

BRIDGE PLAN

Worplesdon Primary School 2020 – 2021



Helping children to develop a love for life and learning.

This is achieved by:

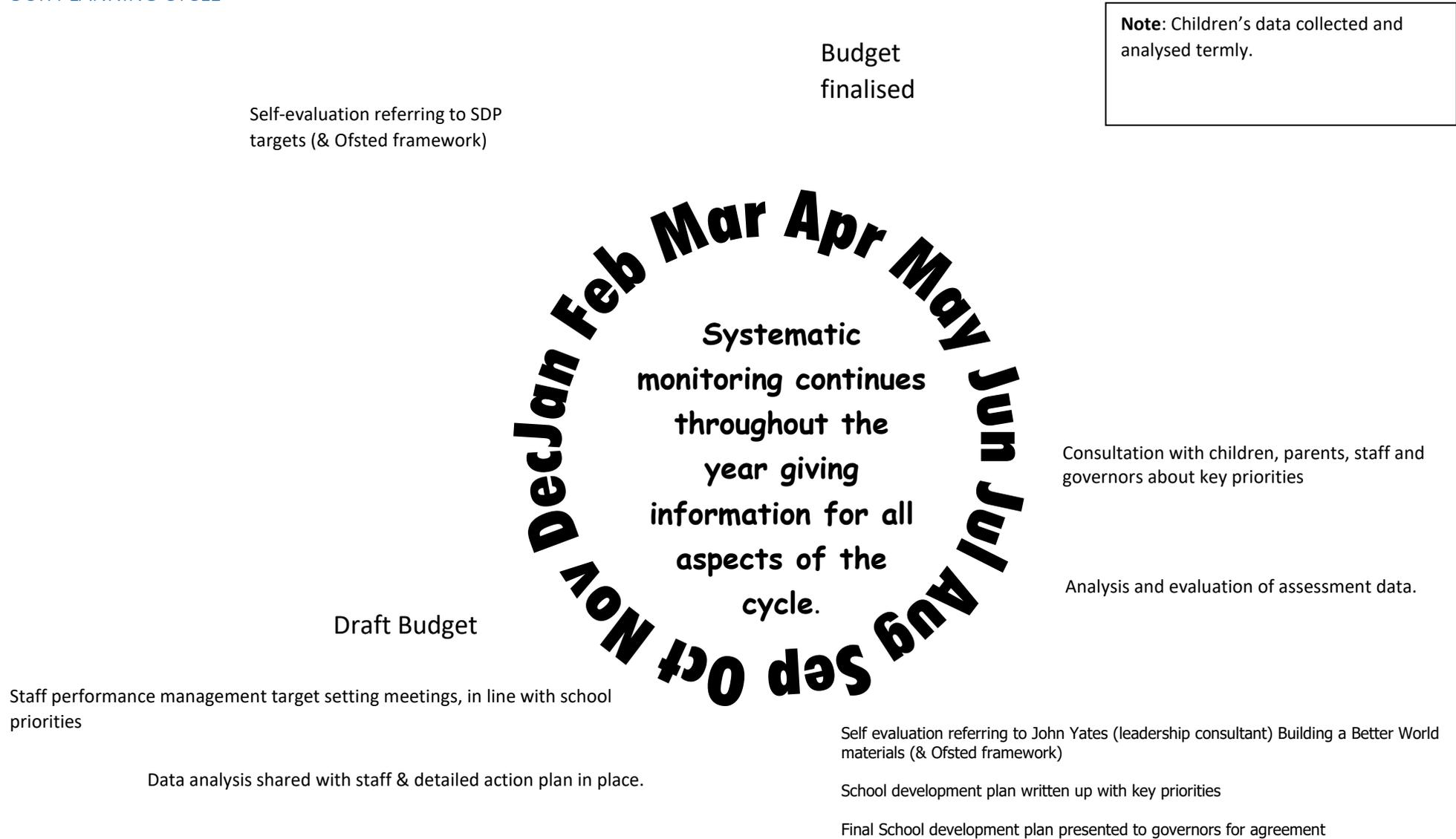
- ❖ Developing teamwork and independence
 - ❖ Inspiring curiosity
 - ❖ Building resilience
 - ❖ Instilling empathy

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OUR PLANNING CYCLE



DEFINITION

This bridge plan is a one year plan which bridges from the schools strategic school development plan for 2017-2020 to our next 3 year plan. The aim of the plan is to provide the school with the necessary actions to be able to recover from the impact of COVID-19.

CONTEXT

- On 28th January 2020, OFSTED visited Worplesdon and confirmed that provision was Good with many strengths celebrated. OFSTED recommended that:
 - Senior leaders should provide further training for less-experienced leaders to further develop their subject knowledge and leadership skills so they can impact positively on improvements to the curriculum. This will ensure that pupils continue to extend their knowledge across a range of subjects and apply skills effectively.
 - Leaders should further embed the well-designed mathematics curriculum to ensure that more pupils achieve at least the expected standard in mathematics, particularly by the end of key stage 1.
- On 16th March 2020, the government announced that schools were to close due to COVID-19
- Worplesdon remained open for those children of key workers and those children deemed vulnerable
- The school fully re-opened on 2nd September 2020

PROCESS USED IN DESIGNING THIS BRIDGE PLAN

Planning & delivery of the School Development Plan meeting

- On 2nd September 2020 the extended leadership team and senior leaders led a Schools Development Planning day where staff worked in year groups to create an emerging bridge-plan which would achieve our vision.
- The draft plan was shared with staff and governors to check for accuracy.
- The plan was published on 2nd October and was shared on our school website for the wider community.

Evaluation of plan and delivery

- Weekly senior leader meetings and half termly governor meetings include evaluations of the SDP.
- Weekly staff meetings provide opportunities for evaluations.
- Regular drop ins, observations, work sampling and planning scrutiny enable senior leaders and subject leaders to evaluate the implementation of the plan.
- Progress against priorities are reported to parents through monthly newsletters.

Summary of the Bridge Plan for Worpleston Primary School 2020-21

Priority	Aim	Objectives
1. Leadership and Management	Drive the strategic leadership of the school through this bridge year, empowering all pupils and staff to excel.	<ul style="list-style-type: none"> ❖ Review (with COVID-19 in mind) then share the school's agreed vision with the community. ❖ Staff receive high quality training and are well supported with: their workload and well being; developing teaching methods ❖ Staff live by our school values ❖ Build relationships with parents during constraints of COVID-19 ❖ Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need. ❖ Senior leaders to provide further training for less-experienced leaders to further develop their subject knowledge and leadership skills so they can impact positively on improvements to the curriculum. (OFSTED recommendation) ❖ Establish effective partnerships with other local schools ❖ Further develop the effectiveness of the governing body.
2. Personal Development	Enable good and better <i>teaching, learning and assessment</i> with a focus on developing a recovery curriculum, leading to good and better progress within each year group and across the curriculum.	<ul style="list-style-type: none"> ❖ Staff are role models of our curriculum drivers ❖ Learning environments reflect and promote our curriculum drivers ❖ Timetable and lesson design promotes our curriculum drivers
3. Quality of Education	Plan a new hybrid curriculum and assessment opportunities for children when returning to school to recover their loss of learning	<ul style="list-style-type: none"> ❖ Embed assessment of / for learning across the school and across the curriculum ❖ Review and adapt curriculum based on formative assessments ❖ Reduce the gap between those not meeting expectations and those meeting ARE in English ❖ Further embed the well-designed mathematics curriculum to ensure that more pupils achieve at least the expected standard in mathematics, particularly by the end of key stage 1 (OFSTED recommendation)
4. Behaviour and Attitudes	Re-establish exceptional behaviour and attitudes, leading to outstanding progress within each year group and across the curriculum.	<ul style="list-style-type: none"> ❖ Ensure the school values (underpinned by British Values) are consistently applied inside and outside of school across all children ❖ Target behaviour which is affecting either academic learning or social development

LEADERSHIP AND MANAGEMENT (Improvement 1)

Drive the strategic leadership of the school through this bridge year, empowering all pupils and staff to excel.

Success Criteria

- Ensure equitable deployment of budgets and resources & balanced budget for 20/21 is predicted, realised and sustained
- An outward facing school is created which results in the development of good practice in a 'receiving' school(s) and/or organisation. This is evidenced through working with other schools and organisations, identifying at the outset the intended impact as well as subsequently evidencing the actual impact.
- Staff survey shows they receive high quality support training and feel well supported for well-being issues.

Objective	When we are successful, what will it look like? (Ofsted handbook 2019)	Action	Lead Person	Start Date	Resources	Monitoring
Review (with COVID-19 in mind) then share the school's agreed vision with the community.	Leaders have a clear and ambitious vision for providing high-quality education to all pupils.	<p>Reflect of our school vision and ensure a common understanding</p> <p>Use INSET day to explore how we can play our part in building a better world, reflecting on:</p> <ul style="list-style-type: none"> • Improving happiness • Improving kindness • Developing friendship • Our partnerships beyond Worplesdon <p>Build the staff reflections into the schools Bridge Plan 20-21 (after lockdown), share with community</p>	KOB	Sept 2020	<p>INSET day</p> <p>John Yates resources & training</p> <p>£800</p>	Pupils, Families & Community Governor Group
<p>Staff receive high quality training and are well supported with:</p> <ul style="list-style-type: none"> • their workload and well being • developing teaching methods 	<p>Leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p> <p>When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<p>SLT to protect time for the year group team to plan, assess, coach /mentor</p> <p>Introduce well being day for each teachers, once a year (head teaches a teachers class for the day in thanks for hard work) & for support staff (teachers release for a half day, office cover each other)</p> <p>Introduce free breakfast each term to give thanks</p> <p>Set up staff clubs, socials, time to meet for lunch, shout out board, introduce kindness champions, appreciation mug, consider staff shout outs in Golden Leaf assembly (modelling to the children)</p> <p>SLT to prioritise time for team meetings and to start with a 'checking in' on well being</p> <p>Build in opportunities for staff to work across schools, virtually (e.g. subject leader support)</p> <p>Introduce a sustainable coaching / mentoring model for all staff</p> <p>Staff umbrellas for playtimes and lunchtimes</p> <p>Well being group set up initiatives e.g. take ten on a Tuesday after school</p> <p>SLT to ensure teams are planning in their breaks now that all staff are present at playtimes</p> <p>Introduce a no grading system for observations, allowing staff to seek feedback on their weaker subjects</p> <p>Review teaching methods and adapt as necessary e.g. are they working with forward facing desks</p> <p>Reflect on timetables and support staff to be more flexible with their day</p> <p>Plan less, giving staff and children more time</p>	KOB	Sept 2020	<p>Jane Reed coaching</p> <p>£500</p> <p>£1000</p>	<p>Curriculum & Assessment Focus governor group</p> <p>SIP (Jo Freeman)</p>
Staff live by our school values	The shared vision is realised through strong, shared values, policies and practice.	<p>Ensure all staff are living by our school values, modelling positivity, friendship, value for each other</p> <p>All staff to check in with each other, supporting but also pointing out where any staff behaviour is not reflecting the school code of conduct</p>	RW	Sept 2020	Non contact time provided	KOB
Build relationships with parents and the local community during constraints of COVID-19 to deliver an innovative and competitive parental	Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement	<p><u>Parents</u></p> <p>Increase the number of emails, calls to parents to ensure partnerships are built</p> <p>Continue to deliver parents presentations virtually with google document for Q & A (including information on recovery curriculum teaching friendship, kindness)</p> <p>Continue weekly emails and include activities for teaching kindness, friendship etc</p> <p>Staff to be proactive with communication rather than waiting for something to go wrong</p>	LBC	Sept 2020	IT support, new software	Pupils, Families & Community Governor Group

offer to secure pupil placements.	opportunities are focused and purposive.	Parent consultations to take place virtually – staff to reflect on the best way to lead these meetings, including how to share the children’s work, potentially using Google Classroom. Office team to continue to be supportive via calls, parentmail, website Develop a virtual Open day for prospective parents Liaise with PTA to use social media positively <u>Community</u> Working weekend on school grounds and into the community e.g. painting, gardening Greeting local community and passing on our thanks. Show random acts of kindness e.g. litter picking, outside Carol singing, support local charity, penpals in the community, Christmas cards to community, give pictures, poems & stories for the FLGCA magazine, harvest boxes, food bank				
Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need.	The school has a culture of safeguarding that supports effective arrangements.	Continue to implement a safeguarding programme for all staff through annual INSET, termly staff meetings and weekly updates. Continue to share safeguarding messages with parents via monthly Safeguarding newsletters. Weekly tips on improving mental health for children, parents and staff Implement new PSHE hub planning. Embed the use of CPOMs across the school.	KOB	Sept 2020	INSET day £800 CPOMs	Safeguarding Lead Governor
Establish effective partnerships with other local schools	Staff are given opportunities to be outward facing, sharing good practice with other schools.	The Haven (COIN co led with Freemantles): <ul style="list-style-type: none"> • Agree vision of centre within Worplesdon with Freemantles staff and beyond • Set up planning meetings between the COIN and mainstream • Develop inclusion programme with COVID-19 risk assessment in mind e.g. start with outdoors via Forest school • Set up new classrooms and review mainstream classrooms with inclusion in mind Woking Confederation <ul style="list-style-type: none"> • Exploit opportunities for training with teacher across schools, using virtual platforms • Use leadership trainer, John Yates to support SLT in driving the school forward • Head teacher to use monthly HT network meetings Holy Trinity & Pewley Down <ul style="list-style-type: none"> • Set up subject leadership virtual meetings to support learning across the curriculum • Joint training sessions to support SDP targets focused on the recovery curriculum Continue to explore other partnerships which will enhance the learning opportunities for children	KOB	Oct 2020	£2500 per year Non contact time provided by cover team	Pupils, Families & Community Governor Group
Senior leaders to provide further training for less-experienced leaders to further develop their subject knowledge and leadership skills so they can impact positively on improvements to the curriculum. (OFSTED recommendation)	Pupils continue to extend their knowledge across a range of subjects and apply skills effectively	Use links with Woking Confederation, Holy Trinity & Pewley Down to provide support to subject leaders, sharing good practice, sharing resources, planning etc Senior leaders to support, mentor, coach as appropriate less experienced leaders Where appropriate, set up joint subject leadership Use external middle and senior leadership courses to develop future leaders	RW	Oct 2020	Non contact time	Curriculum & Assessment Focus governor group
Further develop the effectiveness of the governing body.	Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Support school leadership in writing, implementing and reviewing a rigorous risk assessment during COVID-19. Review systems and processes in place to monitor the school, ensuring that school leadership’s time is not compromised	MW (CoG)	Oct 2020	Consultants £1200	School Improvement Partner
Evaluation			Financial total: £6800			

<p>Learning environments reflect and promote our curriculum drivers</p>	<p>The school environment reflects the school's high quality work to enhance pupils' spiritual, moral, social and cultural development.</p>	<p>During lesson time, assemblies, playtimes and in extended day provision, staff plan opportunities to explicitly promote our drivers ...</p> <p>Developing teamwork & independence Develop environments which lend themselves to independence i.e. well-resourced classrooms which are clearly labelled enabling children to collect resources independently. Display wagoll's to help children access the LO independently. Display prompt cards that remind children of the skills we need and values we need to live by when working successfully within a team.</p> <p>Inspiring curiosity Ensure class displays and those around the school ask open ended questions for the children to consider / respond to. Develop interest tables in class and around the school to promote curiosity. Subject leaders develop investigative questions for coming in activities.</p> <p>Building resilience Promoting a positive environment in which children feel safe to make mistakes (building self-esteem and positive wellbeing). Nurture a 'can-do' attitude through encouragement and support. Model risk taking and making mistakes, demonstrating the learning process – model, learn, reflect. Ensuring enough time is given for children to try again PAUSE display to help children reflect, regulate emotions</p> <p>Instilling empathy Using the HeartSmart resources, staff have displays which promote messages such as 'don't rub it in, rub it out', 'fake is a mistake', 'no way through isn't true'.</p> <p>At the end of assemblies, challenge children to ... then follow up with rewards. <i>Please note: Assemblies continue to run virtually during COVID-19</i></p>	<p>LP</p>	<p>Nov 2020</p>	<p>Non contact time to see others classrooms, including visiting other schools (covered by cover team)</p>	<p>Curriculum & Assessment Focus governor group</p>
<p>Timetable and lesson design promotes our curriculum drivers</p>	<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p> <p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<p>Timetable SLT support their teams to review timetable, ensuring sufficient time is given for both personal development and academic learning, enabling staff to have time to be patient and understanding Use split lessons to provide more flexibility within a lesson so staff can respond to needs appropriately Build in regular circle timed and ensure staff use the structure provided within PSHE hub and Neil Hawkes curriculum Build in well being activities for children at start and end of day to compliment new staggered drop off and pick up arrangements Protect time for good quality PE sessions, as well as additional opportunities for physical activity</p> <p>Lesson design Embed drivers as detailed in leadership section Through lesson observations, team teaching, triad visits, reflect on how lesson design has promoted personal development, children's character</p> <p>Forest School Use Forest School teachers within the school to teach children and staff o how the area can be used to promote curriculum drivers and well being Explore opportunities on using this resource to enrich children's lives beyond the school day at Worplesdon and for other schools</p>	<p>Year leaders</p> <p>RS</p>	<p>Sept 2020</p> <p>Oct 2020</p>	<p>PPA time</p> <p>RW support within leadership time</p> <p>Trimtrail for juniors £12000</p> <p>Non contact time provided</p>	<p>Curriculum & Assessment Focus governor group</p>
<p>Evaluation:</p>			<p>Finance total: £20000</p>			

QUALITY OF EDUCATION (Improvement 3)

Plan a new hybrid curriculum and assessment opportunities for children when returning to school to recover their loss of learning

Success Criteria

- The curriculum remains broad and ambitious.
- The school is on track to return to the school's normal curriculum content by no later than the summer term 2021.
- Remote education (where needed) aligns as closely as possible with in-school provision.
- Those pupils who are unable to attend school engage in remote education.
- 100% (aspiration) of Teaching and Learning is good (i.e. permanent staff) based on the following evidence: formal observations, pop ins, work sampling, discussions with children, classroom environment, data.
- 75-85% meet end of year expectations with 25-35% exceeding end of year expectations in reading, writing, mathematics and GPS & 75-85% make good or better progress

Objective	When we are successful, what will it look like? (Ofsted handbook 2019)	Action	Lead Person	Start Date	Resources	Monitoring
Embed assessment of / for learning across the school and across the curriculum	<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p><u>Assessment</u> Review policy and provide further training for the application of Marking & Feedback policy Further develop feedback by using:</p> <ul style="list-style-type: none"> • Peer feedback (ensuring children are well trained) • Improving children's independence when responding to teachers feedback, giving children the opportunity and time to respond to marking in order to learn from their work (across all subjects) • Ensuring children can evaluate their own learning by talking to each other and to adults about it. <p>Provide further training for assessment and the use of the Depth of Learning package, building upon consultancy support from the year before. Set up regular moderations of workbooks to ensure correct pitch (supported by external consultants and senior leaders) in both core and foundation subjects Develop reporting system to governors</p> <p><u>Interventions</u> Further training on Quality First Teaching led by SENCO for teachers & TA's SENCO to support staff in class, providing bespoke strategies for individual children SENCO to roll out interventions (research based) across the school including Better Reading Partnerships, NELI, First Class Maths SENCO to roll out training for the interventions selected SENCO to monitor the impact and provide additional advice and support Develop interventions that promote our curriculum drivers e.g. improving independence</p>	LBC	Oct 2020	Cost of DoL package £850	Curriculum & Assessment Focus governor group
			LES		Moderation led by consultants	

<p>Review and adapt a hybrid curriculum based on formative assessments</p>	<p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> <p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<p><u>Long & Medium Term Plans</u> Extended Leadership team deliver INSET (based on John Yates leadership materials) entitled 'Building a Better World'. During the day, teaching teams given time to review and adapt long and medium term planning, ensuring that the recovery curriculum is built into their planning.</p> <p><u>Short Term Plans & Assessment</u> Staff to revisit learning objectives from previous year for the first two weeks back, allowing children to settle into school gently and providing staff the opportunity to assess using formative assessment strategies Staff and children to use learning journals from previous year so that both staff and child are reminded of their achievements at the end of March Previous teacher to visit their old classes within their new classrooms and follow up with a discussion between teachers on those children who have:</p> <ul style="list-style-type: none"> • Lost learning and are now significantly below expectations • Some gaps such as misconceptions in math or have lost some independence • Kept on track • Exceeded expectations <p>During PPA sessions and some staff meetings, teacher review and adapt short term planning with a focus on less is more Set up triads where by staff across year groups plan and deliver a lesson together, focusing on the teaching strategies that will promote our curriculum drivers. Use child friendly strategy (i.e. Ellie characters) to display and promote our curriculum drivers in all lessons. Build in opportunities within lessons to carry out formative assessments and use it to inform planning. Use PPA sessions and staff meetings to moderate work, using consultants as appropriate</p> <p><u>Assessment</u> Ensure staff maintain depth of learning and senior leaders to scrutinise each half term Data analysis within teams to highlight those children requiring intervention Staff to discuss interventions with head within progress meetings, making sure the most appropriate intervention is used e.g. build self esteem, develop independence or to improve phonics knowledge etc</p> <p><u>Staff Workload</u> Purchase online resources as identified Support staff in working and distributing workload amongst 2 or 3 form entry Ensure each member of staff has a coach / mentor Further develop the well-being group</p> <p><u>Google Classroom</u> Homework passport (based on DFE example) for each year group to be presented online for all children reducing the amount of materials moving between home and school In line with Contingency policy, teachers to be prepared to place resources on the Google Classroom for when children are at home but well enough to continue their learning</p>	<p>ELTeam</p> <p>Year leaders</p> <p>ELTeam</p>	<p>Sept 2020</p> <p>Sept 2020</p> <p>Oct 2020</p> <p>Oct 2020</p> <p>Sept 2020</p>	<p>Non contact time (covered by cover team)</p> <p>Quigley Essentials £400</p> <p>Staff training to launch triads</p> <p>Consultant £3000</p> <p>Staff training</p>	<p>Curriculum & Assessment Focus governor group</p>
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<p>Reduce the gap between those not meeting expectations and those meeting ARE in English</p>	<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>Phonics Use expertise within EYFS and year 1 team to support staff across the school in the teaching of phonics Use assessment to inform teachers of gaps and target these gaps within whole class, group and individual teaching Ensure parents are well informed in how to support their children in their phonics with a particular focus on those children struggling to grasp their phonics Use dyslexic experts amongst the staff to train teachers & support staff in how to find alternative ways of memorising and applying phonics</p> <p>Reading Increase the opportunities for reading both at school (e.g. beginning and end of the day) and at home (e.g. within homework passport and reward number of reads each week) Refresher training and team teaching for some staff on guided reading and shared reading (as training was just before lockdown) Using benchmark kit, establish which children require a 'catch up' programme. Identify needs to target and build into guided reading, as well as intervention such as Better Reading Partnerships Continue to use Bug Club to supplement guided reading and also individual reading at home</p> <p>Writing Implement new spelling programme (Read Write Inc) to supplement No Nonsense Continue to develop the three week cycle so that writing is creative and memorable (e.g. allowing children more choice in their writing) Training on talk for writing led by consultant Continue to develop cross curricular links with writing Using moderation to analyse writing, identify gaps and implement intervention as appropriate</p>	<p>LH, EB, GF</p>	<p>Oct 2020</p>	<p>Additional chromebooks £4000 £500</p>	<p>Curriculum & Assessment Focus governor group</p>
<p>Further embed the well-designed mathematics curriculum to ensure that more pupils achieve at least the expected standard in mathematics, particularly by the end of key stage 1 (OFSTED recommendation)</p>	<p>A rigorous and sequential approach to the math curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, math attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p>	<p>Maths leaders to continue to train and support staff on the teaching of Maths Mastery, with a particular focus on the catch up curriculum (White Rose materials) Maths leader to continue to use links with other schools, sharing good practice External consultant to lead moderation meetings providing next steps for staff to work on Line managers to effectively use performance management to identify those staff requiring further support and to ensure that tie is built in to support staff SLT to lead moderation of books during PPA, carefully analysing gaps and thus next steps</p>	<p>RW</p>	<p>Oct 2020</p>	<p>Non contact time (provided by cover team)</p>	<p>Curriculum & Assessment Focus governor group</p>
<p>Evaluation</p>			<p>Finance total: £8550</p>			

SUMMARY OF FINANCIAL IMPLICATIONS OF PLAN FOR 1 YEAR

Target number and title	Cost to school	Cost to PTA
Leadership & Management	£6800	
Personal Development	£8000	£12000
Quality of Education	£4550	£4000
Behaviour & Attitudes	£1100	
Totals	£20,450	£16000

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
Leadership & Management	Work life balance, skills of coaching, effective links with the wider community, safeguarding, external leadership courses
Personal Development	Develop learning environments to reflect and promote our curriculum drivers, lessons that promote curriculum drivers
Quality of Education	Long, medium and short term planning, supporting disadvantaged and SEND pupils, assessment in all subjects, maths mastery, teaching of reading, cross curricular writing, enhance subject leadership subject knowledge
Behaviour & Attitudes	Values curriculum, adults as role models, behaviour policy, resilient learners

INSET DAYS 2020-21

1. Building a better world	2. Risk Assessment & safeguarding	3. TBC
4. TBC	5. School Development Planning for 2021-2024	

STAFF MEETINGS

Autumn Term 2020	Spring Term 2021	Summer Term 2022
PREVENT	TBC	TBC
ELLI , curriculum drivers		
Interventions		
Assessment		
Work sampling		
Maths		
The Haven & inclusion		
Subject leadership		

In addition to the above a separate induction programme will be carried out.