

Targets		Why a priority?	Funding
Target 1	To Focus on Health and Wellbeing of all school community.	Health and wellbeing remains a priority for our school for several reasons. The demographic our families mean that many of our children have unsettled home lives and require significant social and emotional support to achieve their potential. These difficulties often manifest through challenging and inappropriate behaviour. This year we have several new staff so need to update our behaviour policy to ensure a consistent and fair approach. In addition, we have a new family engagement officer who will work with children and families to address barriers to learning to ensure that our attendance keeps improving. To ensure that the needs of all of our community are listened to and understood we will also introduce aspects of the Restorative Approaches into our daily practice, including in staff meetings. To support this further we will train children as Peer Mediators. For learners with a higher level of need we will introduce the Relax Kids programme and the Shine programme.	PDG/EIG
Target 2	To develop a coherent and progressive curriculum.	Curriculum mapping to date has primarily focused on developing understanding of the Areas of Learning and Development, pedagogy and horizontal coherence. Long term planning needs to be carried out to ensure that learning is built upon progressively and coherently over the 3-16 continuum. Work is planned with the cluster to develop equity of provisions across all schools and recent guidance has been released by consortium to support long term mapping.	PDG/EIG
Target 3	To improve standards in numeracy and literacy for all learners: Literacy - Develop phonics teaching. - Improve standard in handwriting across the school. - Improve standards in spelling across the school. - Improve speaking and listening skills. Maths - Develop maths teaching and learning in line with the principles of progression. - Develop mental maths recall	<u>Literacy</u> Reading data suggests that phonics teaching could be more effective 36% of Year 2 children last year had a reading age below their chronological age. Literacy leader will introduce Read, Write, Inc phonics scheme to provide greater clarity on teacher phonics. Book looks have identified handwriting and spelling as areas for improvement. An evaluation of the spelling and handwriting provision found that they can be difficult to follow and result in inconsistencies in teaching. Speaking and listening skills continue to be a focus for our learners, many of whom start school with a very low baseline and often lack language models at home. <u>Maths</u> The new maths curriculum requires some adaptations to how we teach maths. Greater focus needs to be placed on depth of understanding following the principles of progression rather than breadth of coverage. As such, our maths curriculum needs updating to reflect these changes. In addition to this, Big Maths that was introduced last year. Initial data from CLIC assessments indicate that this has started to make a significant impact on mental skills but this needs to be embedded and developed this year.	PDG/EIG