



School Development Plan 2017-2018

Outcomes for Pupils							RAG		
Actions	Who	Monit or	When	Funding / Year	Outcome	Progress / Impact to date	A	S	S
							A	S	S
<p>Progress: Termly Data Tracking completed. Moderation/ standardisation in place and used to support/ check teachers' judgements. Pupil Progress meetings termly with mid point reviews. Performance management/ accountability linked to pupil progress. Cross curricular approach to teaching ensures equally high standards across the curriculum. Monitoring with feedback linked to principles, directly informs coaching and cpd Teachers embed reading, writing, communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p>	DHT	Ian Scarret / David Miller	Aut Spr Sum	Release for any PPM 2016 -17 2017-18	Throughout each year group and across the curriculum , including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.				
<p>Progress –Disadvantaged and SEND Pupils SEND: Monitor progress of children through assessment. Moderation/ SEND pupil progress meetings. SENco to monitor Intervention groups, advise support staff in identified as needing to make more progress. Rapid intervention. SENDCo performance management/ accountability Tracking specifically for SEND High expectations for SEND children- breaking objectives down, not going back to previous years. Accountability for class teachers with SEND pupils. Disadvantaged: Understand the needs of each individual. Provide academic and pastoral intervention. Monitor progress of key groups. Monitor progress of children through assessment. Intervention groups to support those identified as needing to make more progress.</p>	DHT	Karen Forbes / Catherine Foster	Aut Spr Sum	Release for any PPM 2016 -17 2017-18	The progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. From different starting points, the proportions of pupils making and exceeding expected progress in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. The progress gap for children who are pupil premium and those who are special educational needs will close. The proportion of children who are making accelerated progress to catch up with ARE increases. The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.				
<p>Attainment Attainment data analysed in every year group. Attainment/ progress targets set and linked to progress monitoring (see above)</p>	DHT	Ian Scarret / David Miller	Aut Spr Sum	Release for any PPM 2016 -17 2017-18	The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.				
<p>To ensure that phonics teaching is highly effective in EYFS and also in Year 1.</p>	JL				A rise in the progress of phonics data from EYFS data in Reading.				