



Portishead Primary School

# Raising Attainment and Progress Plan September 2019 – July 2020





## **Vision and Aims**

Over the next three years we will embed our four key pupil characteristics into everything we do. All children will be provided with opportunities to develop and demonstrate each characteristic during their time at PPS. Through the delivery of the curriculum, provision of enrichment activities and because of how staff and governors role model these characteristics, each child will leave Portishead Primary equipped to continue with the next phase of their education as aspiring leaders, global citizens, lifelong learners and resilient, confident children.

### **To achieve its aims, Portishead Primary School will:**

- Further develop the EYFS applying the recommendation of “Bold Beginnings”.
- Embed Mastery Maths from EYFS to Year 6.
- Enhance the reading provision from EYFS to Year 6 including phonics so that children make strong progress from their starting points.
- Accelerate pupil progress across KS2 with a particular focus on continuing to improve outcomes for disadvantaged pupils.
- Enhance the progression of knowledge and key skills as well as embedding the 4 pupil attributes of the school vision across all national curriculum subjects.
- Develop the environmental sustainability of the school.
- Create a culture that values and prioritises the mental health of all stakeholders.

### **Our pupils are encouraged to:**

- *Aspiring Leaders*
- *Global Citizens*
- *Lifelong Learners*
- *Happy and Confident Children*

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## **2019/2020 Raising Attainment and Progress Plan: Priority areas for development are:**

**Previous Ofsted with Date: June 25<sup>th</sup> 2019**

**What does the school need to do to improve further?**

- Continue to drive forward improvements in the early years provision
- Further develop a curriculum that develops pupils' skills so that they make the best possible progress across all subjects
- Develop the capacity for subject leaders across the curriculum to monitor and evaluate what is, or is not, working well and why, in the subjects they lead.

**Key Priorities - From School Self-Evaluation Framework and data analysis**

**Area for Improvement 1-The quality of education:**

<b>1</b>	<b>Develop an agreed progression in skills across reading, writing, maths and key curriculum areas so that all children make good progress.</b>
<b>2</b>	<b>Develop the provision for reading across the whole school so that children make rapid progress across KS2</b>
<b>3</b>	<b>Embed the mastery maths curriculum</b>

**Area for Improvement 2-Behaviour and attitudes:**

<b>1</b>	<b>Ensure that there is a consistent culture of high expectations for all pupils</b>
<b>2</b>	<b>Enhance the effectiveness and enjoyment of home-learning opportunities for children.</b>
<b>3</b>	<b>Embed and enhance the anti-bullying culture within the school</b>

**Area for Improvement 3-Personal Development:**

<b>1</b>	<b>Develop the global citizenship of the pupils and reduce the environmental impact of all stakeholders</b>
<b>2</b>	<b>Nurture the mental health and wellbeing provision to develop the resilience of the children</b>
<b>3</b>	<b>Provide a wider range of leadership opportunities for all pupils</b>

**Area for Improvement 4-Leadership and management:**

<b>1</b>	<b>Develop the subject leadership to improve outcomes of all pupils across the National Curriculum</b>
<b>2</b>	<b>Reduce the unnecessary workload of staff and use directed time wisely to support staff wellbeing</b>
<b>3</b>	<b>Enhance the communication with parents to support the progress of all pupils</b>

**Area for Improvement 5: The quality of Early Years Education in schools:**

<b>1</b>	<b>Embed the recommendations of “Bold Beginnings” to further develop the EYFS</b>
<b>2</b>	<b>Ensure the induction of the new EYFS team is effective so that the quality of teaching remains at least good.</b>
<b>3</b>	<b>Enhance the transition processes from EYFS into KS1</b>

**2020 Primary Targets**

### Area for Improvement 1 – Quality of Education

#### Success Criteria:

- By July 2020 the school has detailed skills progression maps for Reading, writing and maths.
- By July 2020 progress and attainment in reading at the end KS2 is more closely aligned to writing.
- By July 2020 Phonics check outcomes are at national or above.
- By July 2020 a mastery approach to mathematics is embedded in the teaching approach from EYFS to Year 6.
- By July 2020 outcomes at the end of KS2 will be at least in line with LSP averages and above national outcomes in reading, writing and maths.

This will be achieved by:

- Embedding key aspects of the Literacy Tree curriculum across the school.
- Phonics audit and separate action plan led by a phonics dedicated leader with support from the English Hub.
- Termly cycles of monitoring on phases focussed on pupils at risk of not making at least expected progress with additional support to staff as required.
- Pupil progress and phase progress meetings with close attention to reading outcomes.
- School and LSP moderation meetings.
- 6 x LSP standards meetings.
- Leadership and attendance at a Boolean hub CRG.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
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<p>1.1 Develop an agreed progression in skills across reading, writing, maths and key curriculum areas so that all children make good progress.</p>	<ul style="list-style-type: none"> <li>English, maths and curriculum leaders to attend LSP networks and Hub training. Information cascaded down to school staff through INSET and staff meetings.</li> <li>All school teaching staff to attend the LSP vocabulary and curriculum conferences and apply learning to teaching sequences</li> <li>School leaders to attend curriculum working parties, to develop an LSP approach to teaching and learning, including creating progression documents for reading, writing and maths.</li> <li>Implementatiopn of the Literacy Tree learning and resourcing. Planning sequences to be shared and all teachers to attend 2 ½ days of training.</li> </ul>	£1000	Sep –July	LP and English and Maths leaders.	Leadership Check ins. Gov monitoring visit.	School has an agreed and published skills progression in reading, writing and maths.
		£1000	July		3 weekly phase monitoring.	Lessons in reading, writing and maths are sufficiently challenging and reflects the published skills progression.
		£600 £2000 resources (FOS?)	Sep ongoing			School has a culture of lieteracy that inspires readers and writers with high quality texts linked to topics where appropriate.

<p>1.2 Develop the provision for reading across the whole school so that children make rapid progress across KS2</p>	<ul style="list-style-type: none"> <li>• Clear expectations for group and whole class guided reading to make it consistent across the key stages. (Through phase meetings and INSET)</li> <li>• Year group, phase and school moderation of reading outcomes regularly throughout the year with follow up discussions with teachers and SLT- focusing on NFER tests for KS2</li> <li>• Assessment analysis and thorough tracking of children throughout the school.</li> </ul>	<p>6 x staff meeting</p> <p>Termly phase monitoring</p> <p>INSIGHT and PPMs</p>	<p>Sep - July</p>	<p>LP and English Lead</p>	<p>3 weekly Phase monitoring 3 x pupil progress meetings Governor monitoring visit Staff presentation to governors</p>	<p>Reading provision is robust, challenges all pupils and children make good progress.</p> <p>Reading outcomes across KS2 are higher than national.</p>
<p>1.3 Embed the mastery maths curriculum (See Maths action plan for more detail)</p>	<ul style="list-style-type: none"> <li>• Attend Boolean Maths Hub, receive training, to develop both leadership and mastery of the mathematics curriculum leading to improved outcomes for all pupils in mathematics.</li> <li>• Build upon existing good practice to strengthen leadership of mathematics and build capacity for the future;</li> <li>• Provide high quality CPD, accessible to all schools which can be cascaded to all staff.</li> <li>• Monitor quality of learning through termly learning walks, book and planning scrutiny and assess impact through 3 x PPMs.</li> </ul>	<p>6 x staff meeting</p> <p>Termly phase monitoring</p>	<p>Sep to July</p>	<p>LP and Maths Lead</p>	<p>3 weekly Phase monitoring 3 x pupil progress meetings Governor monitoring visit Staff presentation to governors</p>	<p>Maths provision is robust, challenges all pupils and children make good progress.</p> <p>Maths outcomes across KS2 are higher than national.</p>



<p>1.4 Improve phonics outcomes for all pupils from EYFS to KS1</p>	<ul style="list-style-type: none"> <li>• Work with St Peter’s English Hub to continue to develop the provision for phonics teaching and learning from EYFS to Y2. Audit provision and resourcing and reorganise as required.</li> <li>• Provide high quality training for all EYFS and KS1 staff to develop their phonics teaching.</li> <li>• Identify children at risk of not passing phonics check early in Y1 (and children who are retaking in Y2) and plan appropriate interventions to enable them to make rapid progress and catch up with their peers.</li> </ul>	<p>£800 match funding.</p> <p>2 x staff meeting</p> <p>Phase monitoring</p>	<p>Sep to July</p>	<p>English lead and KS1 Lead</p>	<p>3 weekly Phase monitoring in EYFS and KS1 to include phonics sessions 3 x pupil progress meetings with phonics and additional section in EYFS and KS1 Governor monitoring visit Staff presentation to governors</p>	<p>Teaching of phonics from EYFS to end of Ks1 is robust.</p> <p>Phonics outcomes are higher than national in Year 1 phonics check.</p> <p>A high proportion of those children that failed the phonics check pass the year 2 retake.</p>
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<p>1.5 Provide greater challenge for more able pupils across KS2 so that their progress is good or better from their starting points.</p>	<ul style="list-style-type: none"> <li>• All teachers to review PPM notes from Summer 19. Teachers to identify and target those children behind in one subject.</li> <li>• Phase leaders to focus on the progress of those below track children in all monitoring and track progress relentlessly.</li> <li>• Share best practice in adapting the learning and successful phase strategies within phase meetings.</li> <li>• Teaching and learning leader to support class teaching staff to model lessons and provide coaching where teaching support is identified: effective questioning, learning behavior, effective use of support staff, feedback. Staff meetings planned as necessary to address whole school improvement themes identified in monitoring.</li> <li>• Teaching staff to attend 2x LS moderation meetings.</li> <li>• KS2 to complete 2 x maths, 3 x reading and grammar NFER assessments to inform teacher assessment and add to INSIGHT.</li> <li>• 2 x pupil progress meetings to review progress of each class and identify support for below track children.</li> <li>• Support staff to be deployed by CH for planned interventions and pre/post-teaching as necessary.</li> </ul>	<p>3 x staff meeting</p> <p>As Required</p>	<p>Sep to July</p> <p>LSP Planner</p>	<p>LP and SLT</p> <p>LP</p>	<p>3 weekly Phase monitoring in EYFS and KS1 to include phonics sessions 3 x pupil progress meetings Governor monitoring visit Staff presentation to governors</p>	<p>Greater depth outcomes in each year group are higher than national.</p> <p>High scaled score outcomes at the end of KS2 are inline or above national in R, W and M.</p> <p>Accurate teacher assessment</p>
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## Area for Improvement 2 – Behaviour and attitudes

### Success Criteria:

- By July teachers and support staff will be confidently dealing with behaviour issues to create a culture of high expectations across the whole school day.
- By December the school will have a clear and consistent approach to home learning from EYFS to Year 6 that is shared with parents.
- By July the school will have maintained the bullying Intervention Group award for a second year running.
- By October the school will have increased the number of trained anti-bullying ambassadors to include Year 3 ambassadors.
- Class charts analysis will demonstrate consistent use of rewards and sanctions across the school
- Parent survey will indicate that behaviour approach of school promotes positive behaviour and attitudes.

This will be achieved by:

- Training from SLT and Unique Voice
- Staff meetings and INSET led by school leaders.
- Consultation with parents and a review of the school home learning policy.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
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<p>2.1 Ensure there is a culture of high expectations of all pupils</p>	<ul style="list-style-type: none"> <li>• Deliver INSET and staff meetings to further develop shared high expectations and a common language and approach linked to the school rules.</li> <li>• Use agreed rewards consistently and share with parents utilising the full capability of Class Charts.</li> <li>• Review the Behaviour Policy and publish to all stakeholders.</li> <li>• Enhance the House System to motivate all students to contribute to the school and enhance our provision. Publish new logos and housepoint charts.</li> </ul>	<p>1 x INSET  3 x Staff meeting  1 x staff meeting  As req</p>	<p>Sept-July  Sep 19  Dec 19  Sep ongoing</p>	<p>SLT and all school staff  RR  RR  LM</p>	<p>SLT monitoring termly impact of class charts  Governor review 2 x yearly  Parent and Pupil Survey</p>	<p>All staff deliver a consistent approach to rewards and sanctions.  Positive behaviour is encouraged and increases.  Children and parents evaluate behaviour as effective. Reduced children attending reflection.</p>
<p>2.2 Develop the effectiveness of home-learning opportunities</p>	<ul style="list-style-type: none"> <li>• Review the home learning policy in light of the feedback from the parents' survey.</li> <li>• Consult with all stakeholders and research effective practice across the LSP.</li> <li>• Publish and implement the new policy.</li> <li>• Use class charts to share homework to support communication.</li> </ul>	<p>1 x staff meeting</p>	<p>Oct 19  Nov 19</p>	<p>LP  SLT</p>	<p>Parent and Pupil survey.  SLT review Feb 20</p>	<p>The school has a consistent and realistic approach to homework which supports the good progress of pupils without creating undue workload for any stakeholder.</p>

2.3 Embed and enhance the anti-bullying culture across the school	<ul style="list-style-type: none"> <li>Recruit and train new antibullying ambassadors extending representation from Year 1 – Year 6.</li> </ul>	1 x pm	Sep	RR	Gov monitoring Visit	Anti-bullying culture further embedded.
	<ul style="list-style-type: none"> <li>Plan and deliver an anti-bullying week.</li> </ul>	£1300 (FOS)	Oct		HT report to gov's	All children feel safe in school.
	<ul style="list-style-type: none"> <li>Carry out a series of initiatives across the school year that meet the criteria for the BIG award and submit portfolio.</li> </ul>	£200	July		Pupil and Parent Surveys	Incidents of bullying and reported, recorded and dealt with in line with school policy.

### Area for Improvement 3 – Personal Development

#### Success Criteria:

- By July 2020 the school will have reduced the use of energy and other resources including the amount of paper that is recycled needlessly.
- By July 2020 the school will have clear recycling processes in place to reduce the amount of waste going to landfill.
- By July 2020 the school will have a trained mental health champion in place and a range of provision to support stakeholders with mental health issues.
- By December 2019 the school will have recruited pupils to fulfil a wider range of school responsibilities.
- By July 2020 the new house system will be embedded within the life of the school.

This will be achieved by:

- Appointing and running a school eco club.
- Attendance at the NS mental health network meetings.
- Working with the central services team to ensure that the use of energy can be monitored and therefore reduced.
- Staff meetings led a school leaders and external experts where necessary.
- Regular school council meetings, pupil led assemblies and pupil led charity initiatives.
- Consultation and partnership with parents and support groups e.g. Turn the Tide.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
3.1 Reduce the environmental impact of the school and its stakeholders.	<ul style="list-style-type: none"> <li>• Share targets with staff to gain commitment and shared vision.</li> <li>• Establish an Eco Committee made up of pupils and staff.</li> <li>• Audit provision and agree priorities for action to apply for the Eco-School award.</li> <li>• Commit to Meat-Free Monday.</li> <li>• Evaluate opportunities and then maximise opportunities in school recycling and reduce unnecessary waste and use of smart energy.</li> <li>• Add smart meters and monitor energy usage to plan to reduce school usage and wastage and reduce impact as well as costs.</li> <li>• Reduce the use of and commit to banning the use of single use plastics by Sep 2020</li> <li>• Complete as much of the eco-school award as possible.</li> </ul>	INSET	SEP	RR	SLT check ins with OL/LM and DS	School has reduced the environmental impact.
			Oct	OL		
			Sep	RR	HT report to govs	Eco-School's Award
			Dec	DS		Reduced energy and resources e.g. paper costs.
		TBC Grants	Apr/July	DS	Resources Committee	
			Sep ongoing	RR	Termly eco-club feedback to HT	
			July	OL/LM	Eco portfolio	

<p>3.2 Nurture the mental health to develop the provision for improving the wellbeing of our children to increase their resilience.</p>	<ul style="list-style-type: none"> <li>• Mental health audit completed.</li> <li>• Appoint a mental health champion.</li> <li>• Join the NS mental health network and agree priorities and actions for the year.</li> <li>• Apply for the healthy schools award and ensure that one action/target has a mental health focus.</li> <li>• Use Westfield Health and OH to support the wellbeing of staff and guide leaders to support staff who may become unwell.</li> <li>• Establish a wellbeing team with a link to a named governor to make recommendations to SLT and plan activities in and out of school that promote positivity and wellness.</li> </ul>	<p>JO release</p> <p>Cover as req</p> <p>Cover as req</p> <p>£ as req</p> <p>All to require 3 x staff meetings</p>	<p>Sep</p> <p>Oct ongoing</p> <p>Sep ongoing</p> <p>AYR</p> <p>Oct with termly meetings</p>	<p>RR</p> <p>LM</p> <p>DS</p> <p>LP</p>	<p>HT report to Govs</p> <p>Gov monitoring visit</p> <p>Resources committee updates</p> <p>Feedback to SLT.</p> <p>Staff feedback to LGB.</p>	<p>The mental health of all stakeholders is supported by leaders and school policies.</p> <p>Reduced staff absence.</p> <p>Staff survey outcomes show that staff feels valued and supported.</p> <p>Parent/child survey shows that children are happy in school.</p>
<p>3.3 Provide a wider range of leadership opportunities for all pupils.</p>	<ul style="list-style-type: none"> <li>• Appoint a school council, eco ambassadors, antibullying ambassadors, digital leaders, library team, playground buddies, and sports buddies with the widest representatives possible.</li> <li>• Use the House system to allow children to initiate and organise their own charity events and school initiatives, including delivering assemblies and making links with the community.</li> <li>• Share new logo's, artwork etc.</li> </ul>	<p>Cover as req by HLTAs</p> <p>£150 for badges etc.</p>	<p>Sep Termly meetings with leaders</p> <p>AYR as required</p>	<p>RR (UPS teachers)</p> <p>LM</p> <p>JW</p>	<p>Learning Walks</p> <p>Feedback to SLT</p> <p>Meeting Minutes</p> <p>HT report to LGB</p> <p>Gov Monitoring visit</p>	<p>The 4 pupil outcomes of the vision are promoted by the children themselves.</p> <p>Children have ownership of the development of the school and feel valued as stakeholders.</p>

### Area for Improvement 4 – Leadership and Management

**Success Criteria:**

- By July 2020 Subject leaders have an accurate self-evaluation of their subjects and planned progression in knowledge and skills across the curriculum.
- By December directed time will have been analysed and workload unnecessary workload reduced.
- By July the school will have amended the way pupil information is shared with parents to make best use of parents evenings, school reports and school communication.

This will be achieved by:

- Attendance at LSP curriculum networks and conferences.
- Embedding the LSP appraisal and career progression documents.
- Effective use of INSET including the disaggregated INSET days.
- Consultation with staff and parents.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
4.1 Develop the subject leadership to improve outcomes of all pupils across the National Curriculum	<ul style="list-style-type: none"> <li>• Review roles and responsibilities and publish for September.</li> <li>• Share subject leader expectations and standards with all staff. Focus on what is effective self-evaluation and action planning. SBS to model and support with other mentors allocated as needed.</li> <li>• Link subject leadership to Appraisal targets.</li> <li>• Agree programme of review of subjects over the next 24 months and work with subject leaders to monitor and evaluate the progression – providing feedback to ensure rigour and high standards.</li> </ul>	1 x release per week by HLTA  Staff meeting and INSET x 2  3 x staff meetings	Sep  Nov  Oct  Sep ongoing	RR/SLT  SBS  RR/SLT  SBS	H Report Gov monitoring visits  Presentation to govs	Subject leaders are confident and impact on the development of colleagues and their subjects.  Develop a progression in Knowledge and skills across the NC.  School self-evaluation is robust.



<p>4.2 Reduce unnecessary workload of staff and use directed time wisely to support staff wellbeing.</p>	<ul style="list-style-type: none"> <li>• Review directed time for teachers and at every leadership opportunity ensure that the mental health of all stakeholders is considered in policy, actions and decision making.</li> <li>• Use HLTA time to add release time to all staff as needed.</li> <li>• Maximise the use of INSET to allow time for staff to focus on the most important tasks to impact on learning and reduce wasted time and supply costs e.g. appraisal.</li> <li>• Apply LSP assessment expectations to allow more time planning learning and reduce time spend on formal assessments and unnecessary making and feedback.</li> </ul>	<p>Staff meeting x 2</p>	<p>Nov</p> <p>Review Apr</p>	<p>LP</p>	<p>HT report</p> <p>Staff survey</p> <p>LGB meetings</p>	<p>Unnecessary workload is reduced.</p> <p>Staff wellbeing is improved and absence reduced from 18/19.</p>
<p>4.3 Enhance the communication with parents to support the progress of all pupils</p>	<ul style="list-style-type: none"> <li>• Review school communication methods to identify areas to improve and reduce overlap with admin team and then consult with stakeholders.</li> <li>• Maximise the use of the website and social media, Class Charts to share news in small chunks.</li> <li>• Reduce formal communication and focus on quality and accuracy of what is sent out</li> <li>• Move PEs to later in terms and publish.</li> <li>• Use class charts to share achievements.</li> </ul>	<p>Cost of Parenmail and Class charts.</p> <p>Website costs.</p>	<p>Sep</p> <p>Review Jan and Apr</p>	<p>RR/TJ</p>	<p>Gov Monitoring Visit.</p> <p>Gov survey at parents evening.</p> <p>Parents Survey.</p>	<p>Communication with parents is timely, effective and reduces unnecessary workload n the school admin team.</p> <p>Parents feel better informed about the progress of their children and the events in the school.</p>

<p>4.4 Apply the LSP 19-20 Appraisal Policy and procedures</p>	<ul style="list-style-type: none"> <li>• Deliver training to all staff that explains the policy, expectations and practice of the LSP.</li> <li>• Review with all teaching staff the career stage expectations document.</li> <li>• Designate directed time to allow staff to fully prepare and engage in the appraisal process and maximise the opportunity to self-reflect and guide support and training.</li> </ul>	<p>2 x staff meeting  1 x INSET day</p>	<p>Sep  Oct 31  Apr (Reviews)</p>	<p>RR SLT</p>	<p>LGB Pay committee  LSP</p>	<p>Appraisal is consistent with LSP expectations and used effectively to develop staff.</p>
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### Area for Improvement 5 – Early Years

#### Success Criteria:

- By July 2020 the EYFS curriculum is challenging for all pupils and reflects the recommendations of “Bold Beginnings”.
- By July 2020 the EYFS team are confidently delivering teaching and learning of a high standard across both classes.
- By July 2020 EYFS outcomes at GLD are above national and reflect good progress from on entry assessment.
- By July 2020 EYFS transition to Year 1 is highly effective.

This will be achieved by:

- Attendance at the LSP EYFS network.
- An LSP peer challenge day.
- A cycle of 3 weekly monitoring and peer observations.
- The opportunity to observe outstanding practice in other LSP schools.
- Completion of the EYFS baseline national pilot.
- PPMs led by the Ks1 leader.
- Transition planning meeting in Feb and May 2020 with Year 1 team.
- LSP and school moderation meetings.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
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<p>5.1 Raise pupil outcome at the end of the EYFS</p>	<ul style="list-style-type: none"> <li>• EYFS team meet and moderate baseline assessments at the beginning of the EYFS using the new trial baseline assessments.</li> <li>• Baseline data is reviewed by the EYFS leader and key curriculum priorities are set for the new cohort with a plan of how provision and support will be adapted to address the needs of the cohort.</li> <li>• Agree targets for the cohort and individuals which all EYFS staff have agreed.</li> <li>• Teacher assessments are moderated and provision is reviewed at the end of each term to target individuals, groups of children or in curriculum areas where progress is a concern.</li> </ul>	<p>PM in induction to prepare.</p> <p>Allocate staff meeting time to moderate.</p> <p>Attendance at LSP moderation and EYFS network.</p>	<p>Sep</p> <p>Oct</p> <p>Nov</p> <p>Jan and July</p>	<p>SBS</p>	<p>SLT check in</p> <p>Pupil Progress Meetings</p> <p>LSP standards meetings</p> <p>LGB</p> <p>LSP peer challenge Day</p>	<p>Outcomes at the end of the EYFS are above national.</p> <p>LSP agree that progress from the beginning of the EYFS to July is expected.</p>
<p>5.2 Consistency of provision for all pupils</p>	<ul style="list-style-type: none"> <li>• EYFS leader to carry out a constant cycle of coaching and support with EYFS teachers, to focus on the learning of any individuals or groups not making progress.</li> <li>• Partner teachers to carry out peer observations and at least one visit to a partner LSP school linked to appraisal.</li> <li>• White Rose Maths is embedded in the teaching of mathematics.</li> </ul>	<p>Leadership Time</p> <p>£400</p>	<p>3 weekly</p> <p>Oct, Feb or as required</p>	<p>SBS</p> <p>SBS/RR</p>	<p>SLT reports</p> <p>LSP standards visits</p> <p>Appraisal Reviews</p>	<p>Provision is matched to the needs of pupils and demonstrates a consistency of approach across both classes.</p>

<p>5.3 Embed recommendations of Bold Beginnings to further develop the EYFS</p>	<ul style="list-style-type: none"> <li>Teachers to attend EYFS networks and visit outstanding practice in other schools.</li> <li>Provide regular opportunities for the EYFS/KS1 leader to work alongside EYFS team to moderate work samples, team teach and plan learning opportunities collaboratively</li> </ul>	<p>£200</p> <p>SLT leadership time</p>	<p>As timetabled.</p> <p>Termly</p>	<p>SBS</p>	<p>SLT monitoring</p> <p>Standards visits</p> <p>Governor monitoring visits</p>	<p>Teaching in the EYFS reflects the key recommendation of bold beginnings.</p> <p>EYFS children are fully engaged in the life of the school.</p>
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