

Heacham Infant, Junior and Snettisham Primary



Strategic Development Plan 20/21



School – Ethos and Vision 2020/21

Ethos

Learning is at the heart of the knowledge-rich curriculum we offer at our schools. Following the closure of schools to many pupils in March 20, the acquisition of knowledge is increasingly important as pupils have less access to education. The invaluable asset of knowledge is underpinned by strong values, in particular resilience, equality and compassion. Our priority is to provide a safe, stimulating and diverse learning environment to reengage pupils for 20/21 which will enable our pupils to return to school and access all they need to become lifelong learners, inspired by quality teaching which builds and develops their individual talents. We embrace the principle that every child matters and want every child to know how it feels to be successful.

Core Values

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| Respect | – Engage perceptively with the world around us, showing understanding, treating people with dignity and celebrating diversity |
| Responsibility | – Gain an appreciation and understanding of their role in our school, providing leadership opportunities, a sense of belonging and achievement |
| Honesty | – Earn the trust, loyalty and confidence of others in our community and be true to our own feelings to strengthen our relationships with others |
| Resilience | – Show very positive attitudes to our learning, recognising ‘failure’ as an opportunity to learn, always seeking to do our best and never giving up |
| Aspirations | – Aiming high and challenging others and ourselves to be the best that we can be. |

Vision

Our vision is to create a safe, inclusive and nurturing environment where the curriculum is knowledge-rich, inspirational and relevant to the children’s present needs and future aspirations.

School Rationale

Heacham Junior School has the following strengths:

- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils’ academic and personal development. Reading has been a focus and, consequently, pupils are now making improved progress.
- Teaching, learning and assessment is consistent. Pupils’ well-being is central and the staff have strong, positive relationships with those in their care. The school strongly supports pupils’ spiritual, moral, social and cultural development. Pupils are well-prepared for life after school and for life in modern Britain. There are many opportunities for pupils to experience activities beyond the school site. They take part in joint events with the infant and high schools, and perform at venues locally and further afield, which gives pupils confidence and performance skills.
- Behaviour in lessons and around the school is respectful between adults and children. Pupils are polite and friendly to one another. They feel safe and well cared for in school.
- Leaders have an accurate view of the strengths and weaknesses of the school. They check that their actions are making a difference.

Heacham Infant School has the following strengths:

- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils’ academic and personal development. Reading has been a focus and, consequently, pupils are now making improved progress.
- Teaching, learning and assessment is consistent.
Teachers plan teaching using knowledge ‘organisers’ that enable pupils to learn more and remember more. Staff know that there are gaps in some pupils’ learning. Staff are helping pupils to catch up quickly.
- Pupils are provided with lots of different activities and events to stimulate their spiritual, moral, social and cultural development. This promotes awe and wonder in pupils
- Staff have strong, positive relationships with those in their care. The school strongly supports pupils’ spiritual, moral, social and cultural development. Pupils are well-prepared for KS2 through developing planned transition opportunities from Early Years and KS1. They take part in joint events beyond the school site with the junior and trust schools, which gives pupils confidence and performance skills. They experience life beyond the local area and this widens their horizons.

Snettisham Primary has the following strengths:

- The quality of teaching, learning and assessment in the school is now stable. Standards in EYFS, Year 2 and Year 6 show an upward trend. Teachers routinely use assessment to support their planning and help pupils to improve their work. Within cohorts that are well below the national average in size, disadvantaged and SEN pupils make encouraging progress.
- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils' academic and personal development. Pupils are now making improved progress
- The school is highly inclusive. Pupils who have special educational needs and/or disabilities are supported well.
- Leaders provide a rich and engaging curriculum. Teachers plan lessons which interest and motivate pupils. They have good relationships with pupils. Additional adults make a strong contribution to pupils' learning because teachers and teaching assistants work effectively in partnership.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. A broad range of learning opportunities is provided and pupils are helped to develop into caring and sensible individuals.
- Behaviour is good across the school. Pupils enjoy learning and playing together. Those pupils with behavioural issues are well managed so that they rarely disrupt the learning of others.

What do all the schools need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that middle leaders have a clear understanding of their roles and responsibilities and are accountable for the continued improvement of their subject.
- Improve the quality of teaching, learning and assessment across the breadth of the curriculum to raise pupils' achievement by ensuring that all teachers:
 - Increase the percentage of pupils achieving the higher standards and/or greater depth in reading, writing and mathematics by providing further challenge to the most able pupils.
 - Further strengthen the progress made by all pupils and particularly disadvantaged pupils so that any gaps between their attainment and others nationally diminish.
- Improve personal development, behaviour and welfare by:
 - Continuing to work closely with parents, to raise attendance rates further and to reduce the potential for incidents of persistent absence and lateness.

Heacham Infant specific

- Increase use of vocabulary across subjects
- Increase standards met in phonics and mathematics
- Embed knowledge links and teaching pedagogy between KS1 and EYFS to enhance learning across broadest curriculum

Heacham Junior specific

- Improve the quality of teaching and learning, and, consequently, progress made by pupils
- ensuring that pupils have greater opportunities to develop their use and understanding of maths vocabulary
- developing the long-term curriculum planning so that it is clear how pupils will build on and apply their knowledge in each subject as they move through the school.

Snettisham specific

- Improve the quality of teaching and learning so that pupils are challenged consistently in all classes and subject
- Improve the proportion of pupils (including disadvantaged) making the accelerated progress that is needed to reach expected s
- Improve outcomes in the phonics screening check in Year 1.

Strategic Priorities	Objectives		
	2019 / 2020 (Year 1)	2020 / 2021 (Year 2)	2021 / 2022 (Year 3)
Quality of Education	<p>A1 – Improve the quality of teaching in phonics, reading and writing across the school.</p> <p>A2- Implementing the knowledge curriculum. Is blue green?</p> <p>A3 - Ensure all abilities are suitably challenged</p> <p>A4 - To develop maths mastery across the school so it is consistent across three schools</p>	<p>A1- To accelerate learning in English, particularly phonics so that attainment is higher than national</p> <p>A2 -To embed our knowledge curriculum and evidence high quality learning</p> <p>A3- Progress for all vulnerable groups rapidly accelerates</p> <p>A4 - Maths mastery practice is embedded with confident delivery across key stages</p>	<p>A1-Attainment and progress in phonics and core subjects to be significantly above National.</p> <p>A2- To have an outstanding enriched curriculum embedded for all pupils</p> <p>A3 - All pupils make excellent progress across year groups</p> <p>A4 - Maths mastery across schools is identified as exemplary practice</p>
Behaviour & Attitude	<p>B1 – To develop the new behaviour policy.</p> <p>B2 - To further develop and embed restorative practice and introduce peer mediators</p> <p>B3 - To achieve higher attendance across schools, particularly those with Sen.</p>	<p>B1- Embed positive behaviour around the site and at play</p> <p>B2 - Allow peer mediators to train others and reduce conflict at playtimes</p> <p>B3 - To establish higher attendance across schools for all groups</p>	<p>B1- Exemplary behaviour is sustained within school environment and community</p> <p>B2 - Low level incidents are managed without adult mediation</p> <p>B3 - Attendance across schools is maintained above national averages</p>
Personal Development	<p>C1 -To implement roles and responsibilities for children which enhance character, resilience and opportunity</p> <p>C2 - To create and use communication, natural and mindfulness friendly spaces around the schools to improve attachment, vocab and mental health</p> <p>C3 - Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities</p>	<p>C1 -Maintain enthusiasm and status for those who take on roles and responsibilities in school</p> <p>C2- To implement nurture opportunities for the wellbeing and creativity of children and staff</p> <p>C3- Disadvantaged pupils and SEN children benefit strongly from enrichment work</p>	<p>C1-Exemplary practice for pupil roles in school is sustained</p> <p>C2- Enrichment map provides an exceptional tool to enhance education for all children across schools</p>
Leadership & Management	<p>D1- Ensure strong, positive shared values are communicated to all staff and are in line with Education and Inspection Framework 2019, provide quality CPD to facilitate growth in pedagogy and devolved leaders</p> <p>D2 - Develop and implement quality assurance and accountability framework</p> <p>D3 Leaders refresh parental engagement and communication strategy to reflect changes in organisation</p>	<p>D1 - Coach and develop middle leaders as subject leaders so that quality of education, pupil and staff wellbeing, behaviour and personal development are consistently strong across classes</p> <p>D2 – Develop capacity for middle leaders to become senior leaders for succession planning.</p> <p>D3- Home learning opportunities are established to engage all families, including vulnerable groups</p>	<p>D1- Consistent systems and values across schools demonstrates exemplary practice</p> <p>D3- High levels of engagement and confidence evidenced from parents in school and home learning</p>
EYFS	<p>E1 - To develop the EYFS knowledge curriculum plans across all EYFS classes 2yr -YR</p> <p>E2 - To increase communication and vocab friendly teaching and outdoor spaces to include access for parents</p> <p>E3 - To increase challenge for all pupils to increase exceeding outcomes, particularly for disadvantaged</p>	<p>E1 –Embed knowledge rich curriculum with planned provision indoor and outdoor</p> <p>E2- Sustain project on communication and early English with other schools</p> <p>E3- Implement new EYFS framework</p> <p>E4- Maintain ELG outcomes at least in line with National Average</p>	<p>E1- Demonstrate exemplary EYFS practice across all classes</p> <p>E2- Project across schools evidences improved data over time in CL/R/W</p> <p>E3- New EYFS is embedded into pedagogy</p> <p>E4-Numbers of children that meet ELG are above national averages</p>

Priority A – Quality of Education

A1 – Accelerate learning in English and phonics so attainment continues upward trend (75%+ reaching NA)									
TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P1, 1	60% of our pupils have not been in school since 20/3/20 which means pupils have missed Summer Term knowledge and skills and missed revising Aut/Spr 19/20	We want to accelerate learning to catch up with lost Spring/Summer knowledge and skills	Pre Teach for all pupils. Complete a baseline from Pixl before 25/9/20 for R, GPS, M. Use Pixl tools to QLA gaps and dedicate 15mins before each lesson to teach missing skills in Reading, Mathematics, GPS – follow up with diagnostic checks from Pixl to ensure pupils recover missing curriculum content in core subjects	First Half Term Set-Oct 20	ELT	Pupils are taught knowledge and skills from missed learning rapidly Pupils retain age related outcomes in line with national averages	Oct 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P1,1	Reading opportunities have been limited for many pupils during pandemic – many pupils will have lost reading fluency and specific vocab Accelerated Reader used in some classes in KS2 – although not to its full potential.	Reading opportunities will be maximised for all areas of the curriculum. All classes will use AR regularly to test and measure progress and to improve comprehension at a faster rate than previous year.	RWI used Day 1 to baseline gaps in knowledge and teach rapidly in phonic sessions To emphasise the good reading opportunities within our curriculum in all subjects. Choral reading, Re reading, paired, grouped and modelled reading for pleasure increased through day. Every session to contain some reading practise. Baseline asses AR for Y2-Y6 to improve the use (and raise the profile) of Accelerated Reader in KS2 to support comprehension skills and reading stamina. Ensure this is used consistently across the schools to support learning	Sept baseline Termly assess	CE,CC,EJ/H	Children will gain greater confidence reading with reading aloud, be able to answer questions to a range of non-fiction comprehension questions. Children will have a greater understanding of what they are reading Children will increase their reading speed at a greater rate than in previous years. Children in KS2 will retain enthusiasm for reading	Termly review		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P1,1	Writing is the subject that has had least input since lockdown, spelling mistakes appear frequently and affects overall fluency and speed of writing in KS1/2	Systematic approach to improve spellings across schools for all pupils	Implement RWI spelling , CPD for staff and use of daily systems		EJ LP CE CC	Children will gain greater confidence in spelling within their writing	Review Nov 20		

A2. To embed our knowledge curriculum and evidence high quality learning from all pupils

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P2.1	A comprehensive curriculum with detailed plans has been written across breadth of curriculum. Subject leaders are clear on subject intent and how it is implemented	Maximise high expectation of our knowledge curriculum in the plans by ensuring working walls and workbooks evidence this expectation - higher quality presentation for all pupils, pace and work completed within a unit and each lesson, demonstrating key knowledge goals (KKG) and subject specific vocabulary for all subjects	Working Walls – what do we expect? Are these used correctly? LO daily- examples of vocab, KO diagrams and WAGOLL Subject leaders use curriculum development meetings termly to provide CPD, discuss expectations, for WAGOLL and collect evidence of high quality learning during termly deep dives. Renew moderation for all subjects across schools and trust to compare evidence in books. Subject leaders to inform with Govs each term	Sept 20 Termly cycle for subject leaders to deep dive, Curriculum meetings and gov feedback	LJ	Systematic focus on leading curriculum improvement across all subjects All workbooks evidence impact from our knowledge rich curriculum Shared understanding of higher expectations across the broad curriculum	Dec 20, April 21, May 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P2.1	Assessment for learning has worked well in core subjects but is not yet robust across broader curriculum. It is TA on pupil asset to assess currently.	Pupils achieve exceptionally well across broad curriculum as teachers are well informed for lessons through live marking, ,step 4 depth and attainment of key knowledge goals for each unit	Staff use live mark and step 4 depth in every lesson for every child to inform weekly lessons. Tch to share KKG and vocabulary with pupils as part of lesson. At the end of units, teachers devise hexagon models and assess through essays to judge KKG Devise and implement personalised KKG tracker for assessing progress (look at WL model across primary trust)	Sept 20 Ongoing	EH/LP	Robust system in place to deliver quality evidence of achievement across an ambitious curriculum Each child can recall KKG and identify own next steps from staff feedback	Oct 20 Dec 20 Feb 21 May 21 July 21		
P2.2	Staff have secure subject knowledge of age related expectations but need to increase skills in delivery through deeper reflection of effective pedagogy to maximise pace and stickiness of content	Every lesson makes best use of time with learners motivated through the challenge of our knowledge curriculum and balance of guided towards independent practice. Pupils understand how to talk through learning/thinking to complete tasks and connect ideas	Build on key metacognitive tools in our curriculum like guided practice and independent , teaching editing (review EEF document with staff) so no time is wasted in teaching lessons – all staff to model thinking and questioning to tackle learning , teach ch to plan and review the work- all tch to push metacognitive talk in lessons	Spring 21	LJ CD CC	Pupils show ownership and enthusiasm when discussing their learning Pupils understand what they are learning and how they can build on it Pupils are aware of appropriate strategies to help them solve problems well	Regular weekly learning walks Aut 2 Spring 2		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

P2,3	Knowledge Curriculum plans have facilitated cohesive learning across abroad curriculum. Embed all foundation subjects for our new curriculum with a focus on PE, IT and RE	Teachers express increased confidence and skill in delivering ICT, PE, RE	ICT links with local DFE Computing Hub with relevant CPD for lead teachers from subject matter expert. Coding as priority Standardized curriculum in PE and RE written. These subjects are focus for subject leaders audits/deep dives/costings	Sept 20	RP GW LP SW	Increased use of ICT equipment and learning in classes and in computing lessons to improve attainment in KKG Tch feel confident implementing IT, PE and RE because resources and CPD has improved delivery. Robust evidence of quality learning in IT, PE and RE exists across classes	Aug/ Sept 20 Feb. 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
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A3- Use proven interventions effectively to ensure vulnerable groups can catch up with peers

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P1,1	Parents were directed to videos, RWI website during lockdown but specialist nature of teaching means pupils will have missed essential phonic tuition and may be delayed in early reading skills	We need to increase delivery of phonics and reading sessions throughout day in order to secure understanding for children to catch up with early reading	Teach RWI phonics in 3 short bursts through day to secure phoneme knowledge and blending skills – YR- Y2 (some Y3) Re-evaluate needs following assessment Aut 2	First Half Term Set-Oct 20	EYFS and KS1 CD,C B	YR/Y1/Y2 to retain reading standards at 80%+ Early reading reinforced to support access to knowledge rich curriculum in KS1/2	Nov 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P1,1	Communication and vocabulary gains may be lost following Covid	Teachers consciously teach new words effectively so pupils, particularly those with disadvantage make gains in expressive and comprehensive lang skills	Use Nuffield Early Language Intervention for YN/YR Powerful words Project extends into KS2- daily word, daily oracy lesson	Oct 20 Spring Term Summer Term 2021	LJ EH	Children gain and retain new words to extend their vocabulary across school. Children understand and use these words in talking, reading and writing.	Jan 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P1,1	Pupils have missed lessons for arithmetic and /or been taught by families using different methods that may create misconceptions	Support accelerated approach and effective intervention where there is a need	Using pixl tools, modelling and manipulatives focus on whole class intervention to fill gaps Use small group boosters to catch up post recovery period Use tutors from National Tutor Programme	First Half Term Set-Oct 20 Ongoing	GW JM RP	Pupils recall and understand age appropriate methods for calculations so they remain fluent in their approach to mastery	Jan 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

A4. Maths mastery practice is embedded to secure attainment over 75% at expected across key stages

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
1,1	We have established Maths Mastery across schools with experienced subject leader at each school. One teacher has Maths Hub Lead Teacher training in Mastery and is developing links between schools	Embed the maths mastery strategies in calculations between key stages CPD supports all staff, including new teachers, so that they are confident. Staff feel supported to deliver high quality mathematical lessons to help children learn well.	Implement key documents (Aut Plans) Staff to deliver lessons using bespoke maths mastery learning sequences. Subject leaders to monitor, then develop use of modelling, vocab, pace and use of manipulatives. Staff to evaluate by means of an audit, Aut plans cohesiveness and success to support staff delivery and pupil learning. Compare books in Maths Curriculum Development Meeting	Autumn 20 Initiate	GW JM RP	Pupils learn well from lessons delivered because lessons are well planned, resourced and taught for ALL pupils	Nov 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
1,2	Pupils have missed key vocab, knowledge and skills from march – Sept 20 due to pandemic. Schools must rapidly establish baseline from which to deliver a catch up programme with whole class	New maths leads in each school will ensure teachers are confident using assessment of prior learning to deliver next steps for all pupils through use of maths mastery principles	Aut 1 Use of diagnostic materials to assess gaps following pandemic at start of each lesson is pre teaching gaps in knowledge and QLA of gaps Aut2/Spr 1 Paired work with maths lead and less confident/experienced teachers to take place between subject lead and Tch	Sept 20	RP JM GW	Increased confidence and skills in using assessment to accelerate learning for pupils Maths deep dives and staff audits evidence this increased achievement for all pupils Pupils attain above national in Y2,Y4,Y6 as result of pedagogy	Oct 20 Start Sept Starts Nov 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

B1 – To embed the behaviour policy strategies around the site and at play

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P4,2	Pupils have noticeably lower listening and attention skills following school, closure to all but eligible. – really is this true? I would reword this Due to closure we are unsure of pupils listening and attention skills.	Pupils show readiness and attentiveness to teaching staff - ready to listen, learn and follow instructions within classroom environment Pupils demonstrate exemplary manners and kindness because staff value and share these values	Reinforce behaviour policy rigorously from day 1 so that pupils see expectations and boundaries for learning 1,2,3 eyes on me, bbc tnt at all times to ensure pupils apply themselves – frequent praise used for compliance- spectacular, truck driver wooo wooo Manners and kindness modelled and exemplified with above and beyond system Sanctions in policy for undesirable behaviour are firmly and consistently applied	Day 1 7 th September ongoing	Tchs ELT EH	All classes have a calm and purposeful atmosphere where low level disruption is rare Pupils listen, learn and progress at same rate following direction from teacher	Oct 20 Nov 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P4,2	Expectations of how children behave in school are inconsistent resulting in a lowering of behavioural expectations at break and lunch times. – this will cause a focus at Ofsted it needs to be reworded	Children will be respectful and follow school expectations at break and lunchtimes.	Introduce high standard values for children’s behaviour inside the school. CPD for MSA will be put in action so that activity is enhanced at lunchtimes by MSA	Day 1	ELT MSA lead	There will be an orderly environment in school at break and lunchtimes.	Weekly ELT		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P3 & 4	Currently, issues are resolved – mostly – by adults. – disagreements are resolved with adult intervention	Children will be able to resolve issues with peers.	Train children to become peer mediators. Involve JLT to discuss implementation in Sept so it is pupil lead	Nov JLT] CE CB LP	NM	Children will improve their responsibility, self-regulation and will be able to resolve issues between themselves with shared values of kindness	Spr 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

B2 – To achieve higher attendance across schools, particularly those with SEN.

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P4,1	Systems have been initiated but pace of delivery should be improved Admin teams, secretaries, ELT implement attendance policy	Action on chasing attendance so that children can be fast tracked quickly and no opportunity is missed. Increased pace from Admin and ELT to process those less than 96% Meet monthly with ELT/Attendance lead to discuss policy and procedures and next steps , pastoral team to undertake fast track meetings	<p>Letter to be distributed in September 20 to staff and families encouraging full attendance in line with gov. expectations</p> <hr/> <p>Admin ensure daily absence checks are robust by alerting ELT to vulnerable children who are not in school or may need nurture following pandemic</p> <hr/> <p>Referrals/letter are made and sent quickly to manage and resolve absence concerns. Parents asked to complete medical protocols.</p> <hr/> <p>Informal attendance meetings to offer some strategies to encourage full attendance – meet and greet, work station in class, part time timetable leading to rapid full inclusion. Fast track meetings held and minutes sent to all parties – including partners, absent parties</p>	First week back Ongoing Daily half termly	LT DB VN VR Admin/ELT EH/LJ VR	Parents aware of expectation and support offered All admin to know policy expectations and comply with procedures No child is missing in education - robust process for children who are a concern Increase in attendance meetings, reduced absence for SEN - 95%+ overall	Sept 20 checks half termly attendance		
P4,1	Attendance across schools is in line with national attendance with a good reduction in persistent absence. However, SEN pupils were most likely to have lower attendance	Retain good attendance across schools (96+) with weekly praise for good attendance in classes and 6 weekly monitoring for PA children	<p>Continue praising good attendance with children and parents through weekly systems to praise each class - assembly, board display, classdojo</p> <p>To embed pre-teaching and over learning to support SEND and LA children so they are less anxious about lessons and attendance improves</p> <p>Use Lego therapy in each school to support nurture, talk and confidence for identified pupils each half term.</p>	weekly assembly Ongoing	EJ/EH CT/EJ/EH/C	Attendance will be at 96% for 20/21 and SEN cohort attendance will be within 1% All Staff are seen to support Sen/anxious children so they access lessons Pupil SEN surveys convey mostly happy attitude	6 weeks daily termly		<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>

Priority 3 – Personal Development

C1 – To embed roles and responsibilities for children which enhance equality of opportunity, character, resilience and participation.

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P4,3	We are currently in a pandemic which has resulted in significant change to our world. Pupils have lost so much time and opportunity	We want pupils to learn to be safe from Covid19 and continue to learn, socialise and grow	Teach pupils to be resilient in face of pandemic – use PSHE resources, Ebug, catch it bin it approach to ensure good hygiene First aid for all Y2 upwards – training in basic first aid for all	Sept Day 1 Ongoing Spring 21	EH LG	Resilient pupils who, with age appropriate understanding, make good choices about hygiene, safety and risk management	Two weekly focus		
P4,4	Our Junior Leadership Team is established but we will embed their responsibilities for teaching and learning this year	School to have Junior Leaders to support the development of teaching and learning across the school. Junior Leaders to have some ownership about developing roles and responsibilities for pupils	To elect new Junior Leaders and School Council through pupil elections. Promote diversity in JLT and SC. To devise a programme for activity for JLT to encourage and evaluate enrichment /wider curriculum and lessons for pupils. JLT to complete deep dives for pupils and add to SEF	Sept 20 Half termly activities	LJ ELT	Children to have a greater understanding of what makes good curriculum. Leaders to have a better understanding in how to improve curriculum from a child’s perspective. Children will have a voice in teaching and learning.	Dec 20 Termly		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P4,4	Our pupils need to develop confidence to make the best of wider opportunities. We do not provide embedded career or employment info to link with High School	Wide opportunities for more pupils to engage with responsibilities and employment	SC to create a list of jobs that can be completed by other pupils to collect “good citizen” prizes , pupils can apply to SC, complete and gain recognition in newsletter, display – promote sen,pp inclusion Ask employers into school to promote local business and value of good citizen skills development – ask them if we can help them at all? Invite SHS Headteacher into assembly to encourage pupils to develop skills ready for High school	Nov 20 Spring Term 21 jobs start	RP YT CD	Pupils will have exemplary opportunities to develop confidence to extend character, resilience and participation ready for high school Pupils will have aspirations for future careers and how to get there	Dec 20 Termly		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

C2– To implement nurture opportunities for the wellbeing of children, families and staff and to ensure this safeguarding has impact

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P3	<p>We have pupils who have lost family to Covid and mental health, a few have been tragically bereaved and some will have general feelings of unease and anxiety because of the changes.</p> <p>Some children are likely to continue to suffer difficult home lives and economic circumstances as families lose employment.</p> <p>Some pupils will be in need of highly effective safeguarding responses as a result of harm experienced through lockdown (including health, mental health and sexual harassment)</p>	<p>We want pupils, parents and staff to be able to talk about experiences and feelings – socialise as recommended in Barnardos recommendations for wellbeing</p> <p>We want pupils and families to return to full confidence and be able to continue engaging with education to fulfil ambitions</p> <p>Deepen the safeguard strategy to ensure we deliver impact from our services and support, including capturing quality responses from pupils</p>	<p>Analyse survey from parents Sept 4th. Use recovery Jigsaw PSHE curriculum for class assemblies in Autumn, focussed on resilience and talking. Utilise Educate Hate materials for whole school zoom assemblies</p> <p>Utilise CPD of staff for Lego therapy for each schools for weekly nurture for targeted pupils</p> <p>Develop time for parental engagement opportunities at each school – outdoor location with social distancing- to gather confidence, support within community and to identify universal services that may help</p> <p>Return to regular DSL meets and Review our practise against toolkits. Store pupil voice centrally on drive, upload to CPoms. Use pupil voice documents to capture lived experiences of child. TA to share and use to make an impact of pupil mental health and target the right resources</p>	<p>Autumn 20</p> <p>August 20</p> <p>Autumn 20</p>	<p>EH Tc h</p> <p>KK AF KW TM</p> <p>U</p>	<p>Pupils, staff, families will develop ability to talk about feelings and experiences in order to process them and recover</p> <p>Groups of pupils will benefit from Lego therapy intervention to support SEMH</p> <p>Parents will demonstrate and report confidence in school as community hub</p> <p>Helpful info will be accessible to families</p> <p>Impact of what we offer pupils and families for wellbeing/ safeguarding will be recorded clearly on CPOMS – FSP, Informal meets, Goals, pupil voice</p>	Jan 20		<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>
P3	<p>Staff have felt disconnected from colleagues, losing contact with peers through bubbles</p> <p>Some have suffered mentally as result of changed lives. This has resulted in stress</p>	<p>We want staff and pupils to have some ability to relax and maintain contact with peers in school/ workplace</p>	<p>Encourage regular social opportunities through zoom – assemblies, whole school quiz/quiz nights, book club, distanced PE, drinks</p> <p>Share mindfulness tips on social media staff group</p>	<p>Oct Dec Feb March</p>	<p>LG/NT</p>	<p>Staff join in with social events at distance, staff wellbeing survey is positive even in exceptional circumstances</p>	Termly		<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>
P3	<p>Some staff may need higher level support from ELT and professional support</p>	<p>Staff feel supported to continue working for school and trust by conversations with ELT/HR. Staff able to access counselling services</p>	<p>Buy in counselling services 20/21</p> <p>Inform staff about support, open door policy to discuss feelings with ELT for referral to counselling or Occupational health</p>	Ongoing	<p>U HT</p>	<p>Staff who have specific needs can access support from work to continue working</p>	Ongoing		<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>

C3 – Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities.

TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P4,4	The trust has created an enrichment map which aims to extend opportunities for all pupils in our rural coastal location, particularly disadvantaged.	We want our pupils to be exposed to enriching assembly experiences and develop strong cultural capital. Assemblies will provide SMSC coverage, as well as the knowledge and skills required for the next stage in their education.	Embed enrichment map to plot opportunities to influence pupils social, moral, spiritual and cultural development- equality, diversity, history through quality remote experiences	September 2020 - ongoing	LJ Tch	Staff have clear opportunities to teach and celebrate wide range of events to enrich our pupils' experiences in West Norfolk Pupils retain knowledge of assembly stories, anecdotes, displays and assemblies evidencing strong SMSC	Sept 2020 Each half term termly		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P4,4	We have a range of safe, socially distanced extracurricular activities and trips in local area Pupils not aware of opportunities and possibilities as they get older as local culture and employment is limited	Children to have memorable experiences that increase independence, resilience and creativity linked to our broad and balanced knowledge curriculum and utilising our local area. Continue to build pupil confidence in pushing boundaries of experience to capitalise on opportunities available	Each year group to still have a planned LOCAL trip for each year group for all pupils per unit. Develop remote access to community events. Develop Trust and high school and wider community links Monitor the impact via collecting pupil voice, feedback from community - high school, church etc.	September 2020 - ongoing	ELT Teachers	Regular events with local schools and high schools Dance, maths, spelling, talent show, music and Art events take place each year One community event each term completed Employment fair and remote links with successful past pupils	Jan 2020 Termly		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

Priority D – Leadership and Management

D1 - Coach and develop middle leaders as subject leaders so that quality of education, pupil and staff wellbeing, behaviour and personal development are consistently strong across classes									
TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P5	As a developing organisation, time establishing connections and strengths of senior leaders has taken priority.	Middle leaders are able to benefit from enhanced conversations about school improvement above and beyond staff meetings- particularly for performance management and as subject leaders	Establish purposeful coaching as a tool to engage middle leaders in clarity, effectiveness and teamwork Deploy coaching techniques during developmental conversations (PM, ELT, PP, SL) to achieve smart goals, increased communication, team work	Ongoing Autumn 20	LJ ELT	Coaching will be used effectively to increase professional performance so staff meet targets set (PM, ELT, PP, SL) Coaches display improved skills in- Listening. The most important skill to effective coaching is the ability to listen to others. ... Asking relevant open-ended questions. ... Making good use of time. ... Establishing teams. ... Emotional Intelligence. ... Communication. ... Setting SMART goals.	Jan 21 April 21		
P1,1 P5	Changing staff across schools and a pandemic mean that subject leaders have not been able to effectively monitoring standards across the year groups.	All subject leaders will have a good knowledge of what is expected in their subject in all year groups, including EYFS.	Subject leaders to know the flow of the curriculum map 20/21 and monitor books for evidence. Evaluate SOW in subject and feedback to staff to improve	Sept 20	ELT LJ	Teachers in all year groups will improve the quality and quantity of work produced to evidence effective learning across the subjects.			A <input type="checkbox"/> G <input type="checkbox"/>

5 P	Subject leaders have not been able to describe/gather impact evidence sharply – that is not true for all I would just put the action with the one above and make this one bullet point	Subject leader plans will be specific to driving the teaching and learning of all subjects forward to improve outcomes for all children.	ELT support subject leaders in writing and implementing action plans to improve provision. Be coached to implement actions and articulate the impact of their work	September Ongoing	ELT	Teachers will be upskilled in all subject areas. Children will access high quality teaching in all subject areas.	Termly		
P5	MPS and UPS staff follow from ELT leadership but should develop own skills to devise, lead and implement projects	Subject leaders will organise and run Curriculum Development meetings These will be effective meetings that are well run, managed and are purposeful	Middle leader training on running meetings. Fixed agenda items that link to school development plans.	Nov Feb	LJ/EH	Increased staff ambition, lower sickness levels and happier work force	July		

D2- Home learning opportunities are established to engage all families, including vulnerable groups									
TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
P2,5	From March-July we had 20-40% of pupils on site Those at home used Oak academy, hard packs and some BBC – the curriculum was patchy and teachers not all working with robust strategy ,some families did not engage fully perhaps they did understand our strategy, and families without equipment were hard to identify	To manage homework through class dojo for all pupils to establish system and enable remote learning Teachers communicate regularly with families and track who engages well in order to make more contact with those that don't	Use class dojo to set homework- send info letter to families in sept and start tracking engagement. Those NOT completing homework will be easily identified and ELT will contact them and support access to knowledge and tech	Sept 20	EJ/LJ	Homework is completed remotely by all pupils as we support use of technology Teachers remain engaged with all families	Oct 20		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
P2,5	We are opening schools in Sept but expect some level of change	Regular contact from staff to deliver curriculum to	If pupils' lockdown/shield they may receive power points of lessons from	From Sept 20	EH/LJ	The curriculum is delivered to all pupils in a			

due to increased infections rates in Autumn term – groups of students may have to shield for 14 days or we may have local lockdown. We need a robust plan to remain connected to ALL pupils	pupils in local lockdown or shielding and enable those with less technology to engage effectively so that all pupils can get regular lessons each day	KRC and tasks to complete at home. Oak? Videos of staff speaking/teaching will supplement lessons Staff will call pupils and use zoom for some remote connections each week		Tchs	systematic and equitable way Workload on staff is reasonable			
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Priority E – Early Years

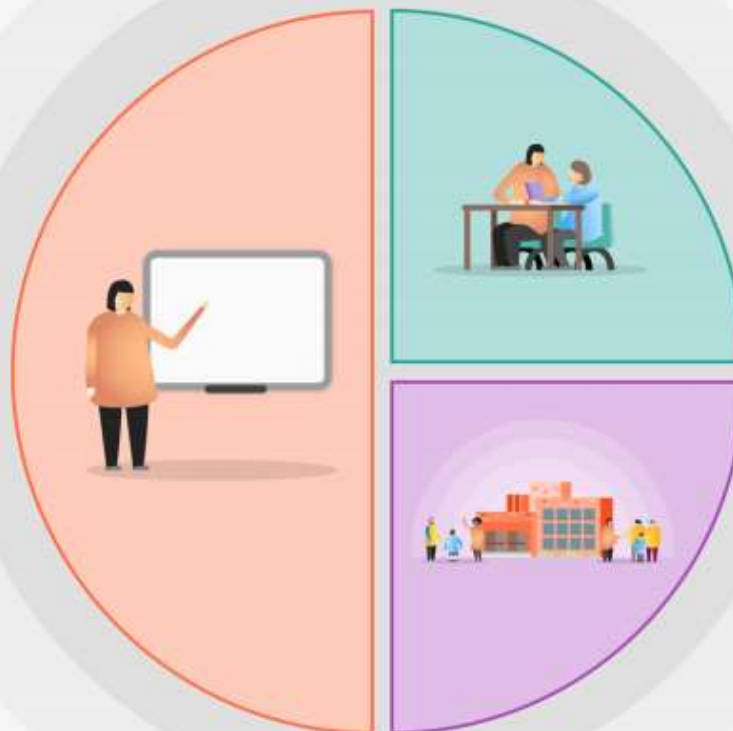
E1 –Embed knowledge rich curriculum with planned provision indoor and outdoor E2- Implement new EYFS framework E3- Sustain project on communication and early English with other schools E4 – Sustain attainment in ELG in line with national average									
TRUST STRAND	INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
	Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
E1	We have newly written plans for EYFS that develop KRC approach for 2yr-5yr olds , classes have KR boards and staff understand principles for delivery.	All classes to deliver KR sessions that are well planned to sequence learning cohesively Increase pupils attainment, particularly disadvantaged, above NA	Tch use plans to deliver directly sequenced Maths, English and knowledge sessions with skill daily Tch plan provision indoors and outdoors weekly to structure environment to reflect plans Continuous provision is refreshed weekly indoors and outdoors	Sept 20	LJ CB JM	Pupils will recall prior learning, vocabulary and make connections during continuous provision Pupils will be ready for KS1 in characteristics of effective learning with ELG met for 75%+	Autumn Term 20 Feb March May		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
E2	The early years framework will change 2021 so we need to be ready to implement	Staff have knowledge and resources needed to deliver new EYFS framework from Sept 21	Use CPD from advisors to EYFS including all EYFS practitioners (Trust Tch, TA, Nursery and Nest) Discuss implications and adjust classroom provision accordingly	Spring 21	LJ NCC	Staff confident to deliver new framework Sept 21 Resources and tools in place	Nov 21		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
E3	Siff bid was completed July20 but cohort want to sustain the project and continue to	Sustain project on communication and early	Arrange termly meetings with schools involved to discuss Neli and lang rich provision	Spring 21	LJ CB	Collaborative connection across supported schools	Spring 21		R <input type="checkbox"/> A <input type="checkbox"/>

	collaborate without funds available	English with SSif supported schools Invite non trust schools to relevant CPD/meetings if appropriate	Extend to early reading/writing in lang rich settings'- books in environment, T4W/R			Standards raised in English in EYFS (CL,R,W)	Summer 21		G <input type="checkbox"/>
E4	Standards meet NA overtime through consistent teaching in EYFS however some gaps for pupils, particularly those that did not access YN eligibility through lockdown.	We want our EYFS pupils to have skills from direct teaching/play alongside attitudes and behaviours that are secure so that they are ready and confident for KS1	Make sure balance between direct teaching and independent play is right to meet standards and COEL Set up quality activities that engage and capture the children imagination. Share these with families to encourage a partnership with families at home that promotes learning through quality play	Ongoing	JM CB SW KE	Pupils will concentrate for long periods on learning – both adult directed and play because activities capture their imagination and develop skills and knowledge taught in direct groups Standards will be high – at least in line with national	Learning walks		R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

Appendix 1 Overview of Support – I would take out maths mastery, change regular staff CPD to more Provide focused learning relating to well-being and mental health,

1 Teaching

- Quality First Teaching supported through CPD for teachers and support staff to **accelerate learning**
 - Use a peer-support model to embed our knowledge rich curriculum and deepen research-based teaching strategies (metacognition)
 - Increase our focus on vocabulary acquisition and reading underpinned by clearly defined formative assessment practices.
 - Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Provide focused learning relating to wellbeing and mental health



2 Targeted academic support

Teacher-led targeted group teaching for same-day in-class intervention.

Use of before and after school tutoring for identified and vulnerable pupils

- Specific intervention programmes led by both Teachers and Teaching Assistants

3 Wider strategies

• Provide ongoing technical support to overcome barriers for staff/ families to access technology so that we use a blended learning model- using SME Computing Hub

• Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

• Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.