

Oswald Road Primary School Development Plan 2016/17

Key priorities based upon analysis of data and evidence from monitoring

1. Ensure that the school is at least exceeding floor standards for attainment of mathematics in KS2
2. Challenge more-able pupils in Y1 to Y6 so that more pupils exceed age-related expectations
3. Further develop the accuracy of teacher assessment for Reading, Writing and maths
4. Further develop the teaching and application of comprehension skills in reading.
5. Effectively use our Pupil Premium funding to diminish the difference between disadvantaged and non-disadvantaged pupils.

If we are successful in our plan, the achievement outcomes for pupils in July 2017 will be:

End of EYFS targets for 2016/17

GLD (good level of development) 79%

End of Y1 Phonics 86% and end of Y2 phonics 90% (9 OUT OF 10 CHILDREN)

End of KS1 targets for 2016/17

	% reaching AREs (age related expectations)	% working at greater depth/advanced
Reading	76%	18%
Writing	70%	10%
Mathematics	74%	10%

End of KS2 targets for 2016/17

	Reaching AREs	ARE combined	% working at greater depth/advanced
Reading	79%	60%	15%
Writing	75%		10%
Mathematics	72%		17%

Achievement outcomes will be checked for children on track each term (December '16, March '17 and June '17) and in pupil progress meetings each term, where the achievement of all pupils, including the more able, those eligible for the pupil premium and those receiving additional support because of SEN, will be checked.

2017/18: future priorities for the school have been identified as:

- Further develop the application of fluency, problem solving and reasoning in maths
- Develop the provision and assessment of EAL pupils and language acquisition
- Ensure opportunities for mastery and greater depth are consistently planned across the curriculum
- Distribute leadership to further develop capacity for the future

Progress through the plan will be monitored by the Governor's Teaching and Learning Committee 7/11/16, 30/1/17, 8/5/17, 10/7/17

School Development Plan 2016/17 – SEF reference - Teaching, Learning and Assessment (Section 2) and Outcomes for children (Section 4)

<p>Priority 1 - Ensure that the school is exceeding floor standards for attainment of mathematics in KS2</p> <p>Co-ordinator: JB & ST</p>	<p>Year 2016/17</p>	<p>Cost of plan = 15,778.34 (includes £8274 supply cost to provide additional Y6 teacher to target pupils through interventions and boosters and £7034.40 TA salary for FC@N intervention costs)</p>			
<p>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</p>	<p>Lead person accountable for the action</p>	<p>Time Scale Start and End dates (W/B)</p>	<p>CPD</p>	<p>Resources/Costs/Time</p>	
<p>Priority 1 <u>Maths: Exceeding Floor Standards (KS2)</u> <u>To develop differentiation in maths</u></p> <ul style="list-style-type: none"> Effective planning and delivery of pre-teach activities in maths to ascertain prior knowledge. Identify gaps in pupils' knowledge and understanding in maths through analysis of pre-teach outcomes Monitor differentiation to judge whether it is clearly linked to pre-teach assessments for teaching and learning. <p>IMPACT: Maths is effectively differentiated to match the needs of all groups of children (including SEND and more able) so that they all make good progress</p>	<p>ST JB Phase Leaders Maths Team</p>	<p>1/9/6-17/10/16</p> <p>16/11/16</p>	<p>N/A</p>	<p>Staff meeting on INSET day (1/9/16) to launch pre-teach concept.</p> <p>1 staff meeting or equivalent to monitor and review pre-teach application</p> <p>Phase leader release time to monitor and review how pre-teach outcomes inform future planning</p> <p>Rising Stars resources £414 Maths No problem resources £59.94</p>	
<p><u>To target under performing Y6 pupils</u></p> <ul style="list-style-type: none"> Identify Y6 target pupils in maths based on prior attainment who need to make accelerated progress to meet ARE by May Plan for focused small group provision for 3 mornings per week. Monitor the impact of interventions to judge whether independent skills and confidence are successfully transferred back into classroom <p>IMPACT: Target children will make accelerated progress towards ARE.</p>	<p>JB & ST Y5/6 Phase Leader WG</p>	<p>5/9/26 – 12/5/17 Reviewed half termly</p>	<p>N/A</p>	<p>WG Supply £98.50 / half day for 3 days x 28 weeks £8274</p> <p>Additional support provided by SLT boosters ST - 5 hrs JB - 3hrs</p>	
<p><u>Plan and deliver bespoke maths intervention (FC@N) intensive support in Years 1, 2, 3 and 4.</u></p> <ul style="list-style-type: none"> FC@N training for TA3s in Y3/4 FC@N training for link teachers Y1, Y2, Y4 Baseline assessments to identify areas of maths that need further support High quality first teaching provided in sessions Short, focused fun activities to engage and challenge learners Monitoring transfer of skills and confidence back into the classroom Exit assessment to measure impact of FC@N <p>IMPACT: There will be fewer 'gaps' in children's mathematical understanding enabling a good rate of progress</p>	<p>Link teachers HC JD JB</p> <p>TA3s EW LC SJ</p>	<p>Check training dates for FC@N</p> <p>Sept 2016</p>	<p>FC@N training for TA3s including training for 2 link teachers</p> <p>Staff meeting 1/3/17</p>	<p>£900</p> <p>Purchase FC@N resources £469 FC@N Assessment Book</p> <p><u>Weekly TA time</u></p> <p>Staff meeting 1 x 1hr</p>	

<u>To monitor outcomes of maths for specific groups</u> <ul style="list-style-type: none"> • Focused pupil progress meetings • Support provided to RQTs by mentors for effective analysis of data in preparation for PP meetings • Meeting and minutes reflect challenge of target pupils • Focused discussion on prior attainment and future aspirational targets • MLT to feedback re outcomes of target children to SLT (half termly) • Termly T&L committee meetings <p>IMPACT: PP meetings will focus teachers on specific target groups based on in-depth data analysis and outcomes. Through discussion staff will feel supported in how to challenge these pupils effectively by sharing good practice across the school</p>	JB & ST Phase Leaders	Termly Pupil progress meetings (Dec, March, June) Termly phase leader interim PP 'Health Checks' to monitor progress of target children (Oct, Feb, May) Termly T&L committee meetings	N/A	1 afternoon per half term dedicated for phase leaders to conduct PP Health Checks.
---	--------------------------	---	-----	--

Monitoring

Who	What	Where	When	How	External Validation
JB, ST Phase Leaders	Maths monitoring: Data analysis, pupil voice, book looks, QA focus visit, T&L review.	Staff meetings Pupil progress meetings Termly and data collection SLT meetings T&L Committee meetings SLT learning walks	PP meetings - December/ March/ June Lesson obs linked to appraisal calendar – see QAC Learning walks – Maths focus – see QAC Phase leader tasks within release time ½ day / fortnight	Evaluation of differentiation in maths books Evaluate quality of teaching in lesson obs Evaluate progress and attainment in maths books Data scrutiny to identify children who need additional support Scrutiny of data/ Learning walks/ termly report to govts/ Phase leaders' notes in their books/ Pupil voice surveys	QA reports OFSTED

Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> • By the end of the academic year at least 75% of each cohort (Y1 to Y6) will reach age related expectations in maths and at least 10% will be working above ARE • Year 6 will be in line with national average attainment for maths 	<p>By Dec 2016</p> <ul style="list-style-type: none"> • 30% of each cohort on track to meet ARE (maths) • 5% of each cohort on track for exceeding ARE (maths) • 75% of Y6 higher attainers on track for exceeding ARE (maths) <p>By March 2017</p> <ul style="list-style-type: none"> • 60% of each cohort on track to meet ARE (maths) • 10% of each cohort on track for exceeding ARE (maths) • 85% of Y6 higher attainers on track for exceeding ARE (maths) <p>By June 2017</p>	

	<p>75% of each cohort on track to meet ARE (maths)</p> <ul style="list-style-type: none"> • 15% of each cohort on track for exceeding ARE (maths) • May 2017 - 100% of Y6 higher attainers on track for exceeding ARE (maths) 	
--	--	--

END OF YEAR EVALUATION	NEXT STEPS
Complete at end of year	Complete at end of year

School Development Plan 2016/17 – SEF reference - Teaching, Learning and Assessment (Section 2) and Outcomes for children (Section 4)

Priority 2 - Challenge more-able pupils in Y1 to Y6 so that more pupils exceed age-related expectations Co-ordinator: JB and ST	Year 2016/17	How much will the plan cost – £1697.50			
Action (for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/B)	CPD	Resources/Costs/Time	
<u>Priority 2</u> <u>To develop mastery in maths and challenge for the more-able</u> <ul style="list-style-type: none"> Daily maths lessons to always include a challenging task that requires children to grapple with numbers for those children who are able to move on to it. Children to work collaboratively to enhance reasoning and understanding <p>IMPACT: “Mastery” approach embeds a deep knowledge and understanding of mathematical concepts. The collaborative model is set to increase pupil participation and will particularly support higher order thinking and reasoning which will impact on performance of children.</p>	ST Phase Leaders Maths Team	5/9/6-17/10/16 Reviewed half termly	Refresher for all staff – 1hr MTSA Maths Mastery in Action [FW] 15 min agenda item for each phase meeting (once every 4 wks)	Staff meeting 16/11/16 £90 8 x 15min meetings Resources: Mastery & deeper learning – Focus Ed £25 x 3 = £75 Rising Stars Brain Academy resources Y5/6 £163.50	
<u>To develop reasoning skills in all children in Y1 to Y6</u> <ul style="list-style-type: none"> Investigate a range of strategies and models with staff to encourage children to respond to and record reasoning skills Plan for regular opportunities for children to reason mathematically, following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language (written and oral). <p>IMPACT: Children become more skilled in explaining their mathematical thinking to others, both in an oral and written form</p>	HC JD PS NG	16/11/16 18/1/17 28/4/17 (INSET)	2 staff meetings – 2 ½ hrs 1 x INSET (Half day) 3 hrs	Staff meeting and INSET time	
<u>To embed bar model strategy for problem solving in Y5 and Y6</u> <ul style="list-style-type: none"> Access to Singapore Maths support within cluster Sharing good practice and modelling to staff Bespoke support for RQT as part of induction as a new member of staff into Y5 Y5 and Y6 teachers to become familiar with a range of bar models appropriate to Year group Bar modelling is regularly used in problem solving across Upper KS2 as a strategy – evident in through books looks. <p>IMPACT: Children starting to use more ‘abstract’ symbols with confidence. This will support a more strategic and systematic approach to problem solving increasing accuracy of problems and independence. Children will be more successful in answering multi step calculation problems more accurately.</p>	CK	CK to introduce bar model training to Y5/6: Y6 – WB 26/9/16 Y5 – WB 14/11/16	RQT (CD) induction programme with CK 3 x 1hr	Phase leader meetings 2 x 1hr RQT mentoring 3 x 1hr	

<p><u>Provide lower ratio teacher to child teaching groups in Y6 so pupils receive bespoke feedback.</u></p> <ul style="list-style-type: none"> Y6 maths – WG to teach the target children 4 lessons per week. JB to teach the higher attaining children 2 lessons per week ST to teach target children 3 lessons per week CK running lunchtime maths Brain Academy challenge club for more able children 1 x per week CK to set up girls maths club 1 x per week Y6 teachers to teach different groups 5 lessons per week. Composition of target groups to be regularly reviewed to maximise impact. <p>IMPACT: To further enable children to take part in discussion, active participation, feedback and reflection, and to consolidate learning, clarify understanding, and explore ideas and concepts in smaller settings to reduce distractions or reluctance of participation. Children will receive more focused support and ‘push’ leading to greater progress and increased attainment.</p>	Y5/6 Phase Leader CK	5/9/26 – 12/5/17 Reviewed half termly Brain Academy – October to May	N/A	<p>Weekly WG – 6hrs ST – 5hrs JB – 3hrs</p> <p>CK/WG 45mins meeting for planning</p>
---	-------------------------	---	-----	--

Monitoring

Who	What	Where	When	How	External Validation
Leadership team (includes Maths team)	<p>Quality of teaching and learning</p> <p>Pupil progress and attainment</p> <p>Evidence of reasoning/challenge</p> <p>Talking to children</p>	<p>Maths leadership time</p> <p>Phase Leadership meetings</p> <p>Pupil progress meetings</p>	<p>1 x ½ days per half term (Maths team)</p> <p>2 per term (Phase meetings)</p> <p>Sept’16, Nov’16, Jan’17, March’17, May’17, July’17</p> <p>Jan’17, Apr’17 June’17</p>	<p>Lesson observations</p> <p>Book monitoring</p> <p>Learning walks</p> <p>Data analysis</p> <p>Pupil voice.</p>	<p>Ofsted</p> <p>QA reports</p> <p>Data</p> <p>SATs paper etc</p>

Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>		
SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
Percentage of children assessed as exceeding in Maths July 2017 Y1 – 10% Y2 – 18% Y3 – 10% Y4 – 12% Y5 – 10% Y6 – 11%	<p>By Dec 2016 At least 5% of each cohort are on track evidenced through summative assessments and evidence</p> <p>By March 2017 At least 7% of each cohort are on track evidenced through summative assessments and evidence</p> <p>By June 2017 At least 10% of each cohort are on track evidenced through summative assessments and evidence</p>	

END OF YEAR EVALUATION	NEXT STEPS
Complete at end of year	Complete at end of year

School Development Plan 2016/17 – SEF reference - Teaching, Learning and Assessment (Section 2) and Outcomes for children (Section 4)

Priority 3 - Further develop the accuracy of teacher assessment for Reading, Writing and maths Co-ordinator: JB and ST	Year 2016/17	How much will the plan cost – £1636			
Action (for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/B)	CPD	Resources/Costs/Time	
Priority 3 <u>To develop confidence and accuracy of teacher assessment in reading and maths</u> <ul style="list-style-type: none"> Teachers have specific tangible examples from published exemplification materials to refer to in order to cross moderate and inform their teacher judgements. Rising Star progression documents are used effectively to support teacher judgements in reading and maths Rising Stars half termly tests are used to support teacher judgements (R and M) Teachers use 3 pieces of evidence against each target to assist in judgements whether targets are <i>emerging</i>, <i>developing</i> or <i>secure</i> IMPACT: Teachers' judgements are more secure and backed up with 3 pieces of independent concrete evidence. Y2 and Y6 Teacher assessments will be inline with SATs test results	ST	19/10/16 check dates with ST	EY2P English Leadership course [SG] 1 Ed Whole Brain Spelling course [SG]	£85 £129 Rising Stars Half Termly Maths Tests £450 Staff meeting 1 x 1hr Phase meetings 3 x 1hr	
<u>To develop confidence and accuracy of teacher assessment in writing</u> <ul style="list-style-type: none"> Teachers have specific tangible examples from published exemplification materials to refer to in order to cross moderate and inform their teacher judgements. Teachers use a range of exemplification pieces of writing to inform judgements against different genres of writing Rising Star progression documents are used effectively to support teacher judgements in writing Teaching staff to attend in school and cluster moderation for writing IMPACT: All teaching staff are confident in assessing writing under the new assessment system. Consistency throughout school.	ST KR	9/2/17 Chorlton CofE cross school moderation 7/12/16 Y2/Y6 Cluster moderations – 8/2/17, 10/2/17, 28/3/17, 27/4/17	Primary Education Writing course [ST/KR] KR/JD/CK MTSA writing cluster moderation Y2 Writing Moderation Y2 Teachers (New and Exp) Writing moderation training [J. Sloan]	£50 £437.50 £129 £95 Staff meeting 1 x 1½ hrs Phase meetings 3 x 1hr <u>Resources:</u> Primary Ed Writing exemplification materials £100 Lancashire Writing	

				exemplification materials £160.50
--	--	--	--	---

Monitoring

Who	What	Where	When	How	External Validation
Sarah Turner and members of the English and Assessment team.	<u>Book Monitoring:</u> Quality of feedback, regularity of extended writing, maths activities, quality assuring teacher judgements by reviewing independent evidence in books <u>Planning monitoring:</u> Reading sessions detailed as planned. <u>Involved in learning walks:</u> Teaching of reading, modelling writing. Data analysis	<i>Reading, Writing and Maths leadership time</i> <i>Leadership meetings/leadership monitoring</i> <i>Pupil progress meetings</i>	<i>6x½ days for subject leader – see monitoring calendar</i> <i>Lesson obs linked to performance management – see monitoring calendar</i> <i>Pupil progress meetings Jan/April/June</i> <i>Learning Walks – English focus – see monitoring calendar</i>	<i>Evaluate quality of teaching in lesson obs</i> <i>Evaluate progress and attainment in writing books</i> <i>Data scrutiny to identify children who need additional support</i>	QA visits OFSTED

Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>Teacher judgements will be consistent and in line with externally validated SATs in Y2 and Y6.</p> <p>Writing moderation will show a consistent application of teacher assessment judgements backed up with independent evidence.</p> <p>All teachers Y1 to Y6 will be confident in their assessments judgements</p>	<p>By Dec 2016 Through cross-year group, cross-phase and cross-school moderation as well as applying Rising Stars progression framework documents, teachers will feel more secure in their judgements based on 3 pieces of independent evidence.</p> <p>By July 2017 Teacher assessments for Y2 and Y6 will be in line with external assessments SATs.</p>	

END OF YEAR EVALUATION	NEXT STEPS
Complete at end of year	Complete at end of year

School Development Plan 2016/17 – SEF reference - Teaching, Learning and Assessment (Section 2) and Outcomes for children (Section 4)

Key Priority 4: Further develop the teaching and application of comprehension skills in reading. Co-ordinator: SG, ST	Year 2016/17	How much will the plan cost - £24,723.49 (includes £20,287.80 Targeted Reading teacher intervention)			
Action (for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/B)	CPD	Resources/Costs/ Time	
Priority 4 <u>Reading: Comprehension skills</u> <ul style="list-style-type: none"> Review Cracking Comprehension resources to ensure they accurately reflect the structure of the KS1 and KS2 SATS. From September, use existing Rising Stars materials to provide children with opportunities to practise written answers. Inference training for staff or for pupils? ST to deliver Cracking Comprehension training with staff. IMPACT: Staff are trained and feel supported to use Cracking Comprehension resources that develop application of comprehension skills evident in workbooks?.	ST SG	30/11/16 7/10/16 – 21/10/16	Inference training – Jan Owens ST to deliver staff training on Cracking Comprehension	Staff meeting – 2hrs £275 + £7.50 per delegate = £455 Rising stars Tests £250 Cracking Comprehension book Y1 £125 4 x ½ hr phase meeting time	
<ul style="list-style-type: none"> Analyse the skills tested and number of marks awarded in 2016 KS2 reading SATs. Share outcomes with staff and relate to different reading activities to teach the skills rather than test them with a set of questions. Look at common errors made on 2016 reading SATs and share outcomes and implications with staff. Moderated assessments in reading to ensure greater accuracy by specifically noting which age related book band teachers should be assessing against to develop a shared understanding of expected attainment in each year group. (Benchmarking toolkit being used) IMPACT: Reading assessments are more consistent and using age related texts to judge targets which are secure	JB ST ST (Y2) SG (Y1-Y6)	12/9/16 – 19/9/16	N/A	Extending Home Reading resources £1104.06	
<ul style="list-style-type: none"> Teaching staff to revise timetables and give timetabled Guided Comprehension focus 5 lessons per week Adapt ECAR role to ensure more in class support is provided for target children to develop application of comprehension skills IMPACT: Children are more skilled in answering comprehension questions in a written form	Phase leaders	6/12/16 5/9/16 to 21/7/17	N/A	£20,287.80	
<ul style="list-style-type: none"> Reading – guided comprehension intervention timetabled for target and pupil premium children. IMPACT: Targeted and Pupil Premium children read more regularly in school	Phase leaders	26/9/16 reviewed half termly	N/A		
<u>Reading - Engagement</u> <ul style="list-style-type: none"> World Book day – Launch 20 Reading book Challenge Reading Bench competition 	SG SM	3/3/17 3/3/17 – 19/7/17		Purchasing books for the 20 Book reading challenge in each	

<ul style="list-style-type: none">• Reading miles events• Regular D.E.A.R (Drop Everything And Read) events• Visits planned for children to visit Chorlton Library to meet authors• Purchase new books for Reading Book challenge						cohort £1001.63 Read Manchester Book bench project £1500
IMPACT: More children are reading for pleasure						
Monitoring						
Who	What	Where	When	How	External Validation	
Sarah Turner Sarah Greenway	<u>Reading monitoring:</u> Pupil voice monitoring reading records, reading activities, timetables <u>Planning G Reading monitoring:</u> Reading sessions detailed as planned. Data analysis	<i>Reading subject leader time</i> <i>Leadership meetings/leadership monitoring</i> <i>Pupil progress meetings</i>	<i>6x½ days for Reading leader – see monitoring calendar</i> <i>Pupil progress meetings Jan/ April/ June</i> <i>Learning Walks – English focus – see monitoring calendar</i>	<i>Evaluation of reading records</i> <i>Evaluate progress and attainment in reading comprehension books</i> <i>Data scrutiny to identify children who need additional support</i>	QA visits OFSTED	
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>						
SUCCESS CRITERIA		MILESTONES		EVIDENCE OF IMPACT FROM MONITORING		
<ul style="list-style-type: none">• By the end of the academic year at least 75% of each cohort (Y1 to Y6) will reach age related expectations in Reading and at least 10% will be working above ARE• Year 6 will be in line with national average attainment for reading <u>Greater Depth Predictions:</u> Y1 – 11% Y2 – 28% Y3 – 7% (lower than target due to 0% GD in Y2 SATs) Y4 – 9% Y5 – 12% Y6 – 21%		By Dec 2016 <ul style="list-style-type: none">• 30% of each cohort on track to meet ARE (reading)• 5% of each cohort on track for exceeding ARE (reading)• 75% of Y6 higher attainers on track for exceeding ARE (reading) By March 2017 <ul style="list-style-type: none">• 60% of each cohort on track to meet ARE (reading)• 10% of each cohort on track for exceeding ARE (reading)• 85% of Y6 higher attainers on track for exceeding ARE (reading) By June 2017 75% of each cohort on track to meet ARE (reading) <ul style="list-style-type: none">• 15% of each cohort on track for exceeding ARE (reading)• May 2017 - 100% of Y6 higher attainers on track for exceeding ARE (reading)				

--	--	--

END OF YEAR EVALUATION	NEXT STEPS
Complete at end of year	Complete at end of year

School Development Plan 2016/17 SEF reference – Personal Development, behaviour and welfare (Section 3)

<p>Key Priority 5: Effectively use our Pupil Premium funding to diminish the difference between disadvantaged and non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • 75% non-SEN children attaining age related expectations in Maths, reading and writing by the end of the academic year • All SEN/ Pupil Premium children making good progress from their starting points. <p>Co-ordinator: ST, JB</p>	<p>Year 2016/17</p>	<p>How much will the plan cost - £6605 [See PPG Expenditure report for breakdown of spending]</p>			
<p>Action (for each action include briefly 'how' and what the intended impact on the provision will be)</p>	<p>Lead person accountable for the action</p>	<p>Time Scale Start and End dates (W/B)</p>	<p>CPD</p>	<p>Resources/Costs/Time</p>	
<p>Key Priority 5: Effective use of PPG</p> <ul style="list-style-type: none"> • Analyse last year's data in regards to allocation of Pupil Premium spending and the impact on closing the gap • Monitor what provisions/interventions were effective • Develop analysis and tracking to adapt and change the PP provision • Monitor progress of PP children within pupil progress meetings • Raise profile of PP children within appraisal targets • Class teachers to focus and analyse progress of PP children within pupil progress paper work and appraisal cycle - detailing targets and additional support. • Provision for PP children to be updated following each Pupil Progress Meeting <p>IMPACT – teachers are accountable for accelerating progress as children achieve smart targets set in core subjects. Provision mapping clearly records 'additionality' for Pupil Premium children</p>	<p>SLT Phase leaders</p>	<p>Appraisal paperwork completed by 30.9.16</p> <p>Pupil progress meetings <i>October 2016</i> <i>Jan 2017</i> <i>March 2017</i> <i>June 2017</i></p>	<p>One Ed Targeting Pupil Premium course [ST]</p> <p>Support for new appraisers through mentoring with SLT</p>	<p>£95</p> <p>1 staff meeting x 1hr</p> <p>Pupil progress meetings <i>October 2016</i> <i>Jan 2017</i> <i>March 2017</i> <i>June 2017</i></p>	
<p>To identify children who are not on track to reach end of year target</p> <ul style="list-style-type: none"> • Complete beginning of year baseline of all attainment and progress data • Refresher training/new staff training in tracking system for data management • Analyse progress and attainment data after each Assessment Point and identify priority pupils who are underachieving. <p>IMPACT – PP Children are making good progress towards their end of year targets</p>	<p>JB ST Phase leaders</p>	<p>By 23/9/16</p> <p>In house tracker update training 19/10/16</p> <p>Assessment Points to update trackers 16/12/16, 17/3/17 23/6/17</p>	<p>Data tracking update training</p>	<p>Staff meeting 30 mins</p> <p>Specific new staff training 30mins</p>	
<p>Plan and deliver effective interventions/ individual support and small group teaching</p> <ul style="list-style-type: none"> • -Bespoke and time limited additional learning programmes planned and delivered to address specific gaps/learning needs of Pupil Premium children. • Bespoke and time limited additional learning programmes to provide more challenge for higher attaining Pupil Premium children – Y2 and Y6 • Use high quality, experienced teachers to deliver programmes. 	<p>Phase leaders</p>	<p>Starting w/b 12/09/16 and continuing throughout the year</p>	<p>TTP training FC@N training</p> <p>FC@N staff INSET 1/3/17</p>	<p>£6510</p> <p>Staffing costs TTP intervention (Y3-Y6) FC@N Intervention (Y1-Y4)</p> <p>FC@N staff meeting 1 x 1.5</p>	

IMPACT: Improved rate of progress of PP children as learning needs are addressed				hrs
<u>To ensure feedback is impacting positively on pupil progress</u> <ul style="list-style-type: none"> Pupils regularly receive specific feedback including targets for improvement Pupils are appropriately challenged in their learning IMPACT: Books show good levels of progress	SLT Phase leaders	Book look monitoring – see monitoring plan	SLT mentoring phase leaders and English and Maths leaders through book looks and reviews	Phase leader release time 1 x ½ day each week Staff release time KR (Writing) HC, JD, PS, NG (Maths team)
<u>To ensure spending of the Pupil Premium grant is having impact on achievement</u> <ul style="list-style-type: none"> Monitor the impact of spending against the academic progress of pupils. Monitor impact of spending against the personal development progress of pupils Termly summary report to T&L committee T&L Governor learning walks IMPACT: School leaders are confident that the grant is being spent efficiently and effectively	JB	Reports to Governors 7/11/16, 30/1/17, 8/5/17, 10/7/17 T&L Governor Learning walks 28/9/16, 19/10/16, 3/2/17, 3/3/17, 19/5/17, 12/7/17	N/A	

Monitoring

Who	What	Where	When	How	External Validation
SLT Teaching & Learning committee Governing Body	Work books Achievement data Teaching/learning Planning for interventions	Leadership time Leadership meetings Pupil progress meetings Teaching & Learning committee meetings Governor meetings	Reviewed at SLT meetings End of each half term Pupil progress meetings October 2016 January 2017 April 2017 June 2017 T&L Governor meetings 7/11/16, 30/1/17, 8/5/17, 10/7/17	Review of passports Data analysis – progress and attainment Lesson observations Learning walks Case studies Reports to Governors	QA report T&L Governor reports OFSTED

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> At least 75% Pupil Premium children who are not on the SEN register attain at least age related expectations in Maths, reading and writing by the end of the current academic year All Pupil Premium children who are on the SEN register make good progress from their starting points 	By Dec 2016 <ul style="list-style-type: none"> 20% of each cohort on track to meet ARE (R, W and M) By March 2017 <ul style="list-style-type: none"> 50% of each cohort on track to meet ARE (R, W and M) By June 2017 <ul style="list-style-type: none"> At least 75% of each cohort on track to meet ARE (R, W and M) 	

END OF YEAR EVALUATION OF PLAN	NEXT STEPS
---------------------------------------	-------------------

Complete at end of year	Complete at end of year
-------------------------	-------------------------

School Development Plan 2016/17 – SEF reference Early Years Foundation Stage – Section 5

PRIORITY 6 – To maintain good progress and outcomes for children in the Early Years resulting in 79% of the Reception class (2016-17) attaining a good level of development by the end of the academic year			Cost of plan - £17,806 (Includes £15,230 for EYFS shelter)		
Coordinator: LT	Lead person accountable for the action	Time Scale Start and End dates (W/B)	CPD	Resources/Costs/Time	
ACTION - IMPACT					
<u>Complete in depth analysis of 2015 – 16 data for Reception and Nursery children</u> <ul style="list-style-type: none">Identify any areas of provision/curriculum to further investigate based on data analysis eg 'Where do Oswald Road Primary's pupils not attain as well as LA's?'Identify any significant groups who might be underachieving compared to LA data IMPACT – Thorough understanding of strengths and areas of development to feed into the SDP. Monitoring progress and attainment of children to identify which children require further interventions.	LT	Data analysis – WB 12/9/16 – 19/9/16 Pupil progress meetings October 2016 Jan 2017 March 2017 June 2017		EYFS monitoring time for year <i>Weekly staff cover</i> 35 x 1/2 days	
Investigate how to make best use of the outdoor area in Reception. <ul style="list-style-type: none">Monitor use and effectiveness of outdoor provision in Reception and how this is impacting on learning.Plan and provide opportunities to develop key skills in the outdoor learning spaceDevelop provision and EYFS playground developmentEYFS leader (LT) and Nursery lead (NG) to attend EY2P training IMPACT – Outdoor area being used in a more structured and organised way which directly impacts of children's levels of development.	LT	EY2P training 8/11/16	EY2P cluster training	EY2P training and cluster £240 EYFS playground development £15230 EYFS Resources - £2336	
<u>Ensure assessments are accurate and represent children's attainment.</u> <ul style="list-style-type: none">Use schools baseline assessment to assess children on entry to ReceptionIn school EYFS team moderation 4 times in yearCluster moderationCluster baseline moderation for Reception data. IMPACT – Data is accurate and validated.	LT	Baseline 19/9 – 28/9 In school moderation 4 dates 29/10 15/12 6/4 22/6 Cluster moderation with Chorlton CofE 7/12/16		4 EYFS phase team meetings 1 staff meetings	
Monitoring					
Who	What	Where	When	How	External Validation
EYFS lead HW (SLT mentor)	Quality of teaching and learning Quality of learning environments and provision.	EYFS monitoring time Leadership meeting	2 x per half term – see Monitoring plan	Learning walks Lesson observations Monitoring learning journeys Pupil progress meetings	OFSTED QA reports

	<i>Quality and quantity of learning journeys.</i> <i>Accuracy of assessments.</i> <i>Pupil progress and attainment.</i>			<i>Data analysis</i> <i>Case studies of children</i>	
--	---	--	--	---	--

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> 85% of children who spend 3 terms in Nursery make at least 3 points progress in CLL, PD, PSE, Literacy and Maths from entry to the end of Nursery (using Ages and Stages) 79% of the Reception class achieve a Good Level of Development at the end of the academic year 	<p>Dec 2016</p> <ul style="list-style-type: none"> On entry assessments analysed and bespoke learning programmes in place for identified children. Outdoor learning space has been re-resourced and is being used effectively and regularly. At least 54% of the Reception class are on track to attain a Good Level of Development <p>March 2017</p> <ul style="list-style-type: none"> Data analysis monitored separately for pupils who attended/didn't attend ORPS Nursery (Sept 16 intake) shows clear reduction in the % of children not at age related expectations. At least 67% of the Reception class are on track to attain a Good Level of Development 	

END OF YEAR EVALUATION OF PLAN	NEXT STEPS
Complete at end of year	Complete at end of year

School Development Plan 2016/17 SEF reference – Leadership and Management (Section 1)

			Cost of plan - £2270	
Action-Impact	Lead person accountable for the action	Time Scale Start and End dates (W/B)	CPD	Resources/Costs/ Time
<ul style="list-style-type: none"> Introduce monthly phase meetings to drive improvement over time in a systematic and measured approach and to make staff meetings more manageable Phase leaders to lead these meetings with SLT mentoring support to drive improvement. Notes of meetings written up during the meeting and agreed Termly QA visits – focusing on school development and leadership capacity <p>IMPACT – Training and agreed expected outcomes from staff meetings are monitored within each phase and followed up to ensure greater consistency in how they are applied. This leads to greater capacity and consistency for school development and addresses misconceptions or miscommunication of expected outcomes</p>	JB and ST	Monthly meetings, condensed notes taken and put into a report format of each phase which are fed back to T&L committee each term	N/A	1 hr each month Education consultancy £450 x 2 days = £900 Pennine School Improvement Ltd = 3 days = £450 x 3 = £1350
<ul style="list-style-type: none"> All phase leaders to complete phase log books every time they monitor learning to identify strengths and next steps and to aid the drive for improvement Share Phase leader impact reports with T&L governors each half term. <p>IMPACT – T&L Governors are acutely aware of the focus and progress towards aspects of school development and how the specific actions are being addressed across each phase</p>	SLT mentors	Fortnightly phase leader release time	N/A	Phase Books £20
<ul style="list-style-type: none"> Ensure governors are more involved in the monitoring of the school Identified governors to attend workbook scrutiny, drop-in observations, governor pupil voice session to inform their strategic planning and understanding of the school's position. <p>IMPACT – T&L Governors have a greater awareness of the procedural aspects of monitoring T&L across the school and how this feeds into the action plans and reports to FGB</p>	JB	Link to monitoring calendar.	As necessary, led by the SLT.	Governor time
<ul style="list-style-type: none"> Phase leaders to carry out more in-depth cross-phase monitoring and moderation to produce analysis and feed back outcomes to SLT <p>IMPACT – SLT are able to be more strategic in their monitoring and less operational other than through quality assuring monitoring linked to monitoring calendar</p>	SLT mentors	Link to monitoring calendar.	As necessary, led by the SLT.	Staff release time
<ul style="list-style-type: none"> Develop closer collaboration amongst staff by providing clearer face to face communication channels Weekly staff briefings to prepare staff for upcoming events, deadlines and weekly updates and reduce amount of emails Creating phase forums for staff to discuss ideas and air concerns with leaders <p>IMPACT – Staff have more opportunity to collaborate ideas by coming together more regularly and whole school updates/actions can be aired in an open forum without miscommunications/misunderstanding through emails</p>	JB ST	Weekly staff briefing 8.20 – 8.40	N/A	

Monitoring					
Who	What	Where	When	How	External Validation
<i>JB</i>	<i>Outcomes and provision.</i>	<i>Staff mtg /progress mtgs termly and data drops</i>	<i>Nov/Feb/June</i>	<i>Scrutiny of data/ Lesson Observations/ termly report to govts/ leaders' notes in their logs/ surveys</i>	<i>3 x QA visits in Autumn, Spring and Summer term.</i>

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> Greater consistency across the school with regards to the smooth running and implementation of new initiatives. Staff feel more involved and have greater understanding of whole school-led actions and developments. 	<p>By December 2016</p> <ul style="list-style-type: none"> SLT to support and mentor phase leaders through 1 round of book look and review for Maths and writing. Phase leaders to complete half termly phase report for SLT and T&L Governors JB/ST to link with Phase leaders to complete agendas for phase meetings <p>By March 2017</p> <ul style="list-style-type: none"> Phase leaders to conduct round of book reviews with maths and writing leaders, information to be fed back to SLT via report of phase. Phase leaders to bring specific agenda items up within MLT that they wish to address based on their own monitoring and evaluation of phase. 	

END OF YEAR EVALUATION OF PLAN	NEXT STEPS