



LIGHTHOUSE
SCHOOLS PARTNERSHIP

St Peter's Primary School School Improvement Plan

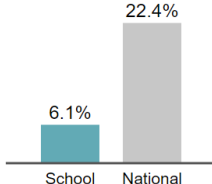
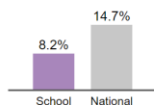
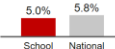
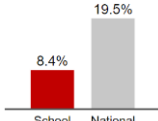
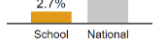
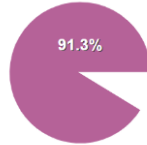
September 2022 – July 2023

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The plan is to be read in conjunction with, and in the light of, the school's strategic plan, self-evaluation summary, previous inspection outcomes, advice from SIA visits and pupil outcomes. It outlines the planned activities to address the next stage in improvement journey for our school.

Monitoring of actions and evaluation of impact will take place each term and the plan rag-rated accordingly. Progress on the plan will be reported to the Local Governing Body at each of their meetings as part of the Headteacher's report.

Context (2021/22 data)																															
Number of pupils on role	Number of pupils eligible for pupil premium	Number of pupils with SEND																													
619	<div>Ever 6 FSM</div>  <table><thead><tr><th></th><th>School</th><th>National</th></tr></thead><tbody><tr><td>Ever 6 FSM</td><td>6.1%</td><td>22.4%</td></tr></tbody></table>		School	National	Ever 6 FSM	6.1%	22.4%	<div>Pupils with SEND</div>  <table><thead><tr><th></th><th># Pupils</th><th>% Pupils</th><th>National</th></tr></thead><tbody><tr><td>SEN Support</td><td>39</td><td>6.3%</td><td>12.6%</td></tr><tr><td>EHC Plan</td><td>12</td><td>1.9%</td><td>2.1%</td></tr></tbody></table>			# Pupils	% Pupils	National	SEN Support	39	6.3%	12.6%	EHC Plan	12	1.9%	2.1%										
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Ofsted: May 2019 (Ungraded inspection: school remained good with potential to be outstanding at next graded inspection)

What does the school need to do to improve further?

Leaders and those responsible for governance should ensure that:

- pupils further develop their thinking and reasoning in mathematics
- pupils' substantial and sustained progress in reading, writing and mathematics is maintained to be fully reflected in national assessments at the end of key stage 2.

SIAMS February 2020: (Graded: Excellent)

What does the school need to do to improve further?

- Explore ways in which the pupils could engage directly with the Ethos Committee to share their views to further strengthen the impact of the vision and values on daily life.
- Extend pupils' involvement in leading worship, to harness their enthusiasm and deepen their skills as leaders fully supporting the spiritual life of the school.

IDSR 2019: What were the school priorities pre COVID and how have they been addressed/still need addressing in this SIP?

Absence

- Overall absence for pupils whose first language was not English (6.4%) was in the **highest** 20% of all schools in 2018/19. Persistent absence for pupils whose first language was not English (13.3%) was in the **highest** 20% of all schools in 2018/19.
- Persistent absence for pupils with special educational needs (24.1%) was in the **highest** 20% of all schools in 2018/19.

(NB This was one child)



Quality of Education 2022-2023

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
1.1 Continue to provide consistently high quality teaching to enable all children to make progress and acquire the knowledge and cultural capital to succeed in life.	<ul style="list-style-type: none"> Robust induction programme for all new staff to cover all areas of teaching and learning. Each new member of staff (not ECT) and teachers new to year group team will be allocated a mentor Peer observation and coaching programme is implemented 	Term 1	CB, TE, AH, RR, DB	<ul style="list-style-type: none"> All new staff know, understand and consistently implement school policies linked to curriculum, pedagogy and assessment New staff become experts in their year group curriculum and have secured the relevant subject knowledge There is strong alignment within the year group team
	<ul style="list-style-type: none"> Full ECT programme in line with the Early Career Framework and in partnership with ECT provider Protected time for all ECT1 and ECT2 staff – Access to early Career Professional Development online programme Full mentor programme following process of instructional coaching Regular meetings with ECT mentor 		JN CB, JN, KN, TE, AH	<ul style="list-style-type: none"> ECTs make progress in line with or exceeding career point expectations Provision in ECT classrooms is excellent Pupils in ECTs' classrooms progress and attain in line with their peers in the same year group
	<ul style="list-style-type: none"> Planned programme of CPD linked to school improvement targets for all teachers and teaching support staff Re-establish full lesson study offer with 2 cycles of the 'Expert Teacher Programme, for each member of staff, which is delivered by expert English and maths coaches. 		CB	<ul style="list-style-type: none"> Monitoring and SIA visits indicate that teachers and support staff demonstrate strong subject knowledge and effective pedagogy. All staff are highly skilled in delivery of the curriculum and especially skilled in



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
	<ul style="list-style-type: none"> Implement instructional coaching model across the school to provide personalised CPD to enable individual staff to refine skills and knowledge in identified areas. Engage fully with LSP CPD offer 			helping children to overcome barriers in learning.
	<ul style="list-style-type: none"> Plan and implement annual monitoring and improvement cycle for curriculum focus areas. (See annual monitoring cycle) 	Term 1-6 Term 1	JN, TE CB, TE, AH	<ul style="list-style-type: none"> Monitoring and SIA visits indicate that the curriculum is implemented consistently Assessment and pupil voice show that pupils know more, remember more and can do more Pupils can articulate the skills they need to be successful historians/artists
1.2 Continue to embed and enhance high quality inclusive practice so that all disadvantaged pupils are enabled to succeed.	<ul style="list-style-type: none"> Staff audit of skills and knowledge to identify areas for training and development Fully embed instructional coaching to further improve staff practice and impact Phase leaders continue to rigorously monitor the provision for, and progress of, key groups and lowest 20% in each year group through weekly learning walks, book sampling and pupil voice Implement 'Ambitious about Inclusion' training for all staff (Nasen/ Whole School SEND) SENCO and curriculum leaders rigorously monitor adaption of the curriculum and implementation of SEND best practice in line with EEF SEND training and research (2021) 	Term 1-6	LMc TE	<ul style="list-style-type: none"> All staff have the knowledge and skills to identify a pupil's barriers to learning and deliver specific and effective provision so they make excellent progress. Disadvantaged pupils meet their targets Monitoring within school and SIA visits provide further evidence that disadvantaged pupils know and remember more over time Pupils with SEND achieve exceptionally well and make excellent progress from starting points.



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
				<ul style="list-style-type: none"> Monitoring within school and SIA visits evidence consistently inclusive practice across the school
<p>1.3</p> <p>Continue to ensure full recovery from Covid by identifying and filling children's gaps in critical knowledge and skills (NB links with Equalities Objective 1)</p>	<ul style="list-style-type: none"> Deploy additional teacher in year 3 in term 1 to deliver targeted teaching to fill gaps in reading, writing and maths Deploy HLTA in year 2, in term 1 to deliver targeted phonics provision to children who did not meet the expected standard in the year 1 phonics screening check Pupil gaps in critical knowledge are identified (through analysis of statutory & NFER data and robust TA) and the most effective and relevant evidence informed, targeted interventions are implemented Expert class teachers deliver after school pre-teaching sessions for identified pupils from disadvantaged and/or lowest 20% groups Phase leaders rigorously monitor the progress of key focus children during phase leader time 		JN EB	<ul style="list-style-type: none"> By the end of term 6, 85% of children in year 3 will have achieved the EXS or more in R, W and M By the end of term 1, 8/11 of the children who did not meet the EXS in screening check, will have securely filled all phonics gaps By the end of term 6, 100% of year 2 pupils will have met the expected standard in the phonics screening check Assessment shows that gaps in critical content are filled so that children have secured the curriculum knowledge that they need to be successful in future learning



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
				<ul style="list-style-type: none"> Disadvantaged pupils' achievement is at least in line with that of non-disadvantaged peers
1.4 Further improve children's additive and multiplicative fluency	<ul style="list-style-type: none"> Fully implement NCETM 'Mastering Number' in FS, year 1 and year 2 (https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/) Implement final 10 weeks of 'Mastering Number' during terms 1 & 2 in year 3 Implement revised programme for times tables fluency across KS2 Regular monitoring of fluency sessions is carried out by the maths team Deliver parental engagement session on how to support the development of additive & multiplicative fluency at home 	Terms 1-6 Terms 1-2 Terms 1-6 Terms 1-6 Term 3	HC HC/JN RP JN, HC, RP JN, HC, RP	<ul style="list-style-type: none"> Through lesson observations, teacher assessment and pupil voice, all children in FS-year 3 have a deep and flexible understanding of the composition of number using key representations Teaching staff confidently deliver the intentional teaching strategies of 'Mastering Number' and support children to draw upon their fluency in maths lessons and beyond Children leave years 3 and 4 fluent in the relevant times table facts; children in years 5 and 6 who are not yet fluent are supported to become so 85% of children score 20 or higher in the year 4 multiplication check
1.5 To further enhance the provision of reading	<ul style="list-style-type: none"> Development of new reading hub in the centre of the school site Development of outdoor reading spaces Continued investment in quality children's literature to enhance the curriculum and further embed a love of reading 	Term 1-6	CB, KN, PJ	<ul style="list-style-type: none"> Children are able to access high-quality reading resources during their social points within the school day and they choose to do this Reading is a central focus within the wider school community



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
	<ul style="list-style-type: none"> Ensure our curriculum content and the choice of texts across all curriculum areas reflect and celebrate diversity. (NB Links with Equalities Objective 2) 			<ul style="list-style-type: none"> Our reading curriculum remains current and relevant and is a vehicle for broadening horizons and experiences
	<ul style="list-style-type: none"> Reading leads are members of UKLA TRGs and UKLA judging panel First staff meeting of every term is dedicated to reading for pleasure and developing all teachers' knowledge of current high quality children's literature All teaching staff read and engage with the research in the book: 'The Art & Science of Teaching Reading' and attend 3 twilight sessions delivered by the author – Christopher Such 	Term 1-6 Term 2 (3 CDP sessions)	CB, KN, PJ	<ul style="list-style-type: none"> Reading leads are up-to-date with latest, quality children's literature Culture of reading at the heart of everything that we do is fully embedded by all new staff All staff are supported to have excellence subject knowledge in the teaching of reading
	<ul style="list-style-type: none"> All new staff are trained in delivery of the ULS phonics programme Instructional coaching is used to support new staff to consistently and expertly implement the programme 	Term 1-6	KN	<ul style="list-style-type: none"> Sustained quality first teaching for phonics is consistent across classes and year groups Leaders identify small steps in staff improvement and expertly guide this
	<ul style="list-style-type: none"> Establish weekly 'Celebrating Books' assemblies where staff and 'Reading Champions' share high quality texts from UKLA long list Implement programme of parent workshops on reading Establish termly staff & parent children's literature 'Book Club' 	Term 1-6	KN/PJ	<ul style="list-style-type: none"> Culture of reading at the heart of everything that we do is fully embedded Parents are further supported to understand school approaches to the teaching of early reading and reading at home increases as a result Parents are aware of high-quality children's literature and new authors



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
1.6 To further enhance provision in sports and the arts	<ul style="list-style-type: none"> • Increase sports coaching provision so that every child has access to 2 hours of expert PE coaching weekly • Introduce daily mile • Implement an annual programme of specialist cycling provision for every child in the EYFS 	Term 1-6	CB / CBr	<ul style="list-style-type: none"> • Sports continues to be a key priority in the personal development of pupils. As a result, pupils make accelerated progress in PE lessons • Children are more active in school • All children move into KS1 with a strong foundation in early cycling • Teachers further improve their subject knowledge and skills in the teaching of music and art
	<ul style="list-style-type: none"> • Develop dedicated music and performing arts space • Continue to engage with North Somerset music service to maximise opportunities to engage with specialist teaching and CPD opportunities 	Term 1-6	CB / CC	
	<ul style="list-style-type: none"> • Deliver high quality art and music CPD to all teachers as part of this year's wider curriculum development focus 	Term 1-6	CB /CC/LP	



Behaviour and Attitudes 2022-2033

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
2.1 Continue to work closely with identified families and local partners to remove barriers to reduce the % of persistent absenteeism from 8.72% to 3% (below pre-pandemic levels of 3.4)	<ul style="list-style-type: none"> Continue support for families Continue to meet termly with EWO in order to unpick and analyse barriers to attendance for key families and pupils Continue to monitor attendance and review actions weekly as part of wider pastoral systems of support Review school systems in line with guidance issued in <i>'Working together to improve school attendance, DfE September 2022'</i> 		AH, TE & pastoral team	<ul style="list-style-type: none"> Reduction in number of persistent absentees to below pre-pandemic levels Families of those identified as persistent absentees engage with support on offer in school and with our Educational Welfare Officer Key children have high levels and attendance and make strong progress in learning
2.2 To continue to support the emotional literacy and regulation of pupils	<ul style="list-style-type: none"> Implementation of Zones of Regulation across the whole school Further develop personalised programmes of enhanced support for vulnerable pupils 	Terms 1-6	LMc & AH	<ul style="list-style-type: none"> Children are able to regulate their emotions and develop a toolbox of strategies to support this. Children will have access to interventions that support their emotional wellbeing
2.3 To continue to further embed our behaviour policy	<ul style="list-style-type: none"> Training for all new staff on our policy and practice Continued focus on implementation of behaviour policy through lesson study and learning walks 	Term 1	TE	<ul style="list-style-type: none"> Monitoring within school and by SIA evidence consistent implementation of policy by every member of staff. Phase leader monitoring of class charts shows impact of



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
	<ul style="list-style-type: none"> Identify staff who need further help to consistently and effectively implement the policy and support through an instructional coaching model 			
2.4 To further enhance the systems that support the positive behaviour of key groups across the school	<ul style="list-style-type: none"> Level 2 Team Teach training for all senior leaders and key members of support staff and teaching staff 	By end term 2	LM & SLT	<ul style="list-style-type: none"> Senior leaders are skilled to respond with expertise to emerging needs of crisis intervention as appropriate
	<ul style="list-style-type: none"> Further development of the pastoral team, including play leader, to run a programme of personalised support for the most vulnerable children Continue our work with behaviour specialist, to implement a programme of training sessions for staff & information sessions for parents Continue to develop and enhance strong links with external professional agencies as required including CAMHS, SALT, EP and specialist teacher support 	Term 1 - 6	TE/AH/LMc	<ul style="list-style-type: none"> Children engage more actively in sport and play during break and lunchtimes Staff are further informed about managing crisis intervention Parents work in partnership with school and deepen their understanding of processes for managing behaviour External agencies are able to support staff in school as needed



Personal Development 2022-2023

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
3.1 To further embed our school vision and values by introducing the concept of being a 'St Peter's Citizen'	<ul style="list-style-type: none"> Full relaunch of our vision and values at the start of the year Reward cards and celebration awards are fully aligned with our vision Introduce 'St Peter's Citizen's' books for all classes across the school Further development and enhance 'Legacy Learning' programme 	INSET Term 1	CB, TE & PD team	<ul style="list-style-type: none"> Children fully understand and can confidently articulate the school vision. Children know what it means to be a 'St Peter's citizen' Our vision, values and richness of PD offer is captured and celebrate consistently Legacy learning is fully embedded across the school and children can explain how they are able to give back to the wider community through the value of <i>Excellence in our service with others</i>.
3.2 To further enhance and extend our offer for personal development for all pupils	<ul style="list-style-type: none"> Launch new PD team structure with clearly defined roles and intent Full overview of personal development for whole-school and individual year groups Two-week programme of PD to re-launch for all children at the start of the year House system & full programme of family days are fully re-established Return to full offer of extra-curricular clubs 	Term 1	TE & PD team	<ul style="list-style-type: none"> There is a consistent approach to the delivery and recording of PD across classes and year groups. Children are able to confidently recall and articulate PD opportunities throughout the year. A rich offer of PD is experienced by all children All disadvantaged pupils access at least one extra-curricular club



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
				<ul style="list-style-type: none"> All children have access to a diverse range of experiences offering cultural capital outside of their local experiences Pupils' know to improve their physical and mental wellbeing
3.3 To further develop pupil leadership	<ul style="list-style-type: none"> A full structure for pupil leadership is shared with pupils, staff and the wider community Whole-school pupil leadership teams and class-based leadership teams offer all children an opportunity for responsibility and leadership International democracy day offers all children to apply and vote democratically, strategically led by Y5 as part of their legacy learning Regular pupil voice with all pupil leaders 	Term 1	TE, AH, CBr	<ul style="list-style-type: none"> Pupils understand democracy as a fundamental British value All pupils have the opportunity to experience leadership as a citizen of St Peter's Children can talk about their impact on wider school life Understand impact for pupils and adjust practice as necessary
3.4 Further develop our outdoor learning opportunities	<ul style="list-style-type: none"> A member of support staff completes ICT level 2 Forest School Training Implement timetable of forest school provision for every pupil in the school across the year Further develop allotment and sustainable produce programme Further develop playtime provision and opportunities for organised sporting activities (NB Link to Equalities Objective 3) 	£660	TE/AH/CE	<ul style="list-style-type: none"> Children understand the holistic benefits of engaging with nature and the outdoor world Children have a greater understanding of sustainability and the impact of food miles on our environment



Leadership and Management 2022-2023

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
4.1 To establish a new Leadership team that is efficient, effective and empowered to lead and deliver sustainable change and school improvement.	<ul style="list-style-type: none"> Clearly defined roles and responsibilities for all members of new leadership team are identified and shared with all stakeholders Create and promote a collective shared vision of leadership at St Peter's Continue to engage with individual, and team, leadership coaching programme Work closely with new SIA to identify and implement further recommendations for improvement 	Term 1 Term 1-6	CB & SLT	<ul style="list-style-type: none"> Highly efficient and effective leadership All leaders feel empowered to make decisions and unity around the vision is clearly communicated Leaders provide support and challenge to one another Other stakeholders (including parents and governors) have clarity around roles and accountability
	<ul style="list-style-type: none"> EYFS leader and KS1 leader complete NPQ in senior leadership 		CW, KN	<ul style="list-style-type: none"> Leaders develop their leadership skillset
4.2 To continue to actively develop our middle leaders to ensure consistently excellent curriculum implementation	<ul style="list-style-type: none"> Novice curriculum leaders have an identified expert mentor ECTs work alongside experienced curriculum leaders 	Terms 1 6	JN	<ul style="list-style-type: none"> Increased leadership capacity and succession planning is constant The standard and quality of leadership is aligned across all curriculum areas
	<ul style="list-style-type: none"> All staff have access to excellent CPD including the national professional qualifications relevant to career stage. English curriculum leaders complete NPQ in 'Leading Literacy' 	Starting Term 1	CB	<ul style="list-style-type: none"> Leaders keep up to date with current evidence-informed research and use this knowledge to plan strategically for whole school impact



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
and strong succession planning	<ul style="list-style-type: none"> All curriculum leaders create action plans that identify key priorities to further enhance provision and outcomes in their subject area Annual cycle of curriculum monitoring, and reporting to governors, is implemented 	<p>Term 1</p> <p>Terms 1 - 6</p>	TE/JN	<ul style="list-style-type: none"> All staff have clarity over key priorities and know their part in implementing these to improve provision Monitoring shows impact of consistent implementation and areas for improvement are identified and swiftly supported
4.3 To further develop leadership of SEND within and beyond school	<ul style="list-style-type: none"> Engage with 'Whole School SEND' Professional Development project. Develop links with the local GP Practices to strengthen the offer for parents of pupils with SEND and to develop a joined-up approach between education, health and wellbeing. To further embed the effective use of Provision Map across the whole school community. To further embed a culture of Instructional coaching for all staff supporting pupils with SEND. 	<p>Terms 1-6</p> <p>Term 1</p> <p>Terms 1-6</p> <p>Terms 1-6</p>	LMc/AH	<ul style="list-style-type: none"> Through coaching and professional development sessions with 'Whole School SEND' will support the implementation of Zones of regulation across the whole school. More effective and impactful working partnerships in the wider community to support our most vulnerable families. Staff will use Provision Map effectively to track and monitor interventions as well as to set up Learning Plans and Pupil Passports. Staff will develop their skills through an embedded culture of instructional coaching.
4.4 To maintain and further develop links with English Hub and Boolean Maths Hub	<ul style="list-style-type: none"> New headteacher works closely with Director of English Hub to ensure outstanding reading provision at St Peter's is maintained and further developed Continue to support and develop the practice of colleagues from other schools through sharing best practices and leading training events School CPD programme includes time for St Peter's lead-specialists to share the latest evidence informed research and best practice with all staff 	Terms 1-6	CB/JA/JN/HC	<ul style="list-style-type: none"> Access to hub CPD and training impacts on continually improving practice of all staff at St Peter's Excellent practice showcased at St Peter's supports staff development in other schools



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
4.5 Maintain a strong governance structure that understands, supports and challenges school improvement.	<ul style="list-style-type: none"> Agree new meeting structure to include a balance of face-to-face and online meetings Recruit and train a clerk to governors Implement clear induction plan for new governors 	Term 1	CB, TE, AH, BH	<ul style="list-style-type: none"> Governors continue to offer robust challenge and support to school leaders Governance admin is organised so that senior leaders are able to focus on policy and implementation
	<ul style="list-style-type: none"> Implement and monitor actions from annual LGB self-review 	Term 1-6	CB, BH	<ul style="list-style-type: none"> Senior leaders continue to be rigorously held to account by governing board
4.6 Implement ways to reduce carbon emissions and energy consumption	<ul style="list-style-type: none"> Review energy consumption at key points: open hours, weekends and holiday and create and implement a reduction plan Analyse results of thermograph and create long term capital strategic spending plan Work with Energy Sparks – education workshops, energy audit, training for eco team, travel to school app, training for staff, switch off checklist Further develop pupil leadership in 'Eco Team' and enhance our work across cluster and in our local community Re-launch walk to school travel plan – in line with Energy Sparks app Monitor and review food waste in hall and launch 'select' ordering service 	Term 1 Autumn Term 1-2 Term 3		<ul style="list-style-type: none"> Reduction in energy consumption Reduction in food waste at lunchtime Increase in children, parents and staff who walk, scoot or ride to school All members of our school community understand and know how they can play their part in reducing carbon emissions and energy consumption.



Early Years 2022-2023

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
5.1 Further enhance outdoor learning and physical development opportunities	<ul style="list-style-type: none"> Further investment in resources to enhance outdoor learning (including large equipment and wet weather gear) 	Term 1	KN	<ul style="list-style-type: none"> Children are able to access all outdoor provision throughout the year and
	<ul style="list-style-type: none"> Provide specialist sports coaching for 2 hours' weekly for every child Implement an annual programme of specialist cycling provision for every child 	Terms 1 - 6	CBR & PH team/SF	<ul style="list-style-type: none"> The physical development of all children is improved All children improve balance skills and secure the basics of cycling
5.2 To fully induct and train the new teachers and support staff in the Early Years' team	<ul style="list-style-type: none"> ECTs access full ECT programme and additional mentoring and instructional coaching from EYFS leader and English and maths leaders Release UPS teacher in the year group to deliver instructional coaching in agreed areas Train new staff in the delivery of Baseline Assessment and monitor for consistency 	Terms 1- 6 Terms 2 - 6 Start of term 1	EYFS leader (KN)	<ul style="list-style-type: none"> Teaching is consistently excellent across the cohort Baseline is consistently implemented At least 90% of children achieve GLD
	<ul style="list-style-type: none"> Full induction programme for new EYFS support staff All staff complete ULS training Weekly instructional coaching for all support staff Weekly instructional coaching for SEND support staff (SENCO) 	Term 1 Terms 2- 6	KN/GL/LM	<ul style="list-style-type: none"> Teaching is consistently excellent across the cohort Progress of children in phonics/early reading is rapid with at least 90% of pupils securing phase 4 by the end of the year.
	<ul style="list-style-type: none"> Publish St Peter's EYFS Handbook 	By end term 1	KN	<ul style="list-style-type: none"> Clarity of intent in the EYFS is clearly collated within one document



Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
5.3 To further improve communication and language outcomes for disadvantaged and SEND pupils	<ul style="list-style-type: none"> Conduct English Hub Early Language Audit, identify actions for development and implement improvement plan EYFS leader to train as Talk Boost Trainer EYFS leader to train all EYFS support staff in Talk Boost Programme EYFS monitor delivery and impact of Talk Boost 	Term 1 Term 2 Terms 3 - 6	KN CB	<ul style="list-style-type: none"> All EYFS support staff are skilled in delivering the Talk Boost Programme Progress of pupils on the programme shows significant improvement against targets on 'I CAN tracker' (see individual targets against starting points)
	<ul style="list-style-type: none"> Provide training for all EYFS staff on EEF Shrec approach 	Term 2	KN	<ul style="list-style-type: none"> Monitoring within schools and SIA visits show high quality conversation and interactions between staff and pupils
	<ul style="list-style-type: none"> Early identification of potential S & L difficulties raised with SENCO and specialist S & L provision swiftly implemented 	Terms 1- 6	KN/LMC	<ul style="list-style-type: none"> Specialist provision is deployed swiftly Close tracking of identified pupils shows strong progress.



SIAMS 2022-2023

Key Area of Development	Actions with details of any key expenditure	Dates and Milestones	Responsibility	Intended impact
6.1 To continue to develop ways in which pupils can engage with the ethos committee to share their views to further strengthen the impact of the vision and values of daily life (SIAMs action 1)	<ul style="list-style-type: none"> Pupil engagement with Ethos committee is a standing item on the agenda Ethos Committee meetings to take place during school day and representatives from different pupil leadership groups attend for item 1. School council carry out a pupil voice survey on vision and values (Terms 2, 4 and 6) and this is shared at LGB Governor conference day includes a focus on vision and values 	Terms 1, 3 and 5 7.10.22	CB/ethos governors	<ul style="list-style-type: none"> Impact on pupils is understood and next steps, to further enhance the impact of the vision and values are informed Governors are able to effectively monitor the School vision is more deeply embedded throughout our school community
6.2 Extend pupils' involvement in leading worship, to harness their enthusiasm and deepen their skills as leaders fully supporting the spiritual life of the school. (SIAMs action 2)	<ul style="list-style-type: none"> All children, with the guidance of worship leaders, have regular, planned opportunities to contribute to, and lead, aspects of collective worship Whole school CPD on spiritual development Review Spiritual Development guidelines Curriculum leaders map out opportunities for spiritual development in their curriculum area in line with our Spiritual Development guidelines EV coordinator map opportunities for spiritual development through educational visits and enrichment experiences 		CB & spirituality team TE & CLs	<ul style="list-style-type: none"> All pupils develop as courageous advocates either in class or wider worship forums and events Opportunities to develop spiritual understanding are explicit across the curriculum Staff and pupils are better able to reflect on, explore and seek to understand their own spirituality.



