sum 24 5 x morning weekly Aut 23 – Sum 24	2 x Teaching Assistant 1 x Teaching Assistant 1 x Teaching Assistant 1 x Teaching Assistant 1 x Teaching Assistant HR LC	Intervention data reported on short term plans.
1.2.2 Work with external agencies to remove barriers to learning through pastoral interventions, focussing particularly on pupils with SEND.	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 ELSA	**£8899** **£5000** **£2000** **£5395** N/A N/A **£5890** **(All Pupil Premium Funded)**	Aut 23 – Sum 24	Lou Proudlock Sweet Steve Brown Claire Jarvis Kathryn	Pastoral Team evaluate as part of Pupil Premium Plan.

1.2.3 Implement Recovery Strategy effectively for: a) School Led Tutoring funding, (focus on boys and children entitled to pupil premum funding). b) Recovery Premium, (particular focus on improving attendance for children entitled to pupil premium fudning and those with SEND).	Planned spending of School Led Tutoring and Recovery Premium funding is clear, shared and its impact can be measured and shared with stakeholders.	Notification of funding and conditions of grant	**£27,405 (DfE Recovery Premium funded)** **£11,475 (DfE School Led Tuition Funded)** **£11,475 (school top up – Pupil Premium Funded)**	Aut 23 – Sum 24	HR produces plan.	HR evaluates Recovery Plan.
1.2.4 Use Pupil Premium Plan to accelerate progress and close gaps for disadvantaged children in EYFS, KS1 and KS2.	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				
1.2.5 Further develop use of Intervention Tracker to ensure: a) children are targeted accurately for intervention, (SEND, pupil premium and boys focus). b) interventions are timetabled, have a space and run efficiently. c) interventions can be evaluated accurately. d) increased accountability of staff for interventions.	All interventions can be evaluated efficiently and effectively and future intervention planned based on accurate assessment data. Information can be shared efficiently and effectively with all stakeholders, including parents.	Intervention Tracker Individual Meetings with staff carrying out intervention at start and end.	N/A	Aut 23-Sum 24	PP and Teaching Assistants	PP evaluates short term actions.
1.2.6 Ensure SEND Pupil Profiles are implemented and evaluated effectively.	All interventions can be evaluated efficiently and effectively and future intervention planned based on accurate assessment data. Information can be shared efficiently and effectively with all stakeholders, including parents.	Pupil Profiles Assessment Weeks	N/A	Dec 23, April 24 and July 24	PP leads all staff	PP evaluates short term actions.
1.2.7 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	N/A	Aut 23 – Sum 24	PP, TAs and outside agencies	PP evaluates short term actions.
1.3.1 Maximise impact of feedback on learning by: a) embedding changes made to policy last year. b) maximising opportunities to engage children in conversations about their learning. c) introducing C, R and I into the self and peer assessment process as marking symbols.	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	1xINSET Teacher Day	N/A	Autumn Term	Leadership team and all staff.	Leadership team evaluate actions on short term plan.

	practice.					
1.3.2 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.
1.3.3 Use pupil progress review to accelerate progress and ensure accountability for impact of interventions.	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.
1.3.4 Improve understanding of end of Key Stage, (and hence end of year), expectations for both the expected and greater depth standards.	Expectations are high and units of work are planned with a clear understanding of required end points	1 x INSET	N/A	Aut 23	All staff HR to lead	HR to evaluate pupil progress termly and report to Leadership.
1.3.5 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 23 – Sum 24	SC leads subject leaders	SC evaluates short term actions.
1.3.6 Improve use of Scrapbooks as a tool for assessment for and of learning.	Prior knowledge can be shared and new understanding recorded. Children can use scrapbooks effectively in conversations about learning.	1 x INSET	N/A	Aut 23 – Sum 24	SC leads subject leaders	SC evaluates short term actions.
1.3.7 Review and evaluate use of assessment criteria on unit plans, including the identification of key vocabulary to be used and understood, and make any necessary changes.	Key learning is clear and shared and judgements can be made accurately against this.	Leadership Meeting	N/A	Aut 23	SC leads subject leaders	LP evaluates short term actions.
1.3.8 Further improve assessment for learning strategies, including: a) ensuring unit plans are well known and broken into a series of progressive lessons prior to the start. b) using concept maps to revisit prior knowledge before a unit starts, and to measure new learning at the end. c) developing the use of plenaries.	Assessment for learning strategies are used effectively and embedded in all lessons.	3 x INSETS	N/A	Aut 23 – Sum 24	All staff HR to lead	HR to evaluate pupil progress termly and report to Leadership.
Total Cost			**£181,264.30**			

Strategic Priority 2: Pupils have highly positive attitudes and commitment to learning, are motivated and persist in the face of difficulties.

Key Area for Improvement 2: Medium term Plan 2023 – 2024 (Year 1)						
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 23 – Sum 24	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 & TC 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 23 – Sum 24 Sept 23 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 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.	See 1.2.3	Aut 23 – Sum 24	HR, SJ, AD, TC	HR evaluates Recovery Plan for short term plans.
2.1.5 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 1.2.2 above	Aut 23 – Sum 24	SJ	SJ to evaluate short term actions.
2.1.6 Engage in consortium DLP project with a focus on reducing suspensions and improving attendance for pupils with SEND.	Attendance improves for identified children because barriers are removed as a result of effective support being put in place.	DLP Project Consortium Meetings	Funded through DLP	Aut 23 – Sum 24	HR	HR evaluates Recovery Plan for short term plans.
2.1.7 Seek external advice and support from: a) Edwina Langley b) DLP project c) DfE attendance hub application	Schools policies and practice have external validation and any updates are based on best practice.	DLP Project Consortium Meetings Edwina Langley	N/A	Aut 23 – Sum 24	HR	HR evaluates Recovery Plan for short term plans.

2.1.8 Further develop the role of the DHT to ensure Reduced Time Table and Leave During Term Time are implemented effectively.	School has the capacity to make further improvements and Senior Staff are accountable to policy and practice. Persistent absence is reduced because processes are effective in improving attendance.	Non Class Based DHT Local Authority Processes	**£15,000** (SBS funded)	Aut 23 – Sum 24	HR	HR evaluates Recovery Plan for short term plans.
2.1.9 Increase opportunities to reward and celebrate excellent attendance.	Children see aspirational success which increases motivation.	Assemblies Bronze, Silver and Gold awards Newsletters Awards assemblies	**£2500** **(Pupil Premium Funded)**	Aut 23 – Sum 24	SJ	SJ to evaluate short term actions.
2.1.10 Continue to develop expectations and culture around attendance by: a) raising profile of attendance during transition and induction meeting. b) holding coffee morning for parents of pupils with SEND. c) developing a communication strategy.	Expectations are high and there is a clear and shared understanding by all stakeholders.	Transitions and induction meetings. Parents letters, Website and Social Media	N/A	Aut 23 – Sum 24	HR/SJ/AD/PP	AD to evaluate short term actions.
2.2.1 Implement, evaluate and update our new Behaviour for Learning Policy including: a) changing 'Embedded Principles' to 'Grendon's Goals'. b) launching 'Grendon's Goals'. b) developing a related set of class rules. c) ensuring sanctions and rewards are effective and set at the right level. d) rewarding and celebrating excellent behaviour. e) communicating this to all stakeholders.	Behaviour remains good or better, and children are increasingly involved and engaged in taking ownership of their behaviour.	Website Behaviour Booklet Grendon's Goal's signs Class rules Rewards	N/A **£TBC** **£100**	Aut 23 – Sum 24	AD	AD to evaluate short term actions.
2.2.2 Introduce new 'House System' across school, including: a) communicating this with all stakeholders. b) planning and holding whole school days. c) developing a system to record points. d) celebrating success.	Children become further excited by and engaged in learning and accountable for their behaviours and decisions.	APP to record points Whole school days Assemblies 2 x INSET	**£2000** **(SBS)** N/A	Aut 23 – Sum 24 Teacher Day	HR/RG	HR/RG to evaluate short term actions.
2.2.3 Engage in DLP project with a focus on reducing suspensions.	Behaviour improves for identified children because barriers are removed as a result of effective support being put in place.	DLP Project Consortium Meetings	Funded through DLP	Aut 23 – Sum 24	HR	HR evaluates Recovery Plan for short term plans.

2.2.4 Further develop 'Embrace our health and wellbeing' behaviour goal by continuing with the implementation of the Wellbeing Strategy including a focus on: a) improving the use of wellbeing targets and well being check ins. b) evaluating and making changes to Feel Good Friday Policy and Practice.	Wellbeing of all remains a priority, and the link between this and positive behaviour for learning is clear for all to see.	Wellbeing Strategy 1 x INSET	N/A N/A	Aut 23 – Sum 24 Teacher Day Sept 23	SJ	SJ to evaluate short term actions.
2.2.5 Ensure all stakeholders have access to highly effective CPD including: a) Steve Brown behaviour training for teachers and assistants. b) Steve Groves to support improvements to playtime games and related behaviours.' c) supporting children with SEND.	All behaviour, in lessons, around school and in the playground is managed effectively because children are involved in and excited by their activities and staff have the skills to do so.	Steve Brown Behaviour Consultant Steve Groves Lunchtime support including CPD	See 1.2.2 **£2160** **£199** CPD (Sports Premium Funded)	Spr 23	SB/SJ	SJ to evaluate short term actions.
Total Cost			**£21,959**			

Strategic Priority 3: Our curriculum ensures access to a wide, rich set of experiences that are worthy of being sharedwith others, and for which there is strong take up.

Key Area for Improvement 3: Medium term Plan 2023 – 2024 (Year 1)						
Action *What?*	**Expected Impact** *What effect?*	**Resources** *With what?*	**Cost** *How much?*	**Time** *When?*	**Personnel** *Who?*	**Monitored by** *Who?*
3.1.1 Collect feedback from staff, children and parents on our 'Chocolate Chip', Enrichment and Parent Partnership programmes, analysing the results and making necessary changes, including updating the Curriculum Cupcake diagram as appropriate.	Our programmes are fit for purpose, are well matched to required learning outcomes and meet the needs of our school, children and families.	Questionnaire Cup Cake diagram	N/A	Aut 23	SC	SC to evaluate short term actions.
3.1.2 Improve exciting in class activities by: a) updating all unit plans to ensure the high quality activities are planned and embedded within the unit. b) using Monitoring and Evaluation cycle to monitor their effectiveness. c) updating unit plans to include any effective ideas/strategies/activities from workshops no longer held.	Children enjoy their learning and are increasingly involved and engaged in this process.	Unit Plans	N/A	Aut	SC leads subject leaders	SC to evaluate short term actions.
3.1.3 Further improve trips and visits by ensuring: a) communication is clear and timely. b) trips are highlighted at the Welcome Meeting, including showing photos from previous years. c) payment plans are available as required. d) the educational purpose is clear. e) social media is used to communicate, celebrate and excite.	Children enjoy their learning and are increasingly involved and engaged in this process. They make strong progress in their learning because real opportunities to learn in a first-hand, practical manner are maximised.	Road maps Trips and Visits Welcome meetings	Target to balance income and expenditure for each trip.	Aut 23 – Sum 24	SC leads class teachers	SC to evaluate short term actions.

3.1.4 Further improve expert led workshops by ensuring: a) communication is clear and timely. b) workshops are highlighted at the Welcome Meeting, including showing photos from previous years. c) payment plans are available as required. d) the educational purpose is clear. e) social media is used to communicate, celebrate and excite. f) the end point/project/performance is shared with parents wherever possible.	Children enjoy their learning and are increasingly involved and engaged in this process. They make strong progress in their learning because real opportunities to learn in a first-hand, practical manner are maximised.	Road maps Workshops Welcome meetings	Target to balance income and expenditure for each workshop.	Aut 23 – Sum 24	SC leads class teachers	SC to evaluate short term actions.
3.1.5 Further improve opportunities to engage in competitive sport by ensuring: a) communication is clear and timely. b) opportunities are highlighted at the Welcome Meeting, including showing photos from previous years. c) payment plans are available as required. d) the educational purpose is clear and opportunities are well linked to units taught. e) social media is used to communicate, celebrate and excite.	Children enjoy their learning and are increasingly involved and engaged in this process. They make strong progress in their learning because real opportunities to learn in a first-hand, practical manner are maximised.	School Games (through sports partnership)	TBC	Aut 23 – Sum 24	CH leads class teachers	CH to evaluate short term actions.
3.1.6 Further improve Parent Partnership by ensuring: a) actions above are implemented effectively. b) access clinics include opportunities to work with children. c) timings of access clinics are reviewed to maximise turnout.	Parents support children's learning more effectively because they have a shared and improved understanding of expectations, strategies and methods.	Programme of shares and access clinics	N/A	Aut 23 – Sum 24	SC leads class teachers	SC to evaluate short term actions.

3.2.1 Further improve whole school days by: a) continuing to highlight and develop Grendon's Goals. b) further developing pupil leadership. c) using social media to market and celebrate these opportunities. d) ensuring breadth and balance in subjects prioritised.	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 23 – Sum 24	SC/Subject Leads	SC to evaluate actions on short term plans.
3.2.2 Further improve before and after school clubs on offer by: a) continuing to work towards securing Wraparound Provision. b) ensuring a broad and balanced range of activities. c) increasing provision for EYFS and KS1 children. d) ensuring access and support for all children, including those with SEND. e) using our whole indoor and outdoor environment to support our enrichment offer.	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 23 – Sum 24	HR/CH	HR/CH to evaluate actions on short term plans.
3.3.1 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 23 – Sum 24	All staff LC/RG	LC/RG evaluates short term actions.
3.3.2 Ensure all communication is given in a timely manner, using the model – long before, before, during and after.	There is a clear and shared understanding about timing, detail and purpose of all events that children participate in.		N/A	Sept 23	SC leads all class teachers	HR to evaluate actions on short term plans.
3.3.3 Increase use of Welcome Meetings to communicate the year's events for each class.	There is a clear and shared understanding about timing, detail and purpose of all events that children participate in.	Template Road Maps Website	N/A	Sept 23	SC leads all class teachers	SC to evaluate actions on short term plans.
3.3.4 Redefine and raise profile of Journalist Prefect role.	Children are increasingly involved and engaged in school life and have a clear role to play in this.	Website Job description	N/A	Aut 23-Sum 24	HR	HR to evaluate actions on short term plans.
3.3.5 Consider use and purpose of other paper based means of communication, for example external notice board sharing this week's news.	The school community is increasingly aware of the good news stories and upcoming events. As a result, participation in activities increases and parents are more able to support children's learning.	Noticeboard space	N/A	Aut 23-Sum 24	HR	HR to evaluate actions on short term plans.
Total Cost			**£11,967.50**			

Strategic Priority 4: Leaders ensure that all stakeholders receive focussed and effective professional development; the impact on teaching and learning, roles and responsibilities is clear to see.

Key Area for Improvement 4: Medium term Plan 2023 – 2024 (Year 1)						
Action *What?*	**Expected Impact** *What effect?*	**Resources** *With what?*	**Cost** *How*	**Time** *When?*	**Personnel** *Who?*	**Monitored by** *Who?*
4.1.1 Develop a rolling programme of high quality CPD that ensures subject knowledge is good or better in: a) PE b) History c) Geography d) Phonics e) EYFS provision	Teaching and learning 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.	External and internal CPD	**£1000**	Phonics –Aut 23 Geog – Aut 23 Hist – Spr 23 Science Sum 23	PP BW KG AN	Subject leaders evaluate short term actions.
4.1.2 Plan and implement strategies that are part of the EEF 5-a day approach, see 1.1.1, 1.1.2, 1.1.3, 1.1.4 and 1.1.5.	Teaching and learning 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.	Internal CPD Lead Practitioners Leadership Time	See 1.1.1	Aut 23 – Sum 24	LC/LP/AN	LC/LP/AN evaluate short term actions.
4.1.2 Continue to provide high quality CPD in order to improve SEND provision: a) Dyslexia b) SEMH c) autism/SEND friendly classrooms d) transition	Provision for children with SEND improves because it is based on the most effective practice.	3xINSET	N/A	Aut 23, Spr 24 and Sum24	PP/other professionals	PP evaluates short term actions.
4.2.1 Evaluate and continue to develop the process of the BEP Peer Review process for foundation subjects, Art, DT and PE.	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 per subject)	**£500** 4(4 x £200) **=£3200**	Aut 23 – Sum 24	Subject Leads	HR evaluates actions for short term plans.
4.2.2 Improve knowledge and understanding of the EYFS curriculum and how National Curriculum subject are linked.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject. Link are clear in both directions between the EYFS and National Curriculum.	1 x INSET	N/A	Aut 23	LC/SC	LC/SC evaluates actions for short term plans.

4.2.3 Subject Leads discuss intent, implantation and impact with Governors and outside professionals.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject.	BEP Consortium Partner Emma Tyler Governors	**£1000**	Aut 23 – Sum 24	Subject Leads	SC evaluates actions for short term plans.
4.2.4 Further improve foundation subject curriculum by: a) evaluating and updating music units. b) matching content of RE and PSHE curriculum to maximise coverage. c) ensuring content of Birmingham Agreed RE Syllabus is taught through well planned and sequential units. d) producing 'Road Maps' for each subject.	Subject leaders are increasingly able to discuss intent, implementation and impact of their subject.	Curriculum Manager Leadership Time External CPD Cover for 1 day a year for all subject leads 6 x INSET	See 2.3.1 above **£2000** 9x£200 =**£1800** N/A	Aut 23 – Sum 24	Subject Leads	SC evaluates actions for short term plans.
4.2.5 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.
4.3.1 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.
4.3.2 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.	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.
4.4.1 Use evidence based research to refine and develop monitoring activities and make changes to the Monitoring and Evaluation cycle to be completed by senior leaders.	Monitoring and evaluation cycles provide clear information for School Self Evaluation Judgements to be made. There is clear and concise evidence needed by staff to prove performance against performance management objects.	Monitoring and evaluation schedule.	N/A	Aut 23	Leadership Team	HR to evaluate actions for short term plans.

4.4.2 Further improve Performance Management policy and practice by: a) ensuring access to CPD for leaders. b) using evidence based research to improve the current system.	Performance Management becomes an inclusive vehicle to drive improvement. Staff feel valued and process are rigorous and robust.	External CPD Peer Review and Coaching Model	**£1000**	Aut 23	Leaders	HR to evaluate actions for short term plans.
4.4.3 Ensure professional development opportunities for: a) SENDCo – qualification b) Headteacher – Leadership Coaching c) NPQs for other Senior Leaders	Professional development opportunities are valued and ensure that leaders are increasingly effective in their roles.	External CPD	**£1000** **£900** **NPQs – fully funded**	Aut 23 – Sum 24	PP HR Leaders	HR to evaluate actions for short term plans.
4.5.1 Further develop safeguarding policy and practice including: a) harmful sexual behaviour b) online safety	All staff have a clear and shared understanding of best practice and policy is implemented consistently and effectively across school.	NSPCC training modules Teacher Day 1 x INSET each half term	**£100**	Aut 23 Sept 23	HR	HR to evaluate actions for short term plans.
Total Cost			**£12,500**			

Appendix 1: Pupil Premium Medium Term Plan April 2023 – April 2024 (Academic Year 2023-2024)
£274,995 from 189 children (October 2022 Census)

Barrier	Action	Personnel	Time	Resources	Cost	Monitored by	Expected Impact
Strand 1: Improving Teaching and Learning for all Pupils							
A,B,C,D	1.1 Lead practitioner in reach work to focus on making further improvements to the quality of teaching and learning (EEF 5-a-day focus)	AN, LP	Sum 23 – Spr 24	0.5 day weekly cover to release LPs for in- reach work	£8360	LP report to Leadership Team	Standards in teaching and learning improve throughout the year because all targets for improvement are met as a result of effective support.
A,B	1.2 Maintain staffing levels to ensure class sizes are kept as small as possible (no mixed age range classes).	2 x class Teacher	Sum 23 –Spr 24	Salary for additional teachers	£80634	HT report to Governing Body	Data shows that the majority of children make good progress and more reach the expected standard.
D	1.3 Improve the curriculum by ensuring enrichment is planned and embedded including • planning and running junior leadership days and whole school days. • increasing after school clubs and activities. • part funding in school workshops.	Leadership Team and Subject Leaders	Sum 23-Spr 24	Whole School Days Junior Leadership Team Days External Providers for before and after school clubs Planned workshops	£500 £1000 £500	SC reports to Leadership team	Conversations with children reveal that they are excited by and engaged in their learning and playing an active role in school life. The curriculum is exciting and engaging and offers real life, first hand opportunities and experiences.
A,B	1.4 Improve standards in English and Maths by • Read, Write Inc Phonics reading books in EYFS & KS1. • renewal Read, Write, Inc Spelling. • providing quality texts and resources linked to curriculum subjects. • Subscribing to online learning – first news, TT Rock Stars, spag.com	LC LC/SC LC/LP	Aut 23 Aut 23 Aut 23	Spelling Scheme Phonics Scheme Resources Curriculum Resources Subscriptions	£1000 £1000 £744.10	LP/LC/SC evaluate short term plans	More children are on track to reach the expected level by the end of the year.
				TOTAL = £93,738.10			

Strand 2: Targeted Academic Support							
A,B	2.1 Supplement cost (50%) of school led tutoring intervention – See Recovery Strategy Document	AWW, PP, LC	Aut 23- Sum 24	DfE contribution (50%) = £11,475 (£67.50 for 170 pupil premium children in Years 1-6) School Contribution (50%) = £11,475. Note this funds 85 pupils for 15 hours at £18 per hour.	£11,097	Intervention data reported to Leadership	More children are working at the expected standard as gaps in learning are closed and progress is accelerated.
A,B,C	2.2 Improve communication skills through a whole school tiered approach: a) Implement Talk boost Intervention in EYFS and KS1. b) Implement Speech and Language small group intervention in EYFS and KS1. c) Employ specialist speech and language therapist to support identified individuals.	TA TA Speech Therapist	Sum 23 – Spr 24 Sum 23 – Spr 24 Sum 23 – Spr 24	Salary Salary Speech Therapist	£11,538,80 £9,750 £15,254	PP reports evaluation for short term plans Speech Therapist reports to PP	Data from intervention tests show that children make good progress Assessments made by WMISLT shows that most children meet their targets for intervention
A,B	2.3 Implement Direct Phonics Intervention across KS2.	TA	Sum 23 – Spr 24	Salary	£8400.30	PP reports evaluation for short term plans	Data from intervention tests show that children make good progress
A,B	2.4 Plan and carry out targeted support interventions to accelerate progress and raise standards in: • Y6 Maths and English. • Y2 Maths and English.	HR LF	Spr 24 Sum 23 – Spr 24	Salary	£20,158.50	TSP evaluations to Leadership Team	More children are on track to reach the expected standard because they make good progress against TSP targets
A,B	2.5 Plan and carry out Project X Code intervention to improve standards in reading.	1 x TA	Sum 23 – Spr 24	salary	£10,227.30	TA report data to HR	Data from the intervention shows that children are making good progress
A,B	2.6 Additional teacher to ensure Non class based SENCo	1 x class teacher	April 23 – April 24	Teacher Salary	£41,695	PP reports evaluation for short term plans	The majority of children with SEND make at least expected progress as a result of the effectiveness of provision provided
					TOTAL = £128,120.90		

Strand 3: Wider Pastoral Support							
D,E	3.1 To improve attendance through: a) Senior Learning Mentor to run Fast Track Programme and effective pastoral support and intervention. b) incentives including trips, visits and prizes are planned and implemented termly to reward good attendance for individuals.	SJ	Sum 23-Spr 24	Heroes prizes, rewards, removing barriers	£2500	SJ reports to Leadership Team	Fast Track is run effectively and persistent absence is reduced Numbers of children achieving reward trips increase and therefore attendance improves.
D,E	3.2 Top up Recovery Premium Funding for additional Teaching Assistant to join pastoral team to support implementation of updated Attendance Policy	Cover for TC	Sum 23-Spr 24	Additional TA salary part funded through Recovery premium.	£5890	TC reports to SJ	
A,B,E	3.3 Employ school nurse to remove specific barriers to learning for identified children.	School nurse	Sum 23- Spr 24	School nurse	£9169	School Nurse reports to SJ	The school nurse is effective in accessing support and removing barriers to learning for targeted children.
A,B	3.4 Increase support staff in identified year groups in order to provide 1-1 support for identified children.	TA	Sum 23- Spr 24	salary	£28,577	SJ reports to HT	Support is effective in improving behaviour of and access to the curriculum for targeted children.
A,B,E	3.5 External care and control guidance for staff and 1-1 support for targeted children.	Steve Brown	Sum 23 – Spr 24	Steve Brown	£2000	SJ report to HT	Behaviour and children's access to learning improves as a result of effective support.
A,B,E	3.6 Work with Sweet Project to remove barriers to learning for identified children and families.	Project Workers	Sum 23 – Spr 24	Project funding	£5000	Project worker reports to SJ	Sweet project is effective in accessing support and removing barriers to learning for identified children.
TOTAL = £53,136							
PUPIL PREMIUM TOTAL = £274,995							
Allocation = £274,995							
To be allocated: £0.00							

Appendix 2: Whole School Wellbeing Strategy Action Plan

Action ***What?***	**Expected Impact** ***What effect?***	**Resources** ***With what?***	**Time** ***When?***	**Personnel** ***Who?***	**Monitored by** ***Who?***
Leadership and management supports and champions efforts to promote mental health and wellbeing across all areas.					
1. Ethos and Environment					
Empower staff to take ownership of their own wellbeing and look out for the wellbeing of others.	Staff can make decisions about their own mental health and wellbeing and that of others.	Actions outlined in this plan.	From Aut 22	All staff	SML evaluate this action plan.
Further improve the ways in which the voice of staff is collected and included in decision making process.	All decisions made reflect views and opinions of staff.	Staff surveys, emails. Subject leader surveys. Living well feedback.	From Aut 22	All staff	SML evaluate this action plan.
Use workload reduction kit to continue to drive down workload.	Staff workload reduces but the quality of education remains good or better.	Workload reduction kit, Leadership meetings, INSET.	From Aut 22	HR leads	SML evaluate this action plan.
Further improve behaviour and attendance across the school, (see SIP).	Behaviour in lessons and around school is good or better. Attendance improves and persistent absence reduces.	Creating a Culture document. Updated behaviour policy. Behaviour training	Aut 22	Leadership Team	SML evaluate this action plan.
Develop use of space, inside and out, to promote wellbeing, (Classrooms, Nursery, blue bench, spinney, pergola, library).	There are many areas around school that can be used by all stakeholders for quiet and reflection time.	Development plans Pupil Voice Premise budget. Classroom display guidance. Teaching and learning policy update.	From Aut 22	BW, HR and all staff	SML evaluate this action plan.
Use Marketing Strategy to further improve positive communication.	The school community is more aware of the good news stories.	Social media, website, newsletters.	From Aut 22	HR, RG, all staff	SML evaluate this action plan.
Maximise opportunities to reward growth mindset and resilience.	The profile of our embedded principles and their link to wellbeing is raised.	Good work award, notes home, we can awards.	From Aut 22	HR, all staff	SML evaluate this action plan.
Create displays to raise aspirations and inspire stakeholders, (e.g. thought of the week).	Children are challenged and inspired to have a go or achieve more.	Aspiration/celebration display	Aut 22	AWW	SML evaluate this action plan.
Ensure agendas of Governing Board allow identification of items for the future.	Governors feel prepared and have an improved understanding of where/what next.	Governor Board agendas.	From Spr 23	HR/JB/Clerk	Governors to review.
2. Curriculum, Teaching and Learning					
Further improve Feel Good Fridays by: a) further improving wellbeing targets b) ensuring children know where to go for help and support. c) improving children's ability to talk	Choices of activities are better matched to children's requests, enabling engagement to increase. The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Weekly Feel Good Friday rotation.	From Aut 22	All staff	SML evaluate this action plan.

about their feelings.					
Develop strategies for children to use communication, resilience, and independence across the curriculum.	Children are increasingly able to discuss their communication, resilience, and independence in learning.	Whole school strategies developed by leaders. Scaffolding.	From Aut 22	Lead Practitioners	SML evaluate this action plan.
Maximise opportunities to share learning with other children, classes, or year groups.	Children's excitement and engagement in learning continues to develop.	Unit plans, chocolate chips, share sessions.	From Aut 22	All staff	SML evaluate this action plan.
Use additional 15 mins daily in KS1 for flexible afternoon session – story time, circle time.	Appropriate focus is given, in line with parent survey results, to more pastoral activities.	Daily timetable.	From Aut 22	KS1 Staff	SML evaluate this action plan.
Further improve teaching and learning of PSHE through the explicit teaching of: a) self esteem b) friendships	Areas of weakness arising from pupil surveys are high profile and addressed through high quality teaching.	PSHE unit plans.	From Aut 22	All staff	SML evaluate this action plan.
Further improve transition processes to include: a) pupil voice letters on Moving Up Day. b) Early Years early transition model implementation.	Teaching and learning is well matched to needs for the start because it is based on accurate information about the children.	DLP Project. Outside professional support. Moving Up Day.	Sum 23	SJ/PP/LF and all staff	SML evaluate this action plan.
Further improves playtimes by: a) Increasing play equipment available. b) Re-introducing lunch club. c) Installing friendship stops.	Children are increasingly engaged in appropriate activity during social times.	Equipment – games, play equipment, friendship stops. Lunchtime supervisor training.	From Spr 23	SJ/AD/HR Supervisors	SML evaluate this action plan.
3. Pupil Voice					
Plan implementation of House system.	Children have increased opportunities to work together as a team with a greater range of children.	House system plan	From Spr 23	HR/AD/RG	SML evaluate this action plan.
Raise profile of mental health and wellbeing.	The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Target on the wall. Feel Good Friday sessions. Emotional checkins.	From Aut 22	All staff	SML evaluate this action plan.
Introduce "You said….We did…" approach.	It is explicit to all stakeholders the action taken and impact that children have had on change.	Whole school display.	Aut 22	HR/AD	SML evaluate this action plan.
Develop role of Wellbeing Leaders/Prefects.	Children have an increasing awareness of how they can impact on the wellbeing of themselves and others.	Job descriptions, training for. Children. House system.	Spr 23	SJ	SML evaluate this action plan.
4. Staff and Governor Development					
Sign DfE Education Staff Wellbeing Charter.	Staff have a clear and shared understanding about our commitment to mental health and wellbeing.	Staff Wellbeing Charter	Aut 22	All staff	SML evaluate this action plan.
Measure wellbeing of staff and be transparent about results.	There is a clear set of data to be used for planning future action and measuring progress.	Survey data	Aut 22	All staff	SML evaluate this action plan.
Highlight benefits to staff offered by BCC My Birmingham Rewards, for example BHSF, cycle to work scheme. Childcare vouchers, flu vaccinations.	Increasing numbers of staff take the opportunities that are available because awareness improves.	Process noted in action column	From Aut 22	All staff	SML evaluate this action plan.

Provide support for Governor mental health and wellbeing through external support, e.g. staff care, and identified members of the board.	Professional help and advice ensures challenges are overcome effectively and appropriate action is taken to support.	Staff care Named Governor	From Apr 23	All Governors	Governing Board to review.
Implement programme of support through Living Well Consortium to include wellbeing INSETs.	The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Living Well programme of support – 2 x insets, plus offers of CBT individual support and staff fitness.	From Aut 22	All staff	SML evaluate this action plan.
Deliver whole school CPD to include de-escalation, emotion coaching, non-violent resolution and environment shaped resilience.	Staff are upskilled and have the knowledge, skills and understanding to cope well with a range of needs.	Steve Brown. External CPD, BEP shorts.	From Aut 22	All staff	SML evaluate this action plan.
Consult on and make changes to design of the staffroom, including clear signposting to support.	The staffroom becomes a place that is comfortable and conducive to good mental health and wellbeing.	Resources and decoration	From Aut 22	All staff	SML evaluate this action plan.
Introduce email footer making clear work life balance principles.	There is a clear and shared understanding about expectations for work life balance.	Email footer	From Aut 22	AD/Junaid	SML evaluate this action plan.
Minimise impact of changes to school hours on staff workload and directed time.	Increased hours do not impact on staff directed time or workload.	Timetables, expectation guidance	From Aut 22	All staff	SML evaluate this action plan.
Increase social or team building activities for staff.	Relationships and support between staff improve further.	Scheduled social times	From Aut 22	All staff	SML evaluate this action plan.
Lieu days offered to staff where appropriate, such as payback for residential trips.	Increased hours do not impact on staff directed time or workload.	Supply cover	From Spr 23	All staff	HR evaluates this action.
5. Intervention – identifying need and monitoring impact					
Ensure all children on reduced timetables are included in whole school or class events.	School is inclusive and equality statement is met.	Class plans, meetings with parents, risk assessments. Class staff to communicate in a timely manner.	From Aut 22	All staff	SML evaluate this action plan.
Re-launch Sparkly Folder intervention.	Targeted children make good progress against targets for intervention.	Intervention materials	From Aut 22	PP, Year 5 staff	SML evaluate this action plan.
Re-introduce lunch time support group.	Children's wellbeing needs are met because there is time and staff available to support with issues arising.	IT suite, rota	From Aut 22	HR/AD/SJ	SML evaluate this action plan.
Refer to Stick where required/Forward Thinking Birmingham/Pause	Children can access professional support in a timely manner.	Referral process.	From Spr 23	SJ	SML evaluate this action plan.
Secure additional professional support from Living Well for targeted children and families.	Children can access professional support in a timely manner.	Referral process.	From Sum 23	SJ	SML evaluate this action plan.
6. Parents, Carers and Families					
Maximise opportunities for parental involvement in whole school days.	Parents are better able to support their children's learning as a result of their increased understanding.	Plans for whole school events	From Aut 22	All staff	SML evaluate this action plan.
Re-start "share" sessions as part of our 'chocolate chips' in the academic curriculum.	Parents are better able to support their children's learning because of their increased understanding.	Plans for class events	From Aut 22	All staff	SML evaluate this action plan.
Introduce wraparound care before and after school.	Childcare options for parents improve, are on site and are of high quality.	Transfer of control agreement	From Aut 22	HR/BW/GBNFC	SML evaluate this action plan.

Offer specific support to families, for example, budget management, debt, SEMH.	Families are supported to make changes that will support children.	Selly Oak Family Hub Living Well Floral workshop	From Spr 23	SJ Leads	SML evaluate this action plan.
Implement a buddy system for parents new to school.	Families settle quickly and know who and how to get further support.		From Spr 23	SJ Leads	SML evaluate this action plan.
7. Further Support and Referral					
No Further Action Taken					

Appendix 3: Marketing Strategy Action Plan

Marketing Action Plan

1. Social Media

Action *What?*	Expected Impact *What effect?*	Resources *With what?*	Additional Cost *How much?*	Time *When?*	Personnel *Who?*
1.1 Embed use of Twitter by: a) ensuring school ethos is clear and shared. b) posting regularly to link to school website. c) advertise school events.	Profile of Grendon is raised because increasing numbers of families are aware of school news, events and celebrations. A 'buzz' is created.	School Twitter account. Posting and monitoring part of planned release time for RG	N/A	From Sept 2022	RG
1.3 Discuss, plan and implement introduction of Facebook including: a) ensuring appropriate account and settings. b) roles and responsibilities are clear. c) workload issues are addressed. d) appropriate training is delivered. e) there is a clear purpose and intent. d) appropriate permissions are obtained. e) timescales and responsibility for posting are clear. f) appropriate resources in school to aid posting, e.g. cameras.	Chosen media is implemented effectively because it is based on survey results and the implementation is well planned. As a result, increasing numbers of families are aware of school news, events and celebrations.	Social media account. Management release time. Staff training – 2 x inset	To be discussed – Equivalent of 1 day each half term cover. **6 x £200** Cover for initial set up. **£200**	From January 2023	HR/RG and all staff.
1.4 Build a community on Facebook including: a) events posts b) running polls c) uploading videos	Profile of Grendon is raised because increasing numbers of families are aware of school news, events and celebrations. A 'buzz' is created.				

2. School Website

Action *What?*	Expected Impact *What effect?*	Resources *With what?*	Additional Cost *How much?*	Time *When?*	Personnel *Who?*
2.1 Continue to ensure search visibility by maximising search engine optimisation processes.	Awareness of strategies to ensure google searches are effective increase and implementation can be planned.	Professional advice	TBC	Spring 2023	HR
2.2 Evaluate effectiveness of and make necessary changes to school website in terms of: a) speed b) responsiveness c) ease of navigation d) professionalism e) whether it is dynamic, exciting and creates a buzz	Feedback shows that the website is increasingly effective and parents are able to find the information that they need.	Part of planned release time for RG	N/A	Autumn 2022	RG
2.3 Include a section for prospective parents that includes: a) what makes Grendon Great b) video tours	Our marketable features have a determined and prominent place on our website. It is easy for families to see	Part of planned release time for RG	N/A	Spring 23	RG

c) prospectus d) reviews from current parents, staff and children.	what we can offer.				
2.4 Ensure social media links are on the website.	Parental views increase because there is a choice of platform signposted and, as a result, there is a greater awareness of school news, events and celebrations.	Part of planned release time for RG	N/A	Spring 2023	RG
3. School Newsletter					
Action ***What?***	**Expected Impact** ***What effect?***	**Resources** ***With what?***	**Additional Cost** ***How much?***	**Time** ***When?***	**Personnel** ***Who?***
3.1 Plan communications in a timely manner, including: a) class newsletter at the start of each term. b) whole school newsletters on the last Friday of every month. c) Headteacher letters on second Friday of each month. d) Road maps for each Year group on class pages of website.	Parents and families are well informed about school news, events and success from the appropriate source. Readers are aware of what is due when and so are more likely to read school communications.	Class newsletters Newsletter Headteacher letter	N/A	From Autumn 22	HR/AR Class teachers
3.2 Use template on school branded document for newsletters.	School ethos is clear and shared and template is professional and standardised throughout school.	RG release time – teacher day Nov 2021	N/A	From Spring 23	HR/AR Class teachers
3.3 Include photos, social media links and pupil voice sections in newsletter.	Parents are more likely to read and share information because their children are engaged in production and featured as part of news.	Journalist prefects Friday pm meeting 1 x monthly	N/A	From Autumn 2022	HR
4. Events and Celebrations					
Action ***What?***	**Expected Impact** ***What effect?***	**Resources** ***With what?***	**Additional Cost** ***How much?***	**Time** ***When?***	**Personnel** ***Who?***
4.1 Continue to operate drop in tours led by senior leaders for prospective parents.	School is accessible, individual needs are met and accurate information is supplied.	HR/AD/LF tour time	N/A	From Oct 2022	HR/AD/LF
4.2 Continue to use banners outside school to celebrate results and achievements.	Successes are celebrated and publicised to a wider audience. Positive messages are shared in order to create a buzz in the community. There is a Grendon story created and shared which becomes the narrative of messaging through the community.	Banners and awards	Free or produced using money raised. Small budget - **£200**	From Oct 2022	HR/AD/BW
4.3 Continue to ensure communication is clear before events and that they are celebrated after the event through groupcall, website and social media.		Communication channels	N/A	From Oct 2022	AR/RG
4.4 Continue to celebrate achievements through: a) Headteacher postcards through the post. b) positive well done messages each afternoon from staff to parents. c) Good work assemblies. d) We Can assemblies.		Grendon Postcards	**£100** for re-prints	From Oct 2022	HR
4.5 Increase community events in school including:	Parents are increasingly engaged in school	Chocolate chip	N/A	From	SJ/SC/all

a) welcome meetings b) parent share sessions c) parents curriculum meetings d) SEND coffee mornings e) parent and family events such as flower arrangements and wellbeing support	life and have positive messages to share with the community.	opportunities in curriculum. Enrichment.		Autumn 2022	staff
4.6 Ensure open day is accessible to all parents.	All parents have the opportunity to come and see Grendon in action and look round our site – a marketable feature.	Open day	N/A	From Oct 2022	All staff.
5.7 Collect feedback from parents about what they want from school including: a) asking current parents about what is good and what could be further developed. b) asking new families why they chose Grendon as part of admission process. c) collecting feedback from families who did not choose Grendon or who leave Grendon.	Information about want parents want and marketable features is up to date and accurate and messaging/events can be based around this.	Admissions and leavers process forms Parents survey.	N/A	From Oct 2022	AR/SJ/SL HR
5.8 Increase parental engagement through parent partnership/PTA work.	Parents are increasingly engaged in school life and have positive messages to share with the community.	Parents workshops prior to school events.	N/A	From Autumn 2022	All staff
5. Links with other providers					
Action ***What?***	**Expected Impact** ***What effect?***	**Resources** ***With what?***	**Additional Cost** ***How much?***	**Time** ***When?***	**Personnel** ***Who?***
5.1 Secure GBNFC to provide wraparound care.	School have responded to parents needs and can market this in the future.	BCC support Procurement documentation Contract	TBC	Ongoing process.	HR/BW
5.2 Maximise community visits including: a) Year 6 children going to read stories to Nursery children. b) Choir singing at Retirement Home. c) inviting local early years providers to visit school site. d) see 4.5 above.	Audience widens. Profile of Grendon is raised across the community.	Visits	N/A	From Dec 2022	All staff
5.3 Drop open day leaflets with local providers.		Leaflets designed Leaflet distributed	N/A **£200**	Oct 2023	RG/HR
6. Advertising					
Action ***What?***	**Expected Impact** ***What effect?***	**Resources** ***With what?***	**Additional Cost** ***How much?***	**Time** ***When?***	**Personnel** ***Who?***
6.1 Take new professional photographs for advertising materials.	Advertising material is professionally produced and fit for purpose. Marketable features are highlighted to a wider audience.	Photographer/videographer	**£2000**	Spring 23	HR leads
6.2 Invest in a professionally made video tour/welcome to Grendon recording.					
6.3 Continue to use a range of branded documents for communication/advertising including PowerPoint and Word files.		Templates	N/A	Oct 2022	RG
6.4 Publish school prospectus focussing on marketable features.		School Prospectus redesign	**£500**	Autumn	HR/RG

		External publishing		22	
6.5 Distribute posters for open days in the local community.		Posters	N/A	Oct 2023	RG
6.6 Ensure learning environment inside and out is inviting and inspiring and use photos/videos to show this in advertising materials.	Learning environment inside and out matches criteria that parents have identified and is a marketable feature of school.	School budget and priority list.	N/A	Ongoing	HR/BW

Appendix 4: Covid-19 Recovery Funding Strategy 2023 - 2024

School Overview			
School Name	Grendon Primary	**Number of Pupils**	384
Proportion of Disadvantaged Pupils	189 = 49% 170 in Years 1-6	**Number of children attracting funding**	School Led tutoring: 170 Recovery Premium: 189
Publish Date	September 2023	**Review Date**	July 2024
Strategy Lead	Helen Ridley	**Governor Lead**	Joanne Baker
Funding Allocation	**School Led Tutoring:** Total of £22,950 made up of: DfE contribution (50%) = £11,475 (£67.50 for 170 pupil premium children in Years 1-6) School contribution (50%) = £11,475 (£67.50 for 170 pupil premium children in Years 1-6) Note this funds 85 pupils for 15 hours of tutoring at £18 an hour. **Recovery Premium:** £27,405 (£145 for 189 pupil premium children from Oct 2022 census)		

The purpose of this document is to detail how our Recovery Funding (School Led Tutoring Grant and Recovery Premium) will be spent during 2023 - 2024 in line with conditions of the grants. As such, our **Recovery Priority** is to accelerate progress and close gaps in learning efficiently to ensure pupils can access an age appropriate curriculum.

We will do this by:

- securing experienced teachers who have worked effectively at Grendon and know our children and the barriers they face well.
- using data from tests and teacher assessments to identify gaps in learning.
- writing Targeted Support Plans that detail targets, and allow impact to be measured.
- planning and delivering blocks of 15 x 1-hour group tuition in small groups of up to 6 children to address these identified gaps.
- adjusting lessons daily in response to prior learning.
- evaluating and making necessary changes to provision on a regular basis.
- securing and delivering effective CDP to all teaching staff.
- focussing on ensuring excellent attendance and reducing persistent absence.

Our focus will be on:

- accelerating progress of EAL children in writing across KS1 and KS2.
- accelerating progress of targeted children in Years 1, 2 and 3 who have fallen behind age related expectations in Reading, (phonics), and Writing.
- improving quality first teaching for all.
- improving attendance and reducing persistent absence and removing barriers to learning.

Recovery Funding Strategy Overview 2023 - 2024

What?	Why?	How?	Who?	When?	Cost	Funding	Notes
School Led Tutoring Grant							
Small group tutoring for targeted EAL children in Writing.	Targeted EAL children make good progress in Writing.	Groups of 4 1 x 1 hour weekly	Andrea Waite-Wright	2 days weekly Autumn 23	£6944		8 x groups of 4 over 2 days Additional catch up weeks included in daily timetable. **32 children in total.**
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 3.	As a result of accelerated progress in phonics, children's reading ability improves.	2 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	Paige Prendeville (Amy to release)	Equivalent to 1 day a week Autumn 23	£10, 108		Amy paid to release LC/PP from PPA cover for equivalent of 1 day per week for tutoring. Additional catch up weeks included in daily timetable. **36 children in total.**
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 2.	As a result of accelerated progress in phonics, children's reading ability improves.	2 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	Lynne Clarke (Amy to release)				
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 1.	As a result of accelerated progress, more children pass phonics screening in Year 1.	2 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	Paige Prendeville (Amy to release)	Equivalent to 1 day a week Spring 24			
Small group tutoring for children who have fallen below the expected standard in reading in Year 2.	As a result of accelerated progress, more children work at expected standard in Reading in Year 2.	2 groups of 3 4 x 1 hour weekly	Lynne Clarke (Amy to release)				
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 1.	As a result of accelerated progress, more children pass phonics screening in Year 1.	2 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	Paige Prendeville (Amy to release)	Equivalent to 1 day a week Summer 24			
Small group tutoring for children who have fallen below the expected standard in reading in Year 2.	As a result of accelerated progress, more children work at expected standard in Reading in Year 2.	2 groups of 3 4 x 1 hour weekly	Lynne Clarke (Amy to release)				

Small group tutoring for children who have fallen behind in reading in Rec-Y3.	As a result of accelerated progress, more children work at expected standard in Reading.	1 groups of 4 2x 1 hour per week For each of the 3 terms.		Aut 23, Spr 24, Sum 24	£5520		8 children each half term taught in 2 groups of 4. Additional catch up weeks included in daily timetable. **24 children in total over the year.**
					Total Cost = £22,572	**Total Funding = £11,475**	**Gap = £11,097** **Pupil Premium top up** **92 children in total** **92 x 15 hours = 1380** **(Funded for 85 children at £18 an hour for 15 hours).**
Recovery Premium							
Employ an additional teaching assistant in order to release another teaching assistant to join our pastoral team.	Attendance focus in line with the school's new attendance policy – see policy. Rates of excellent attendance will improve and rates of persistent absence will fall.	See attendance policy for roll of Pastoral Teaching Assistant.	WB to release TC from class to join pastoral team.	Full time from Sept 23 – Aug 24	**£33,295**	**£27,405**	Role is documented in Attendance Policy. Additional staffing needed to implement this new policy. Daily timetable is in place. Monitoring by SJ.
Extend ELSA intervention to support identified children throughout school.	Barriers to learning are reduced because children meet targets for intervention. As a result, children make good progress as their access to the curriculum improves.	8 x group or individual sessions weekly. Programme of support planned and targets set.					
Total Planned Spend					**Total Cost £33,295**	**Total Funding £27,405**	**Overspent by £5,890** **Pupil Premium top up**

Appendix 5: Abbreviations

SATs Standardised Assessment Tasks

CPD Continued Professional Development

EYFS Early Years Foundation Stage

TA Teaching Assistant

DfE Department for Education

SEF Self-evaluation form

AfL Assessment for Learning

EAL English as an additional Language

PSED Personal, social & emotional development

RSE Relationships and Sex Education

PSHE Personal, social, health education

ELIT Education Legal Intervention Team

WMSLT West Midlands Speech and Language Therapy

SENAR Special Educational Needs Assessment and Review Service

INSET In-service Training

SIP School Improvement Plan

MTP Medium Term Plan

TSP Targeted Support Plan

ECT Early Career Teacher

KPI Key performance indicator

M&E Monitoring and Evaluation

STSP Targeted Support Plan (SEND)

AHT Assistant Head Teacher

DSL Designated Safeguarding Lead

BEP Birmingham Education Partnership

SEND Special Educational Needs and disabilities

GBNFC Grendon & Billesley Nursery and Family Centre

DHT Deputy Head Teacher

NC National Curriculum

STP Short Term Plan

LA Local Authority

LP Lead Practitioner

APS Average Points Score

HT Head Teacher

ELG Early Learning Goal

DLP Developing Local Provision

EHCP Education Health Care Plan

SSPP SEND support provision plan