

**BYFLEET PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN
2020 – 2021**



Byfleet Priorities for 2020 – 2021:

- 1. To improve pupil progress and achievement in Writing for all, with SEND making similar progress to those nationally**
- 2. To improve pupil progress in Maths for all, with SEND making similar progress to those nationally**
- 3. To narrow the disadvantage gap**
- 4. To enhance middle leadership and develop an ambitious and progressive curriculum**
- 5. To develop a Recovery Curriculum to support a blended learning approach**

*This is an extended plan from the 2019/20 SDP



Byfleet Primary SDP - Key Priorities for Improvement 2020 - 21

Context:

The internal monitoring and evaluation of Byfleet's school improvement for 2019/20 has been adversely impacted due to partial school closure from 23rd March 2020. The progress of planned improvement work is variable as the self-evaluation data used to inform the review process may not be as comprehensive as in previous years. A vast majority of the key objectives identified in the 2019/20 SDP have therefore been extended into 2020/21 and notably, it will be important to continue to regularly review the progress made on the priorities identified in this action plan for the upcoming academic year. The necessary actions being taken to better meet the objectives set out in this SDP will be amended accordingly as work in progress over this academic year, in line with Contingency Plan for Remote Learning in the event of a full or partial school closure – Cheryl Meyrick, HT, September 2020.

PRIORITY 1:

To improve pupils' progress and achievement in writing in Years 3 to 6, so that all pupils achieve expected progress from their starting points and attainment is at least in line with national expectations.

To ensure that SEN children make similar progress to pupils nationally who have similar starting points to them (Ofsted)

Y1-6 SEN pupils making expected progress (6 steps) in core subjects 2018/19: - Reading: 56%, Writing 45% and Maths 51%

National SEN data: 1.6% EHCP compared to 2.9% nationally, 100% are boys

National 25.8% SEN are also PP, in Byfleet

National 24% SEN had GLD in EYFS – Byfleet 0%

National SEN passed 44% Phonics screening

National SEN KS1 30% achieved expected in Reading – Byfleet 33%

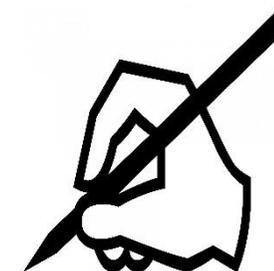
National SEN KS1 33% achieved expected in Maths – Byfleet 50%

National KS2 21% made expected in RWM Combined Progress scores: National (-1.4) Reading, (-2.2) Writing, (-1.4) Maths

Success criteria – what will be the impact by the end of the action plan? – What will be better?

For all pupils to achieve a progress measure of at least 0.

- For 80% of pupils to achieve the expected standard.
- PoR approach has had an impact (see progress reports above) across all year groups, but some years need particular focus. Continuous planning and book looks will demonstrate the new writing approach is being embedded and consistent.
- A new member of staff will have training this year and will feedback to staff through enhanced CPD.
- Two members of staff leading the new project to carry out observations, modelling best practice and evidence that this approach is consistent across the school and a member of SLT overseeing it.
- Appraisal targets will reflect a whole class target.
- Regular reporting through pupil progress meetings will enable consistent progress tracking. SEN reviews will form part of the pupil progress meetings and only be as a separate meeting for high-level SEN pupils.
- As a school when we define progress we are looking at the progress a pupil makes from their starting point. Data to be examined alongside monitoring documents.
- Observations will take place at least termly by SLT and external support to ensure quality of teaching and learning in writing across the school.
- Key groups, most able, disadvantaged, disadvantaged most able and SEND monitored so that the gap closes compared to national figures and within school data. This monitoring will be evident at the pupil progress meetings and within the Teaching and Learning Committee.



- To develop Pupil conferencing will show an improved attitude towards writing across the school.
- Vulnerable groups will progress at a greater rate than the average, addressing gaps from previous learning. These pupils identified by SLT and targeted with one to one tuition and interventions. All pupils' targets reviewed and adjusted if necessary and reported in pupil progress meetings.
- All staff will share responsibility for quality in all areas of teaching and learning; shared responsibility resulting in a deeper understanding of teaching and learning at BPS for all.
- All staff will have individual plans for each SEN pupil and updates communicated to relevant staff members.
- Interventions to be reviewed at pupil progress meetings looking at the evidence from baseline data to evaluate effectiveness.
- SEN pupils will make similar progress to national SEN.
- Governors will have a clear understanding of SEN provision and effectiveness.
- Case studies to help evaluate the impact of interventions and actions.
- Pupil progress meetings will enable tracking of progress regularly and will include SEN reviews. This to link with our shared responsibility for SEN/vulnerable pupils and will highlight the low need SEN children that make a significant difference to our progress data. We will develop a bank of effective teaching strategies to share with all staff.

Action	Lead Person	By When	Resources Time/£ and Source	Impact
CT attends Power of Reading (PoR) training at CLPE and disseminates.	HL	End of year	£800 plus £1000 (Woking grant)	
All staff to plan and deliver teaching sequences following a consistent approach to the PoR.	All teachers	Half termly	£100 per term to purchase quality texts	
Deliver in-house CPD on improving confidence in the teaching of writing strategies e.g. shared writing, modelling etc.	CF/HL	End of year	Staff meetings	
In-house writing moderation to take place termly.	CF/HL	Termly	3 sessions	
External moderation with EEEA trust.	CF/HL	Termly	2 sessions	
Ensure spelling is being taught effectively and consistently across the school using the multi-sensory approach.	LM	Termly		
Targeted children to have precision teaching interventions to improve spelling.	MA/LM	Termly		
Implement and embed a whole school approach to handwriting.	LM	September		
Pupil progress meetings will spend time evaluating interventions for vulnerable pupils.	SLT	Termly	30 minutes for SLT	
Whole school reading dedicated time – 1-1.30pm every day across school	All	Daily	30 minutes	
Update library	LM/DH	Autumn Term	3 hours	
Writers workshop – short bursts of input	Y1-6	4 days week	1 hour	

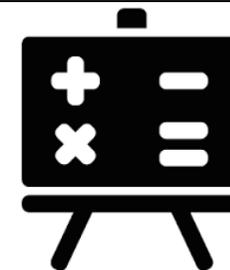
Book Corners	All	Autumn Term		
Free writing	All	Weekly		
Volunteers	All	Weekly		
House Competitions	All	Termly		
Author Visits	All	Termly		
Open the shed for this year	All	Autumn Term		
Enter writing competition as whole school	All	Termly		
Ipads re spelling apps	All	Weekly	Ipads bought, cost of Apps	
Pupil progress meetings will spend time evaluating interventions for SEN				
Individual educational plans and progress shared with parents termly				
Report on the progress of the SEN pupils to governors. SEND Governor identified to provide support to scrutinise and challenge the data on SEN				

PRIORITY 2: For all pupils attainment in Maths to be at least in line with national expectations.

Our 2019 KS2 data showed that pupils made at least good progress in maths (+0.2) and attainment (80%) was higher than last year (63%). However, across the school there are some year groups where maths needs to be a focus. Attainment Y1-5 was 73.2% with Y3 and Y5 being focus year groups.

Success criteria – what will be the impact by the end of the action plan? – What will be better?

- 2019 data showed that 80% of pupils achieved the expected standard in Mathematics (National 2018 was 75%). Our aim for 2020 is to achieve above national again and to increase Greater Depth (23%) as this is in line with national.
- Our progress score in Mathematics was +0.20. Although higher than national, it could be higher.
- Maths books will illustrate a consistent approach to marking and feedback.
- Maths No Problem to be introduced in years 1-5.
- Planning resources to be reviewed and updated.
- As a school when we define progress we are looking at the progress a pupil makes from their starting point. Data examined alongside monitoring documents.
- Observations will take place termly by SLT and external support to ensure quality of teaching and learning in Maths across the school.
- Key groups, most able, disadvantaged, disadvantaged most able and SEND monitored so that the gap closes compared to national figures and within school data. This monitoring will be evident at the pupil progress meetings and within the Teaching and Learning Committee.
- Vulnerable groups will continue to progress at a greater rate than the average, addressing gaps from previous learning. These pupils identified by SLT and targeted with one to one tuition and interventions. All pupils' targets reviewed and adjusted if necessary and reported in pupil progress meetings.
- All staff will share responsibility for quality in all areas of teaching and learning; shared responsibility resulting in a deeper understanding of teaching and learning at BPS for all.
- Maths investigations will take place weekly in all years.
Staff will be confident in developing children's reasoning skills using the Maths No Problem approach and maths 'challenges'.
- Teachers will consistently plan lessons, which are engaging and meaningful to all.
- Governors kept up to date on the progress of Maths improvement.
- The profile of Maths will improve across the whole school.



Action	Lead Person	By When	Resources Time/£ and Source	IMPACT
Regularly monitor teaching of Maths through planning x /book looks x 3, drop-ins x 2, observations, and feedback given to ensure the Maths No Problem approach is being delivered effectively consistently across the school.	SLT	Half termly Book looks – fortnightly	SLT	
KY and CF to attend Maths Hub on mastery with other schools in our federation	CF/KY	Half termly	£2000	
In-house Maths moderation to take place termly.	CM/DE/KY	Termly	3 sessions	
External moderation with EEEA trust.	DE	Summer		

Analyse data and trends. Use this to inform the Maths action plan and report to staff, SLT and governors.	SLT	Termly	Subject leader time	
Organise a whole school Maths day.	KY/CF	Spring		
Arrange parent workshops in order to help parents support Maths at home.	All	Spring		
Targeted children to have interventions to close the gap.	MA/LM	Termly		
Deputy Head to support Maths lead.	DE	Termly	SLT	
Introduce and implement Maths No Problem with ongoing training and staff development from maths lead and Deputy Head.	All	Autumn	£500	
Review multiplication timetable check.	KY/HLi/HLa	Termly		
Introduce 144 Club in years 3-6 to improve times table knowledge across the school.	All	Autumn		
Review 1-1 interventions	MA	Termly		
Ipads – apps for Maths	LM/KY/CF	Autumn	Cost of apps	

PRIORITY 3: To lower the gap between disadvantaged and non-disadvantaged pupils so that their progress and attainment is at least in line with national expectations.

In 2019, both progress and attainment of disadvantaged pupils was lower than that of non-disadvantaged pupils nationally. In Key Stage 2 the progress measure was 1.06 in reading (-2.1 in 2018), -2.33 in writing (-4.4 in 2018), +2.0 in maths (-1.9 in 2018).

In Reading, 52% of disadvantaged pupils made ARE which was lower than non-disadvantaged pupils 74% (Difference -22%). In Writing, 45% of disadvantaged pupils made ARE which was lower than non-disadvantaged pupils at 67% (Difference -22%). In Maths, 52% of disadvantaged pupils made ARE which was lower than non-disadvantaged pupils at 77% (Difference -25%).

In 2019, the percentage of disadvantaged pupils across the school was 17%. 28% of those pupils were disadvantaged and SEN. 10% of the disadvantaged pupils were also EAL. 18% of pupils were disadvantaged and vulnerable. 25% of pupils were disadvantaged SEN and vulnerable.

Success criteria – what will be the impact by the end of the action plan? – What will be better?

- All staff will know who this key group is for their year group/s and updates communicated to relevant staff members.
- Interventions reviewed at pupil progress meetings looking at the evidence from baseline data to evaluate effectiveness.
- Disadvantaged pupils will make better than expected progress from their starting points.
- Governors will have a clear understanding of pupil premium expenditure and impact.
- Case studies used to help evaluate the impact of interventions and actions.
- Self-esteem of disadvantaged pupils will improve and evaluated in pupil conferencing.
- Disadvantaged pupils will have more opportunities both socially and academically because of higher profile recognition.



Action	Lead Person	By When	Resources Time/£ and Source	IMPACT
Class lists distributed to all staff and readily available on scholar pack/in classrooms.	CM/DE	September		
Pupil progress meetings will spend time evaluating interventions for disadvantaged pupils.	SLT	Termly	30 minutes per member of staff and SLT	
Ensure all staff know who the disadvantaged pupils are so they can help support their needs at every opportunity, on the playground, in different lessons and in clubs.	SLT	Autumn half term	Allocate PP funding for extra curricular opportunities such as mindzone, robotics etc	
All teachers to highlight PP children and identify interventions or support	ALL	Autumn half term	TA and T time	
Report on the progress of the disadvantaged pupils to governors.	SLT	Termly		
Governors to scrutinise and challenge the data on disadvantaged.	Governor Lead	Termly		
Devise Venn diagrams which help identify key pupils that are in more than one key group.	SLT	Termly	Part of PP meetings	
Evaluate the progress of disadvantaged pupils in KS2 2019 results once the Inspection Data Dashboard is published. Train staff and governors on the new document. Evaluate progress of disadvantaged pupils from their starting points with other children with similar starting points nationally.	SLT	Within two weeks of IDSR publication		
Provide extra-curricular opportunities for disadvantaged pupils.	SLT	Termly	Clubs, visits etc	
Complete book looks, drops ins and observations to compare with the progress of other pupils in the same year group.	SLT	Termly	Staff meetings	
Scholarpack is used to identify and track disadvantaged pupils and SLT will identify disadvantaged pupils at danger of not making progress.	SLT	Ongoing		

PRIORITY 4: To develop an ambitious and progressive curriculum across the whole school.

Success criteria – what will be the impact by the end of the action plan? – What will be better?

Review and reallocation of staff's specific curriculum responsibility

- Curriculum maps to be developed and shared with parents
- Opportunities to enhance opportunities and share good practice planned
- Focus areas targeted in Autumn Term and Action Plans progress reported to Governors
- Governors to have specific focus for monitoring visits
- 31 Subject leaders statements reflect provision in place



Action	Lead Person	By When	Resources Time/£ and Source	IMPACT
Subject leads appointed Clarify the role of subject leaders – job description	CM	September	PE lead to be HLTA paid 1 hour/week	
Train staff on the expectations of subject leaders Action Plans published	CM	October	30 minutes per member of staff	
Subject leaders to set up evidence files	Teacher	Autumn 2		
To train staff in how to 'deep dive' their subject	CM/DE			Subject leaders are experts in their fields. They can justify with clarity the intent of the learning in their curriculum area, can ensure it is implemented across school and are able to effectively evaluate the impact of teaching and learning on their subject.
SLT to monitor the impact of subject leaders	CM/DE			
Book looks and planning reviews	All	Termly every half term	2 hour staff meeting with books in all subjects in Autumn	
Training re subject expectations and reviews	All	October	EEEA feedback	
Immersion and development increase attainment	All	Termly	Assessment criteria	
Budget allocations revisited for next year based on areas of development	CM	March	Subject leaders to put budget bids together	
To ensure curriculum offer is ambitious for all including SEND and GDS pupils	DE/Sendco			
To ensure recall and recap opportunities are built into all MTP for all subjects	DE			

Curriculum reviews	All	End of terms	Subject leaders to assess term	
For all school leaders to understand the school improvement cycle and enable all leaders to be effective and have an impact				

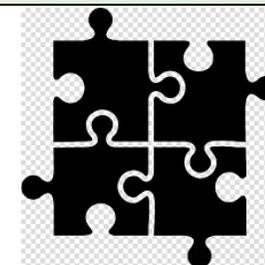
PRIORITY 5: To develop a Recovery Curriculum to support a blended learning approach

Success criteria – what will be the impact by the end of the action plan? – What will be better?

- Adults and pupils will have strategies to refer to in times of stress and trauma

Merge current good provision: school community support, PSHE, ELSA, Counselling, daily check-ins, HSLW, DH/SENCO support

- Recruit and train mental health lead to identify and establish needs and the requirements of our specific cohort
- Open door policy for adults and pupils in order to discuss their issue & desirable working and learning conditions
- Effective monitoring of engagement of remote learning ensures no pupils are left behind
- Improved teacher efficacy in setting remote learning, greater pupil engagement and parental involvement and cost reduction linked to photocopying



Action	Lead Person	By When	Resources Time/£ and Source	IMPACT
Mental Health Ambassador/Lead assigned with clear job description and relevant training provided	CM	Feb 2021	£part-time salary	
Mental Wellbeing for staff and pupils – action plan developed	CM/DE	February 2021		
Continue to review policy to reduce workload	SLT	Ongoing	SDM, INSET	
Liaise with PSHE and Online Safety Co-ordinator to develop curriculum	MA/SM/CT	Spring	1 hour	
Clearly mapped out Recovery Curriculum for all 4 areas – physical, mental, emotional and well-being	SLT	Autumn 2020	SDM	
Contingency plan established for Level 1, 2, 3 and 4 remote learning	CM	September 2020	time	Clarity around approach to remote/blended teaching, learning and assessment
Introduce Google Classroom and staff training	CM FC	23/9 & ongoing	DfE funded & £5 per email merge	
Develop effective approach to delivering education to vulnerable and SEND				
Develop staff repertoire for formative assessment to identify gaps				
Enhance parental engagement to support child's learning	SLT	Ongoing		
Look at the DFE workload document Identify the sections of the workload document to complete in each school				

Additional Key Objectives:

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| • To review and update the school's vision and rationale. |
| • To develop a digital strategy to enhance the quality of teaching & learning |
| • To have a 3 year finance plan. |
| • To develop an outdoor curriculum to promote wellbeing and enhance life skills |