**SCHOOL NAME: Kinderley Community Primary School**

| **ACTION PLAN**

| **SDP priorities and objectives** | **Area of need** | **Detail** | **Funding** |
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| * Prioritise areas for catch up: Maths Mastery – Power Maths, Arithmetic, Reading, Phonics (Storytime Phonics), SPAG, Talk 4 Writing, Science, Computing and Early Years.
 | Maths resources  | Summer term PowerMaths text and pupil books, training and interactive resources plus manipulatives for maths mastery  | £4,070 |
| * Subject Leaders develop an ambitious curriculum, which is accessible and relevant for all learners
* Prioritise areas for catch up: Maths Mastery – Power Maths, Arithmetic, Reading, Phonics (Storytime Phonics), SPAG, Talk 4 Writing, Science, Computing and Early Years.
 | Reading for pleasure | £1,000 per class for books | £3,000 |
| Phonics training | Storytime Phonics – training required £500 plus (4 CTs and 3 TAs) cover day 4 x £180 plus 3 x £100 | £1,520 |
| * Home/School learning alignment/blending
 | Blended learning | Hardware and software to meet ICT and remote learner needs | Refocus of spend from elsewhere in Y4 budget |
| * Adapt the curriculum to ensure it is aspirational beyond children’s experiences using Cornerstones as a basis. Ensure teaching and adult/child verbal interactions are consistently good to ensure children make progress. Develop the outdoor environment to enable independent learning.
* Curriculum design: Mental Health/Forest Schools/RSHE underpinning the 2020/2021 Recovery curriculum.
 | Curriculum | Subscription plus resources for new learning projects | £3,000 |
| * Leadership and management
1. Develop the school’s broad, rich, engaging curriculum with subject leaders, intent and implementation to ensure they are embedded securely and consistently across the school.
 | Leadership | Cover/release time for subject leads | £11,520  |
|  |  | **TOTAL** | **£23,110** |

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| **SPRING REVIEW**

| **Activity** | **February 2021 review (comments) plus notes at the end of this document** |
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| Summer term PowerMaths text and pupil books, training and interactive resources plus manipulatives for maths mastery  | First Class and success for arithmeticCPD books for staffLiz Gibbs in for workshopsMaths manipulatives in each class, on the tablesMaths Hub remaining invoice |
| £1,000 per class for books | Guided reading and storage now set upBook corners funded |
| Storytime Phonics – training required £500 plus (4 CTs and 3 TAs) cover day 4 x £180 plus 3 x £100 | TBC |
| Hardware and software to meet ICT and remote learner needs | 13 x ipads, covers, management systems and storage |
| Subscription plus resources for new learning projects | Looked at sustainable curricula purchases. Staying with Cornerstones alongside RE and PSHE programmes. |
| Cover/release time for subject leads | SENCO and leadership |

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| **FINAL REVIEW****DATA**

| **Activity** | **Baseline data***Include any data collected from September 2020 particularly when the activity has been a single intervention such as Thrive (e.g. groups receiving an intervention -vs- groups not receiving it)* | **End data***Include most recent data*  |
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| Summer term PowerMaths text and pupil books, training and interactive resources plus manipulatives for maths mastery  | Limited manipulatives in school. Not seen in use in lessons. | Each table now has a trug with manipulatives in, which the children are encouraged to use. Evidence in book looks and lesson observations show an increase in use. |
| £1,000 per class for books | Poorly developed and resourced book corners | Well developed and resourced book corners |
| Storytime Phonics – training required £500 plus (4 CTs and 3 TAs) cover day 4 x £180 plus 3 x £100 | training not available  |  |
| Hardware and software to meet ICT and remote learner needs | Limited access to digital devices across the school | Class set of ipads now available to support blended learning and group work using Google Classroom |
| Subscription plus resources for new learning projects | Cornerstones curriculum subscription having limited impact | Cornerstones used to review and rewrite the curriculum plan. More use made by staff. Internal review led to new subscriptions for PSHE, RE and PE Schemes to support teaching and learning.  |
| Cover/release time for subject leads |  |  |

**IMPACT**

| **Activity** | **Intended impact***What is it that you thought would be achieved by implementing and/or embedding this activity?* | **Actual impact** *Also include anything you think may have been affected by COVID* | **How do you know?***Include activities/situations/experiences which have enabled you to understand/measure the impact* |
| --- | --- | --- | --- |
| Summer term PowerMaths text and pupil books, training and interactive resources plus manipulatives for maths mastery  | Purchase of manipulatives and training for teachers and TAs would increase children’s conceptual understanding in maths | Each table now has a trug with manipulatives in, which the children are encouraged to use. Staff are more confident in using manipulatives to model concepts and have a greater understanding of CPA approach to teaching maths. | Evidence in book looks and lesson observations show an increase in use.Conversations with teachers and TAs. |
| £1,000 per class for books | Encourage a passion for reading | All three classrooms have inviting reading areas with a good stock of new and classic texts. Children enjoy going to the reading corners to choose a book and/or read. | Observation on learning walks. The excitement when the reading corners were finished. |
| Storytime Phonics – training required £500 plus (4 CTs and 3 TAs) cover day 4 x £180 plus 3 x £100 | Staff would be better informed and have greater confidence to teach phonics | The trainer was unwell so training didn’t take place formally. Our phonics lead gave support as required but with both KS1 teachers off ill most of the time, this had little impact. |  |
| Hardware and software to meet ICT and remote learner needs | Enable the skills developed during home learning/lockdown to be continued and used in class to support/facilitate differentiation and teaching of mixed age classes | Digital devices are being used more regularly and effectively in class. | Observed during learning walks and through informal discussions with staff and children |
| Subscription plus resources for new learning projects | Support teachers to ensure high quality planning for a high quality curriculum | Our Curriculum Framework has been updated to incorporate new schemes of work for Music, PSHE, RE & PE. Delivery has only recently started so impact is not yet measurable. Confidence that the curriculum is high quality has increased.  | Informal discussions with staff. |
| Cover/release time for subject leads | Enable subject leaders to undertake their role effectively to provide support and guidance for all staff to deliver high quality teaching and learning | Staff absences and changes have not helped consistency or impact. The most significant impact is in the remaining two teachers and their subject leadership - maths, EYFS & phonics. | Evidence is seen in planning, teaching, children’s books, staff meeting discussions, emails to staff and resources created in Google staff drive. Feedback from LA notes of visit show positive engagement of subject leaders and progress on action plans. |

**EVALUATION**

| **Activity** | **On a scale of 1-5, with 5 being most impactful, what score would you rate this activity in terms of success for the progress and improvement of your school?** | **Reason for score. How do you know?** *Include activities/situations/experiences which have enabled you to understand/measure the impact* |
| --- | --- | --- |
| Summer term PowerMaths text and pupil books, training and interactive resources plus manipulatives for maths mastery  | 1 | 2 | **3** | 4 | 5 | Some staff attitudes and absences have not enabled the impact to be better. The groundwork and resources are now in place for this to develop and have a greater impact over the coming year. |
| £1,000 per class for books | 1 | 2 | 3 | **4** | 5 | Some staff attitudes meant that their book corners were not developed as well or as rapidly. A new teacher has already made changes to enable more positive engagement for children. |
| Storytime Phonics – training required £500 plus (4 CTs and 3 TAs) cover day 4 x £180 plus 3 x £100 | **1** | 2 | 3 | 4 | 5 | Formal training was not available. On going staff absences made in school training difficult as the two KS1 teachers were both off alternatively. |
| Hardware and software to meet ICT and remote learner needs | 1 | 2 | 3 | **4** | 5 | Some staff attitudes and absences have not enabled the impact to be better. The groundwork and resources are now in place for this to develop and have a greater impact over the coming year. |
| Subscription plus resources for new learning projects | 1 | 2 | **3** | 4 | 5 | New resources have only just started to be used. The groundwork and resources are now in place for this to develop and have a greater impact over the coming year. |
| Cover/release time for subject leads | 1 | 2 | **3** | 4 | 5 | Where release time was used well and where teachers had good attendance, there has been a positive impact. Sadly, some staff attitudes and absences made this less impactful than it could be.  |

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| **ADDITIONAL INFORMATION**

| **Question** | **Response** |
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| On a scale of 1-5, with 5 being most improvement, how much has the **teaching** in your school improved as a result of the **SIP grant**? | 1 | 2 | **3** | 4 | 5 | *Why? How do you know?*There has been significant teacher turnover, partly enabled by the SIP grant and raised expectations. Training provided highlighted gaps in understanding and attitudes to self development which support decision making and resulted in ⅘ resignations. |
| On a scale of 1-5, with 5 being most improvement, how much has the **learning** in your school improved as a result of the **SIP grant**? | 1 | **2** | 3 | 4 | 5 | *Why? How do you know?*Covid & lockdown hasn’t helped! Staff absence, attitudes and a resistance to change practice has also not helped. |
| On a scale of 1-5, with 5 being most improvement, how much has the **leadership** in your school improved as a result of the **SIP grant**? | 1 | 2 | 3 | **4** | 5 | *Why? How do you know?*There have also been significant staff changes in leadership, with 5 HTs over the year! The majority of subject leaders have left the school enabling a fresh start. The teacher remaining is the subject leader who has made the most progress with their leadership development. |

**Is there any other feedback that you would like to give or recommendations for any future OA programmes?**YesThe support the school has received through the OA programme has been immense. Unfortunately, staff absences and attitudes have had a negative impact on impact, but the groundwork is there for the future. Further work will need to focus on the same areas to ensure developments are embedded. In the future, I would like to see a whole school music project that raises aspirations and will impact on academic, social and mental health outcomes. |
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**LAIG 16.03.21**

* OA funding has made a huge difference to the budget and enabled the school to fund resources which wouldn’t otherwise have been possible.
* £20,000 un-spent currently but planned to be spent summer term.
* Darren (time funded by OA): Discussions around SEND and those pupils on the SEND register and training with Hollie (Asst. SENCo), dyslexia training, assessment of pupils in different classes. Will complete assessments in classes and give feedback as well as provide transition packages for Y6 pupils who may need additional support. Support with SEND teaching. Need to put systems in place and ensure that SEND is the priority of all staff members. Teachers need to know how to make reasonable adjustments and do so.
* Tracy Jordan – positive engagement from all staff re: STEPS. Summer term booking for physical element of training and recap of previous training.