



# **EWPS SCHOOL DEVELOPMENT PLAN (2023-24)**

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## School Development Process

### The Big Picture

#### Vision


The vision of Ellen Wilkinson Primary School is '**Learning to Grow and Succeed Together**' this encapsulates our focus for all pupils to succeed at the highest possible level and underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community and we expect everyone to embody them. Therefore everyone has the **right** and the **responsibility** to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

We also expect all members of our community to uphold the 5 British Values of **Democracy, Rule of Law, Respect and Tolerance, Individual Liberty**.

#### Long term development

To ensure that as a school we are always striving for the best possible outcomes for our pupils, a three year strategic development plan is created. This strategic plan is reviewed at the end of every academic year as part of the school's self-evaluation cycle and is used to inform next steps for development. It is assumed that as the plan progresses, improvements from the previous year are maintained & embedded. The strategic plan is complemented by this School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

Our Pupil Premium Strategy to support the best outcomes for our disadvantaged pupils runs alongside this and follows the same format of a 3 year strategy and one year operational plan  1=EWPS Pupil Premium Strategy (2022 to 2025)

#### Establishing priorities for the academic year

Priorities for the year are based on the school's self evaluation including pupil outcomes from the previous year and within the context of the ambitions outlined in the 3 year SDP. An appreciative inquiry approach that seeks to find the strengths in our provision and to use those strengths as a platform to create change, is implemented using our circles for change which can be found at the front of each objective.

Priorities for the year are grouped into 5 strands

1. **Curriculum Development** - this highlights area of significant curriculum development focus for the year
2. **Curriculum Refinement** - this is work or improvement from previous years which may need further focus to embed
3. **Pedagogy** - main improvements to learning and teaching needed
4. **Wellbeing** - ensuring our children, staff and parents are happy, valued, respected & supported is essential in being able to move the school forward
5. **EYFS** - although EYFS will obviously feed into other areas we recognise the importance of specific development needed in relation to EYFS pedagogy

This allows us to adopt an explore, prepare, develop and sustain approach to achieve long term improvement (see EEF research)

#### Timelines & Evaluation

The timeline for the plan is divided into 4 quarters throughout the year coinciding to link with the school Learning Fairs. These quarters are used to track progress towards each priorities success criteria (green = on track/ahead of schedule, amber = generally on track but may lack consistency, red = not on track). **This can be found in Steps 2 Success & Evaluation Document as this is a live document that is constantly being updated. The link for this is**

<https://docs.google.com/document/d/1DKjwqXzj0y9-ILhShiGt3n73uPIXErPV922r9X5eSNM/edit?usp=sharing>

- Quarter 1 ends ...17/11/23
- Quarter 2 ends ...09/02/24
- Quarter 3 ends ...03/05/24
- Quarter 4 ends ...12/07/24

This is done through the agreed monitoring evidence which includes a series of quarterly reports & meetings from school leaders at all levels which are evaluated by the Head Teacher, GB Curriculum Committee and ultimately the full Governing Body. Priorities & progress towards achieving them are shared with staff via school development display in the work room. It is the responsibility of all staff to support development of whole school priorities in order to ensure the best outcomes for pupils.

### Targets & Data

A data summary for the previous year and the targets for the current one can be found at the back of this document for reference, as improving pupil outcomes is always the main focus.

### Key priorities summary 2023-2024 (from 3 year SDP)

By the end of the academic year outcomes in all year groups should be at least in line with the outcomes the school had prior to lockdown (i.e. at or above national average in all areas). This will be challenging in some year groups due to the high levels of children with SEND and potentially fewer staff due to budget pressures. Focus will be on addressing any specific areas of under attainment (subject, aspect and/or group). This should include the continuing focus of the lowest attaining 20% (non SEND), ensuring needs are being met and the appropriate support is in place.

Curriculum redesign is embedded and further work is started to reinforce learning sequence through greater focus on securing long term recall 'Sticky learning'. Further enhancement of experience and strengthening opportunities for the three golden strands will also take place across all curriculum areas. Music two year development will be begun and this should impact positively on pupil outcomes in this area quickly.

Review of impact of learning conversation and bespoke CPD will be used to develop and embed this approach and further suggestions from workload review considered and implemented where possible.

Mental health and wellbeing support developments from the previous year are embedded and built upon with the Carnegie Institute support and advice. The impact of Up and Out week & school created unit "How I care for me" are reviewed and amendments made accordingly. This development work is supported by ongoing feedback from surveys by all stakeholders which will be used to support analysis of impact.

JGB links further with GB (and ideally subject leads) so pupil voice becomes a more integral part of subject development.

### 2023-2024 Objectives

1	Curriculum Refinement	To further embed English approach to continue to raise standards in reading & writing (see targets)
2	Curriculum Development	To implement the model music curriculum provision across the school to positively impact on pupil outcomes
3	Pedagogy	Ensure appropriate intervention, challenge & support that supports long term memory (recall and retrieval)
4	Wellbeing	To continue to evolve the 3 strands of the wellbeing approach (pupils, staff & parents) to empower members of the community to reach their full potential with a focus on parent engagement
5	Early Years Foundation Stage (EYFS)	Continue to develop language and communication approach to positively impact literacy writing outcomes (see targets)

## Development Plans

### 1. Curriculum Refinement

Objective (INTENT)	Circle for Change (CFC)		
<p><b>To further embed English approach to continue to raise standards in reading &amp; writing</b></p>	<div data-bbox="873 327 2128 1117"> <p><b>DESTINY</b></p> <p>There is a reading culture and environment where every child is a successful and sees themselves as a reader, reading fluently and confidently aloud to others. They have well developed decoding and comprehension skills and these are honed by regular practice and support from home. What they read shapes their thoughts and opinions, learning from the experiences and ideas of others including representations from their own cultures. Children are avid and reflective writers who are able to coordinate all the skills required to create effective and evocative outcomes. Children use writing to express themselves and to make sure their voice is heard. Their skills in English help unlock other areas of learning. Our children excel.</p> <p><b>Evidence:</b> Curriculum, pupil outcomes, pupil voice, learning conversations, school environment ncl displays, data, parent feedback, staff feedback, learning walks</p> <p><b>DEFINE</b></p> <p>Children are empowered by words and have the skills to find and express their voice by being reflective of information and ideas so they have the best possible life chances.</p> <p><b>DISCOVER</b></p> <p>Literacy (Tree) curriculum and Animaphonics in place for reading and writing. CPD delivered for both. Lexia in place to support target groups. Clear expectations and focus on handwriting is showing impact across the school. New resources purchased to support this. Celebration of work mechanisms in place (handwriting licenses, certificates, work of the week). Writing portfolios implemented. Well stocked library which children access weekly. Teaching is effective and this is also shown in pupil outcomes which are rapidly developing post pandemic. Children's stamina for writing is increasing. Children speak enthusiastically about the texts they have studied</p> <p><b>DREAM</b></p> <p>Our children are accomplished readers whose passion for books means that they feel impelled to share this love with others. They see themselves represented in the books that they read. Cultures are celebrated and this empowers our children to be proud of who they are, expressing themselves confidently to articulate their ideas and views whilst understanding the importance of listening to others. They are enthusiastic writers who do not want to be contained, shaping creative worlds with words, exploring their voice - they are artists. They have the skills to understand the mechanics of grammar, punctuation and spelling so that their voice is not suppressed - they love words! Our curriculum and support systems allow every child to access and flourish. Our parents are committed to supporting their children to be fluent readers and writers as they know how this impacts positively on their child's life chances. Our school know that words can change the world!</p> <p><b>DESIGN &amp; DELIVER</b></p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>Continue to refine English curriculum</li> <li>Continue to refine phonics approach</li> <li>Embed portfolios</li> </ul> <p><b>Specific</b></p> <p><b>Year 1 2022/23:</b></p> <ul style="list-style-type: none"> <li>Restructure class and school library to ensure fidelity to phonics scheme (EYFS &amp; KS1) and develop author knowledge KS2</li> <li>Daily storytime reintroduced</li> <li>Clarify expectations for structure of English including HW &amp; spelling</li> <li>Parent involvement &amp; knowledge</li> <li>Vocab rich focus to continue &amp; change classics week to poetry week</li> <li>Writing expectations across curriculum &amp; about experiences clarified &amp; key outcomes identified</li> <li>Spelling Bee</li> <li>Create Mate</li> <li>Bedtime reading event introduced</li> </ul> <p><b>Year 2 2023/24:</b></p> <ul style="list-style-type: none"> <li>Embed year 1. Greater focus on specific techniques that are still underdeveloped from year 1.</li> <li>Author workshops - greater links with libraries (to increase use)</li> <li>Drama focus</li> </ul> <p><b>Year 3 - 2024/25:</b></p> <p><b>Evidence:</b> Guidance reports, EEF, Research review series: English - GOYUK, quarterly reports, learning conversations, pupil outcomes, LTEs, book scrutinies</p> <p><b>Evidence:</b> school values &amp; vision, subject vision and attributes educational research re: representation in texts</p> <p><b>Evidence:</b> school values &amp; vision, subject vision and attributes</p> </div>		
<p><b>Link to values</b></p>	<p>Successful, Inspire, Resilient</p>	<p><b>Evidence base for approach</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>  <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf</a></p>
<p><b>SLT Lead</b></p>	<p>English Leads &amp; DHT</p>	<p><b>Link to EIF for SEF</b></p>	<p>Quality of Education, Personal Development, Leadership &amp; Management, EYFS</p>
<p><b>Links</b></p>	<p>📁 English Circle for Change    📅 English Subject Leadership 2022-23</p>		

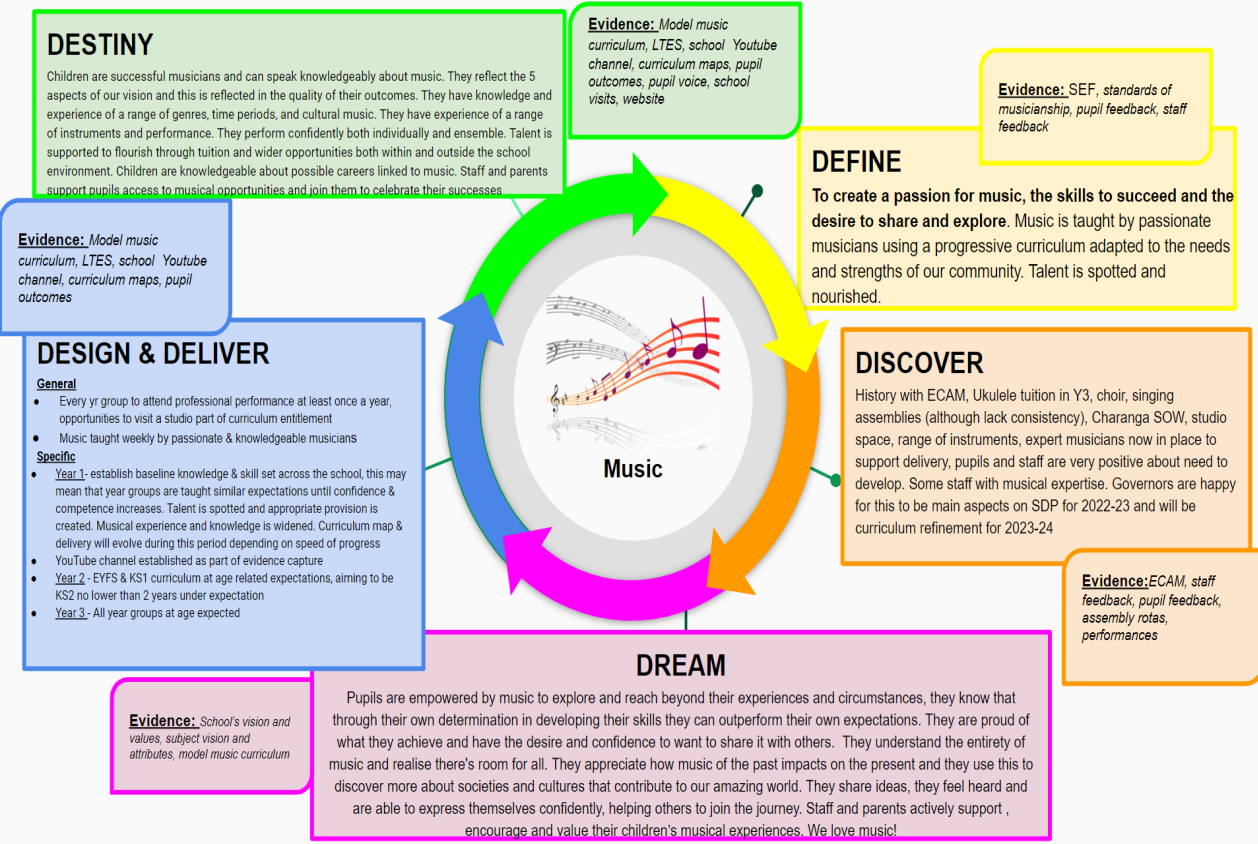
**SEE ENGLISH SUBJECT PLAN FOR FURTHER DETAILS**

[illegible]

<b>2.3 Sticky learning</b>  <i>(see also priority 3)</i>	<ul style="list-style-type: none"> <li>English CPD on incorporating sticky learning into everyday lessons focusing on GPS.</li> <li>English Moderation with all staff.</li> <li>LTE - focus on sticky learning targets being implemented, used and referred to for each year group.</li> <li>Quarterly Learning Walks, with feedback to support Learning reflections.</li> <li>English portfolios reviewed and monitored to show writing development across years</li> <li>Pen licenses continued and refreshed with a push on handwriting.</li> </ul>	English Leads  English Leads English Leads  English Leads  English Leads	None  None None  None  None  £100	Moderation PDMs  Moderation PDMs	<ul style="list-style-type: none"> <li>LTEs (focus: focus on core learning.)</li> <li>Planning</li> <li>Pupil outcomes &amp; books</li> <li>Staff &amp; pupil surveys</li> <li>CPD plans &amp; learning journals</li> <li>English portfolios</li> <li>Word walls &amp; mats</li> <li>Quarterly report</li> </ul>
<b>2.4 EYFS - Reading and Phonics</b>  <i>(see also priority 5)</i>	<ul style="list-style-type: none"> <li>Anima phonics refresher training</li> <li>Daily phonic sessions meet school agreed time requirement</li> <li>Anima phonics books used in daily phonic sessions to support the learning of the lessons reviewed</li> <li>All children take phonics linked book home</li> <li>Phonics linked into provision where possible</li> <li>Target and intervention groups take place based on frequent data analysis</li> <li>Free Book read books to be taken from the library for weekly reading books reviewed.</li> <li>Quarterly Learning Walks, with feedback to support Learning reflections.</li> </ul>	English Leads English Leads English Leads  CTs CTs English & EYFS Leads CT  English & EYFS Leads	None None None  None None None  None  None	Phonics CPD	<ul style="list-style-type: none"> <li>Anima phonics, planning &amp; data</li> <li>Provision &amp; display learning conversations</li> <li>Literacy books</li> <li>Planning</li> <li>Intervention groups &amp; impact data</li> <li>LTEs</li> </ul>
<b>2.5 Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>English Leads to be supported &amp; access training from the English Hub, Literacy Tree and Anima Phonics to support development</li> <li>English Leads to ensure that learning conversations in all forms (including book looks, pupil &amp; staff voice, LTE's and data) focus on priorities in this plan</li> <li>English Leads to support practice of other practitioners where needed in liaison with SLT</li> <li>SLT link to support development of strand through quarterly reviews with English Leads looking at outcomes of learning conversations &amp; pupil outcomes to evaluate impact &amp; so that additional support &amp; training can be implemented if needed.</li> <li>Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments in this area</li> <li>English Leads to present progress to Curriculum &amp; Standards Committee during Spring Term 2023</li> <li>SLT support English Leads and teachers to host parent workshops</li> <li>Early Years Parents to have fortnightly phonics workshops to support reading and writing led by SLT</li> </ul>	English Leads  English Lead   SLT & English Leads SLT & English Leads   English Leads SLT & GB	£500  None   None  None	Training form Anima Phonics, Literacy Tree & English Hub as needed   Support for teachers as needed	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTEs</li> <li>Learning conversations</li> <li>Quarterly reviews</li> <li>S2S</li> <li>GB minutes</li> </ul>



## 2. Curriculum Development

Objective (INTENT)		Circle for Change (CFC)	
<p><b>To implement the model music curriculum provision across the school to positively impact on pupil outcomes</b></p>			
<p><b>Success will look like (IMPACT)</b></p> <ul style="list-style-type: none"> <li>Well structured and aspirational music curriculum is established to meet the expectations of the model music curriculum</li> <li>All music lessons are taught by competent and confident musician</li> <li>Enrichment opportunities and club provision is developed to support and enhance outcomes</li> <li>Music evidence capture shows positive impact on pupil outcomes</li> <li>Pupil conferencing shows pupils attitudes and experiences to music have improved</li> <li>Enrichment activities and participation in wider events and performances increase in both quantity &amp; quality</li> <li>Pupil use and understanding of key vocabulary develops consistently across all year groups</li> </ul>			
Link to values	Successful, Inspire, Resilient	Evidence base for approach	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf</a>
SLT Lead	Music Lead, Art Lead & HT	Link to EIF for SEF	Quality of Education, Personal Development, Leadership & Management, EYFS
Links	<a href="#">Music Circle for Change</a> <a href="#">Music Subject Leadership 2022-23</a> <a href="#">Art Circle for Change</a> <a href="#">Art Subject Leadership 2022-23</a>		

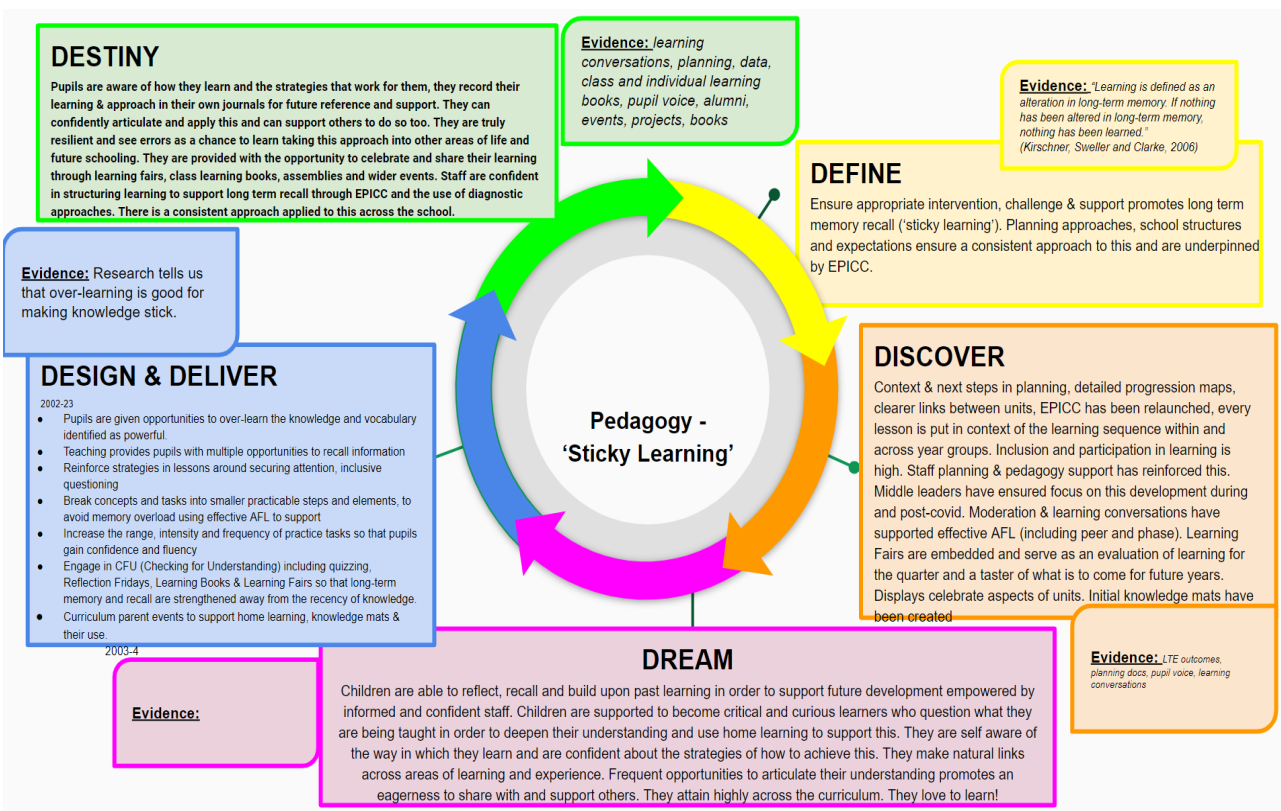


**SEE MUSIC & ART SUBJECT PLANS FOR FURTHER DETAILS**

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>1.1 Specialist input</b>	<ul style="list-style-type: none"> <li>Music sessions to be taught by a peripatetic music instructor (PMI) and/or music lead from Sept 2022 to ensure depth of knowledge, skill and pedagogy in order to impact positively on pupil outcomes.</li> <li>Staff group identified who have a musical background (or wish to develop one) who are supported to develop this through personal CPD offer</li> <li>Staff to remain in class and participate to build up own understanding and support positive pupil outcomes (if not on PPA)</li> <li>Year 3 taught to play the ukulele</li> </ul>	<p>Music Lead</p> <p>Music Lead &amp; HT</p> <p>All</p>	<p>£10,000</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>£3,000</p>	<p>Access to CPD to Support Leads as required</p> <p>Teachers participating in but not leading lessons</p>	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTEs</li> <li>Learning conversations</li> <li>Quarterly reviews</li> <li>S2S</li> <li>GB minutes</li> </ul>
<b>1.2 Music Curriculum</b>	<ul style="list-style-type: none"> <li>Continue to develop musicianship in EYFS-Year3 at age related expectations</li> <li>Year 4-6 to continue bridging with an aspirational and accelerated plan with the view to pitch age related expectation by Easter 2024</li> <li>Focus on introducing and securing children's knowledge of key vocabulary (link to SDP 2 &amp; 3) Enhance opportunities to apply knowledge of key elements of music through composition, decomposition of musical pieces and real life links such as historical significance.</li> <li>New bridging music curriculum implemented to support this Model music curriculum to be implemented from EYFS-year 3 with accelerated bridging for year 4-6.</li> <li>Ongoing AFL to assess impact so that some cohorts may need to progress more quickly through than others (see 1.4)</li> <li>Curriculum &amp; practice to develop in line with this.</li> <li>Full music curriculum in place by end of year linked to model curriculum.</li> <li>Key concepts to be highlighted as part of this (link to sticky learning SDP target 3)</li> <li>Additional planning time provided to support this for music lead and peripatetic music instructor quarterly.</li> <li>Singing assemblies to be redeveloped</li> </ul>	<p>Music Lead &amp; PMI</p> <p>Music Lead &amp; PMI</p> <p>Music Lead &amp; PMI</p> <p>Music Lead &amp; PMI SLT</p> <p>Music Lead</p>	<p>Release time £1000 across the year</p>	<p>As above</p> <p>CPD support for staff member leading other singing assembly</p>	<ul style="list-style-type: none"> <li>Bridging curriculum</li> <li>Planning</li> <li>Full curriculum map</li> <li>LTE's</li> <li>Pupil voice</li> <li>Assembly rota and learning walks</li> <li>Learning conversations</li> </ul>
<b>1.3 Assessment &amp; Intervention</b>	<ul style="list-style-type: none"> <li>Talented musicians identified and provision in place to support and develop including signposting to school and other provider provision</li> <li>Weekly SEND music therapy group to support development and understanding led by specialist peripatetic</li> <li>School based YouTube channel established &amp; recording equipment purchased so outcomes can be recorded and ultimately shared Financial impact</li> <li>Additional support to be provided if staff need confidence developed in assessment</li> <li>Focus: boys and girls and PP/non PP progress and access</li> </ul>	<p>Music Lead</p> <p>Music Lead</p> <p>SENCO</p> <p>Network Manager / Music Lead</p>	<p>None</p> <p>TBC</p> <p>£ 1000</p> <p>£800</p>	<p>CPD for PMI re:assessment procedures</p> <p>CPD of use of new recording equipment &amp; uploading</p>	<ul style="list-style-type: none"> <li>Pupil recorded outcomes (music)</li> <li>Assessment data (both)</li> <li>Pupil voice</li> <li>Assembly rota and learning walks</li> <li>Learning conversations</li> <li>Quarterly reports</li> </ul>

<b>1.5 Enrichment</b>	<ul style="list-style-type: none"> <li>• All year groups access music enrichment experience at least once a year</li> <li>• Music &amp; music questions/terminology to be prescribed for all assemblies that are not music based to support knowledge acquisition and experience</li> <li>• Choir to continue <a href="#">New formal choir format to be embedded by music lead</a></li> <li>• Nativity &amp; Year 6 production to be singing focussed</li> <li>• Carol concert established including performance outside school environment</li> </ul>	<p>Music Lead &amp; EVC</p> <p>PMI</p> <p>Music Lead</p> <p>Music Lead</p>	<p>TBC</p> <p>None (costs covered elsewhere)</p> <p>None (costs covered elsewhere)</p> <p>TBC</p>	<p>Access to singing CPD to be provided as needed</p>	<ul style="list-style-type: none"> <li>• Visit overview &amp; related work</li> <li>• Class Learning Books</li> <li>• After school provision &amp; attendance</li> <li>• Performances</li> <li>• Art show</li> <li>• Pupil voice</li> <li>• Learning conversations</li> </ul>
<b>1.6 Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>• Music Lead to be supported by Newham Music Hub &amp; other organisations to support their understanding.</li> <li>• Music Lead to work with PMI to support acquisition of knowledge &amp; pedagogy</li> <li>• Music Lead to ensure that learning conversations in all forms (including pupil outcomes, pupil &amp; staff voice, LTE's and data) focus on priorities in this plan</li> <li>• SLT link to support development of strand through quarterly reviews with both leads looking at outcomes of learning conversations &amp; pupil outcomes to evaluate impact &amp; so that additional support &amp; training can be implemented if needed.</li> <li>• Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments in this area</li> <li>• Music Lead to present progress to Curriculum &amp; Standards Committee during Summer Term 2023</li> </ul>	<p>Music Lead</p> <p>Music Lead &amp; PMI</p> <p>Music Lead</p> <p>SLT Link &amp; Music Lead</p> <p>SLT &amp; GB</p> <p>Music &amp; GB</p>	<p>TBC</p> <p>None (costs covered elsewhere)</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>Newham Music Hub &amp; Art Matters to support CPD</p> <p>Additional CPD to be sourced to support Leads as required</p>	<ul style="list-style-type: none"> <li>• CPD plans &amp; Learning Journals</li> <li>• Pupil outcomes</li> <li>• LTEs</li> <li>• Learning conversations</li> <li>• Quarterly reviews</li> <li>• S2S</li> <li>• GB minutes</li> </ul>

### 3. Pedagogy

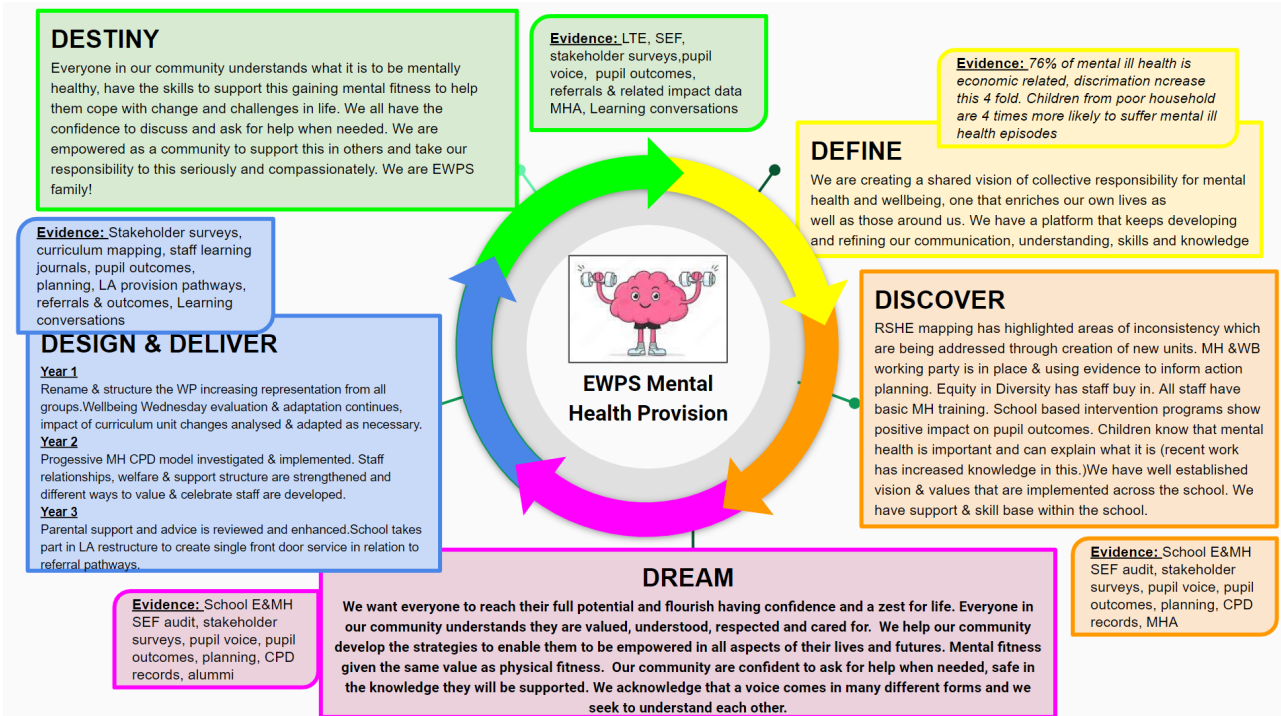
Objective (INTENT)	Circle for Change (CFC)
<p><b>Ensure appropriate intervention, challenge &amp; support that supports long term memory (recall and retrieval)</b></p>	 <p><b>DESTINY</b> Pupils are aware of how they learn and the strategies that work for them, they record their learning &amp; approach in their own journals for future reference and support. They can confidently articulate and apply this and can support others to do so too. They are truly resilient and see errors as a chance to learn taking this approach into other areas of life and future schooling. They are provided with the opportunity to celebrate and share their learning through learning fairs, class learning books, assemblies and wider events. Staff are confident in structuring learning to support long term recall through EPICC and the use of diagnostic approaches. There is a consistent approach applied to this across the school.</p> <p><b>Evidence:</b> learning conversations, planning, data, class and individual learning books, pupil voice, alumni, events, projects, books</p> <p><b>DEFINE</b> Ensure appropriate intervention, challenge &amp; support promotes long term memory recall ('sticky learning'). Planning approaches, school structures and expectations ensure a consistent approach to this and are underpinned by EPICC.</p> <p><b>Evidence:</b> "Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned." (Kirschner, Sweller and Clarke, 2006)</p> <p><b>DISCOVER</b> Context &amp; next steps in planning, detailed progression maps, clearer links between units, EPICC has been relaunched, every lesson is put in context of the learning sequence within and across year groups. Inclusion and participation in learning is high. Staff planning &amp; pedagogy support has reinforced this. Middle leaders have ensured focus on this development during and post-covid. Moderation &amp; learning conversations have supported effective AFL (including peer and phase). Learning Fairs are embedded and serve as an evaluation of learning for the quarter and a taster of what is to come for future years. Displays celebrate aspects of units. Initial knowledge mats have been created</p> <p><b>Evidence:</b> LITE outcomes, planning docs, pupil voice, learning conversations</p> <p><b>DREAM</b> Children are able to reflect, recall and build upon past learning in order to support future development empowered by informed and confident staff. Children are supported to become critical and curious learners who question what they are being taught in order to deepen their understanding and use home learning to support this. They are self aware of the way in which they learn and are confident about the strategies of how to achieve this. They make natural links across areas of learning and experience. Frequent opportunities to articulate their understanding promotes an eagerness to share with and support others. They attain highly across the curriculum. They love to learn!</p> <p><b>Evidence:</b></p>
<p><b>Success will look like (IMPACT)</b></p> <ul style="list-style-type: none"> <li>The underlying principle of sticky teaching is that pupils should be engaged in the thinking processes involved in what they are learning. This encourages them to use metacognition (thinking about the thinking and learning process for themselves) so they can reflect on how they found the learning activity, what helped or hindered them and how they might do it differently next time.</li> <li>Children are clear about what they are learning and why and can articulate this</li> <li>Pupil recall is improved deepening long term learning which in turns improve pupil outcomes (see end of SDP &amp; subject development plans)</li> <li>Children link learning concepts supporting improvement in recall and children are challenged appropriately according to their existing knowledge</li> <li>Staff confidence, knowledge and understanding of learning and memory (neuroscience) increases and impacts on pupil learning</li> <li>The skill of self-reflection develops resilience towards learning, which in turn allows pupils to stand back and reflect to consider how things can be improved next time.</li> <li>Interventions and challenge further embed learning concepts across the school</li> <li>Pre-learning, context and reflection approaches are embedded across the school</li> <li>AFL and subsequent actions ensure pupils attain key concepts</li> <li>Additional support and intervention are appropriately targeted and impact on pupil outcomes</li> </ul> <p><i>(NB This strand is to also lay the foundations so we can move into a focus on metacognition in next academic year - see 3 year plan)</i></p>	
<p><b>Link to values</b></p>	<p>Successful, Inspire, Resilient</p> <p><b>Evidence base for approach</b></p> <p><a href="https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/">https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/</a>  <a href="https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/">https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/</a></p>

			<a href="https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf">https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf</a> 'Retrieval Practice' by Kate Jones
SLT Lead	SLT & CLT	Link to EIF for SEF	Quality of Education, Leadership & Management, EYFS
Links	EWPS - Strand 3 - Pedagogy CfC		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>3.1 Developing staff understanding of learning &amp; memory</b>	<ul style="list-style-type: none"> <li>Core CPD introducing how brain works with learning &amp; memory learning</li> <li>Staff CPD library to develop to include books on long term recall</li> <li>INSET day focussed on reviewing and refining these strategies</li> <li>Link to key attributes for the subject &amp; vision</li> <li>Planning adapted to allow for greater opportunities as outlined below</li> <li>Build further CPD into personal offer</li> </ul>	SLT  HT SLT & CLT CLT CT HT	None  £100 None None None None	PDM 'Intro to 'sticky learning' INSET day	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Planning</li> <li>Pupil outcomes</li> <li>Learning conversations</li> <li>LTEs</li> <li>Staff surveys</li> <li>Pupil surveys</li> <li>TLT books</li> <li>Subject development plans</li> <li>Curriculum Maps</li> <li>Learning Mats</li> <li>Website</li> <li>Quarterly reports</li> </ul>
<b>3.2.1 (Prior knowledge &amp; organisation)  Key concepts</b>	<ul style="list-style-type: none"> <li>Curriculum maps reviewed and key knowledge concepts highlighted (priority for subject development plans)</li> <li>Staff INSET to share with staff</li> <li>Planning to be amended as progress through year so that key concepts (knowledge and skills) are built into multiple units</li> <li>These changes to be highlighted and reviewed against impact on recall</li> <li>TLT to concentrate on key concepts (see 3.4)</li> </ul>	CLT CLT CTs  CTs & CLT CT	Subject release None  None TLT costs	INSET day	
<b>3.2.2 (Prior knowledge &amp; organisation)  Learning mats</b>	<ul style="list-style-type: none"> <li>Learning mats created for each subject in each quarter: to include key vocabulary, concepts and sources of further information (linked to 3.2.1)</li> <li>Learning mats to be sent home with quarterly curriculum letter to parents with strategies to support pre learning</li> <li>Parent info events to support strategies for their use</li> <li>All of above to be accessible on website</li> <li>Learning mats reviewed at the start of each unit in class</li> <li>Learning mats to be used as teaching tool but should not be in every lesson to avoid false memory recall</li> </ul>	CLT  CT's  SLT Network Manager CT's CT's	Subject release  Copy costs  None None Copy/laminating costs	PDM 'Intro to 'sticky learning' INSET day	
<b>3.3 (Making sense &amp; meaning)  Context &amp; sequence of learning</b>	<ul style="list-style-type: none"> <li>Planning amended to sequence key concepts in chunks &amp; then allow for them to be revisited in different formats to aid retrieval and conversion into long term memory</li> <li>Continue to embed Context strand of EPICC as started in academic year 2021-22</li> <li>LTEs to focus on strand 3 through all subjects this year</li> </ul>	CT's supported by CLT  All  SLT & CLT	None  None  None	INSET day	
<b>3.4.1 (Frequent rehearsal &amp; retrieval)  Checking for Understanding (CFU)</b>	<ul style="list-style-type: none"> <li>Opportunities to share best practice and ideas about CFU activities</li> <li>CPD to explore different types of retrieval practice activities (based on KJ research)</li> <li>All year groups to try and adopt 3 strategies consistently to then feedback on impact during INSET day</li> <li>Strategies with most impact to be built into L&amp;T Handbook</li> </ul>	All HT SLT		PDM 'Intro to 'sticky learning & Follow up 'what is working?	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTE's</li> <li>Staff &amp; pupil surveys</li> <li>Quarterly reports</li> </ul>
<b>3.4.2 (Frequent rehearsal &amp; retrieval)</b>	<ul style="list-style-type: none"> <li>Reflection as part of plenary revisiting key concepts to support pupil self assessment</li> <li>Reflection Fridays to be reintroduced link to key concepts of the week</li> </ul>	CT's  All	None  None	PDM 'Intro to 'sticky learning & Follow up 'what is working?	<ul style="list-style-type: none"> <li>Class learning books</li> <li>Learning Fairs</li> <li>Learning Walks</li> </ul>

<b>Reflection</b>	<ul style="list-style-type: none"> <li>Class learning book to be reintroduced linked to above</li> <li>Learning Fairs to continue but pupil planning of these throughout the unit to be incorporated.</li> </ul>	All CT's	£200 None		<ul style="list-style-type: none"> <li>Staff &amp; pupil surveys</li> </ul>
<b>3.5 Intervention</b>	<ul style="list-style-type: none"> <li>Pupils to be identified through marking, CFU activities &amp; PPM focus outcomes</li> <li>TLT to be linked primarily to key concepts</li> <li>Individual tuition to be put into place in maths, reading and SPAG</li> <li>Lexia groups to resume as additional 15 minutes daily</li> <li>Year 6 early morning recap sessions daily focussed on key concepts</li> </ul>	CT's & SLT Links  CTs AHT's English Leads Yr 6 CTs	None  See PP Tuition funding See PP See PP	None	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTEs</li> <li>Staff surveys</li> <li>Pupil surveys</li> <li>TLT books</li> </ul>
<b>3.6 Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>SLT to attend relevant additional training to support development &amp; understanding of this strand</li> <li>This to be cascaded to CLT so this focus can be built into subject development plans</li> <li>This to then be cascaded to the rest of staff through INSET and learning conversations including book looks and LTE's in which this aspect will be the focus.</li> <li>SLT links to support development of pedagogy through quarterly reviews with CLT looking at outcomes of learning conversations &amp; pupil outcomes to evaluate impact &amp; so that additional support &amp; training can be implemented if needed.</li> <li>Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments in this area</li> <li>Early Years Lead to look at repetition and consistency of teaching and learning in planning to ensure progress of basic skills are established and deepened.</li> </ul>	SLT  SLT & CLT  SLT & CLT  SLT & CLT  SLT & GB  SLT & EYFS teachers	£500  None  None  None  None	See 3.1	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTEs</li> <li>Learning conversations</li> <li>Quarterly reviews</li> <li>S2S</li> <li>GB minutes</li> </ul>

## 4. Wellbeing

Objective (INTENT)		Circle for Change (CFC)	
<p><b>To continue to evolve the 3 strands of the wellbeing approach (pupils, staff &amp; parents) to empower members of the community to reach their full potential with a focus on parent engagement</b></p>		 <p><b>DESTINY</b> Everyone in our community understands what it is to be mentally healthy, have the skills to support this gaining mental fitness to help them cope with change and challenges in life. We all have the confidence to discuss and ask for help when needed. We are empowered as a community to support this in others and take our responsibility to this seriously and compassionately. We are EWPS family!</p> <p><b>Evidence:</b> LTE, SEF, stakeholder surveys, pupil voice, pupil outcomes, referrals &amp; related impact data MHA, Learning conversations</p> <p><b>DEFINE</b> We are creating a shared vision of collective responsibility for mental health and wellbeing, one that enriches our own lives as well as those around us. We have a platform that keeps developing and refining our communication, understanding, skills and knowledge</p> <p><b>Evidence:</b> 76% of mental ill health is economic related, discrimination increase this 4 fold. Children from poor household are 4 times more likely to suffer mental ill health episodes</p> <p><b>DISCOVER</b> RSHE mapping has highlighted areas of inconsistency which are being addressed through creation of new units. MH &amp;WB working party is in place &amp; using evidence to inform action planning. Equity in Diversity has staff buy in. All staff have basic MH training. School based intervention programs show positive impact on pupil outcomes. Children know that mental health is important and can explain what it is (recent work has increased knowledge in this.) We have well established vision &amp; values that are implemented across the school. We have support &amp; skill base within the school.</p> <p><b>Evidence:</b> School E&amp;MH SEF audit, stakeholder surveys, pupil voice, pupil outcomes, planning, CPD records, MHA</p> <p><b>DREAM</b> We want everyone to reach their full potential and flourish having confidence and a zest for life. Everyone in our community understands they are valued, understood, respected and cared for. We help our community develop the strategies to enable them to be empowered in all aspects of their lives and futures. Mental fitness given the same value as physical fitness. Our community are confident to ask for help when needed, safe in the knowledge they will be supported. We acknowledge that a voice comes in many different forms and we seek to understand each other.</p> <p><b>Evidence:</b> Stakeholder surveys, curriculum mapping, staff learning journals, pupil outcomes, planning, LA provision pathways, referrals &amp; outcomes, Learning conversations</p> <p><b>DESIGN &amp; DELIVER</b> <b>Year 1</b> Rename &amp; structure the WP increasing representation from all groups. Wellbeing Wednesday evaluation &amp; adaptation continues, impact of curriculum unit changes analysed &amp; adapted as necessary. <b>Year 2</b> Progressive MH CPD model investigated &amp; implemented. Staff relationships, welfare &amp; support structure are strengthened and different ways to value &amp; celebrate staff are developed. <b>Year 3</b> Parental support and advice is reviewed and enhanced. School takes part in LA restructure to create single front door service in relation to referral pathways.</p>	
<p><b>Success will look like (IMPACT)</b></p> <ul style="list-style-type: none"> <li>5 steps to wellbeing (Connect, Be Active, Take Notice, Learn &amp; Give) underpins all 3 strands of wellbeing development in the school</li> <li>Pupil's can explain and action how to keep themselves physically and emotionally healthy</li> <li>Children know who and how to contact someone if they are worried or concerned</li> <li>All 3 stakeholders know how to seek support</li> <li>Pupils have positive breaks with low level of incidents &amp; falling first aid attendance</li> <li>Behaviour tracking shows positive impact on pm low level behaviour</li> <li>Priority given by <u>all</u> stakeholders for pupils to attend school 'every day and ontime' and the support to do so.</li> <li>Attendance continues to be above average</li> <li>Reduce % of PA 90 by at least ??</li> <li>Staff workload reduction continues as priority ('keep, tweak, ditch')</li> <li>EiD curriculum work embedded</li> </ul>			
<b>Link to values</b>	Respect, Heard & Cared For, Successful, Resilient	<b>Evidence base for approach</b>	<a href="https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/">https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/</a> <a href="https://www.annafreud.org/schools-and-colleges/resources/">https://www.annafreud.org/schools-and-colleges/resources/</a> <a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a> <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a>
<b>Leads</b>	PSHE Lead, EYFS AHT, EiD Leads & WB &MH Team	<b>Link to EIF for SEF</b>	Quality of Education, Behaviour & Attitudes, Personal Development, Leadership & Management, EYFS
<b>Links</b>	<span>Wellbeing Vision</span> <span>EWPS Equity in Diversity</span> <span>Eco Schools TOC</span> <span>PSHE Circle for Change</span> <span>RE Circle for Change</span>		



(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>4.1.1 Pupils - Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>‘Learn &amp; Connect’ -Wellbeing Wednesdays to be embedded &amp; display trees completed weekly</li> <li>‘Connect’ - Zones of regulation introduced for start of am &amp; pm sessions as part of pupil check in to support pupils being receptive to learning &amp; reduce pm off task low level disruption (see 2021-22 behaviour summary)</li> <li>‘Connect’ -Peg a problem &amp; worry boxes to be embedded</li> <li>‘Give’ -refine pupil roles &amp; responsibility opportunities (HC, Ambassadors, Sports Leaders, JGB, Reading Champions, Eco-Guardians)</li> </ul>	MHWB  All  All LM	£350 (survey tool)  Copy costs  None £250 (badges etc.)	Sept INSET - Zones of regulation introduced	<ul style="list-style-type: none"> <li>Pupil surveys</li> <li>JGB board &amp; activity</li> <li>JGB feedback</li> <li>Happiness survey analysis</li> <li>WBW planning</li> <li>Wellbeing Tree Displays</li> <li>WTS (re:zones of regulation)</li> </ul>
<b>4.1.2 Pupils - Attendance</b>	<ul style="list-style-type: none"> <li>Review new guidance against current practice to identify any further areas of development (adapt policy further if needed)</li> <li>Continue to refine processes and support in relation to PA 90</li> <li>Refine parent info events about attendance</li> <li>Reduce gate opening times by 5 minutes to promote punctuality further</li> </ul>	Att. Manager  Att. Manager HT & Gate staff	None  TBC None	None	<ul style="list-style-type: none"> <li>Attendance data</li> <li>Attendance intervention tracking</li> <li>Mobility Analysis</li> </ul>
<b>4.1.2 Pupils - Behaviour</b>	<ul style="list-style-type: none"> <li>Review current behaviour policy against new guidance</li> <li>CPD re: language of choice to be reinforced with ALL staff</li> <li>RoBs to be completed by MDAs</li> <li>Drop-in surgeries re: positive behaviour strategies as part of personal offer</li> <li>Review current lunchtime provision with pupils and staff to ‘tweak provision</li> <li>Reinforcement of behaviour rules &amp; school values with all pupils</li> <li>Behaviour analysis to continue to identify trends and individuals so the school can address proactively</li> </ul>	SLT SLT & LM MDAs LM  LM, SLT & JGB  All SGT	None None None None  Capital for MUGA + £1000 equipment	Language of choice & behaviour policy review  Drop in surgeries	<ul style="list-style-type: none"> <li>Behaviour policy</li> <li>Behaviour analysis</li> <li>First aid analysis</li> <li>Lunchtime handbook</li> <li>Pupil surveys</li> </ul>
<b>4.2 Staff - Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>Annual CPD &amp; work load reviews held, results analysed and amendments made in line with “keep, tweak.ditch”</li> <li>Personal CPD menu offer developed further based on staff feedback</li> <li>Source additional support for staff wellbeing CPD &amp; strategies</li> <li>Wellbeing time built into directed/contracted time allocation for all staff</li> <li>Continue working with SAS to promote access to support services for staff</li> <li>PPA arrangements to change so is more central in the week</li> <li>Review DFE Wellbeing Charter with staff to identify areas for further focus</li> </ul>	SLT  SLT SLT SLT MHWB  SLT SLT	None See CPD budget  None See staff insurances See PPA proposal None	DFE Charter review on INSET day	<ul style="list-style-type: none"> <li>Survey outcomes &amp; analysis</li> <li>Wellbeing board</li> <li>Staff attendance</li> <li>PPA</li> <li>SAS usage report ?</li> <li>INSET day review outcomes &amp; action</li> </ul>
<b>4.3 Parents - Mental Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>Parent coffee mornings/Chill &amp; Chat introduced to support ‘connect’</li> <li>Weekly newsletter tip to continue</li> <li>Community links information to continue to be developed</li> <li>‘Connect’ &amp; Learn’ Restructure and launch parents in partnership ‘</li> </ul>	LM HT HT HT & LM	£100 None None None		<ul style="list-style-type: none"> <li>Chill &amp; chat attendance</li> <li>Parents in Partnership</li> <li>Website</li> <li>Parents survey</li> <li>PTA?</li> </ul>

	<ul style="list-style-type: none"> <li>• 'Be Active' - Review provision / signposting for opportunities 'Give' Possible launch of the EWPS Parents Association?</li> </ul>	LM & PE Lead	None		
<b>4.4</b> <b>All - Equity in Diversity</b>	<ul style="list-style-type: none"> <li>• EiD working party to continue</li> <li>• British Values/EiD unit written, delivered and reviewed for yrs 1-6</li> <li>• Signage and representation across the school including resources to continue to evolve</li> <li>• Pupils EiD curriculum map to be updated in line with curriculum changes made</li> <li>• All pupil positions of responsibility to be analysed for representation</li> <li>• Website area launched</li> <li>• EiD bias/unconscious bias training</li> <li>• Agree school EiD vocabulary/terms</li> <li>• Initial plan for work to open conversation with parents</li> </ul>	EiD Leads EiD Leads / CTs EiD Leads / FFM  EiD Leads  LM & EiD Leads EiD Leads & Network Manager EiD Leads EiD Leads	None Release time £3000  None  None None £500 None None	Bias/unconscious bias CPD	<ul style="list-style-type: none"> <li>• Curriculum map</li> <li>• BV &amp; EiD outcomes &amp; displays</li> <li>• Pupil surveys</li> <li>• Responsibility analysis</li> <li>• Website</li> <li>• CPD record &amp; Learning Journals</li> <li>• EiD vocab</li> <li>•</li> </ul>
<b>4.5</b> <b>Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>• EiD Leads to access support and training from E4C to support development across school and then use this to support practice and content</li> <li>• EiD Leads to work with HT to highlight further curriculum aspects where development needs to take place so that this can be built into every year group additional planning time with the HT</li> <li>• EiD Leads to attend CLT meeting to review diversity representation in all subjects</li> <li>• MHWB Leads to meet at least once a quarter with HT to agree next steps and assess impact of what has taken place. This opportunity to be used to identify further support &amp;/or training that needs to be put into place</li> <li>• Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments in this area</li> <li>• EiD &amp; MHWB to present progress to Curriculum &amp; Standards Committee during 2023</li> <li>• Early Years Staff to have CPD related to EYFS and given time to review provision and curriculum development</li> </ul>	EiD Leads  EiD Leads & HT  EiD Leads & CLT  MHWB Leads & HT  SLT & GB  MHWB Leads  SLT -EYFS Lead	£300 (subscription)  None  None  None  None  See EY	E4C training  Support for teachers as needed	<ul style="list-style-type: none"> <li>• CPD plans &amp; Learning Journals</li> <li>• Pupil outcomes</li> <li>• Pupil voice</li> <li>• LTEs</li> <li>• Learning conversations</li> <li>• Curriculum map</li> <li>• S2S</li> <li>• GB minutes</li> </ul>

## 5. Early Years Foundation Stage (EYFS)

Objective (INTENT)	Circle for Change (CFC)		
<p><b>Continue to develop language and communication approach to positively impact literacy writing outcomes</b></p>	<div data-bbox="884 279 2116 1093"> <p><b>DESTINY</b> Children in Early Years can speak clearly and confidently about their learning. They are confident about the skills, equipment and techniques that are involved in processes. The school will have purposeful open ended provision that is centred around learning through play, to give children plentiful opportunities to build on their interests and lead on from the learning. Children will have the chance to build on and expand their lived experiences so that they have more awareness of the world around them. Reading frequently and exposure to different texts will engage children actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts, giving children the opportunity to thrive. Through conversation, storytelling and role play children will have a rich range of vocabulary and language structures. Children will lead healthy and happy lives which is fundamental to their cognitive development.</p> <p><b>Evidence:</b> Pupil voice, class learning journey books, pupil observations, LTE, learning walks, curriculum map and planning, parent, staff and pupil voice, website, newsletters, displays and assessments</p> <p><b>DEFINE</b> Children in EYFS can access a balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life and secure a good foundation. Children deepen their learning in a safe and effective learning environment, where all children and staff promote and demonstrate the British Values through characteristics of effective teaching and learning and show a mutual respect for one another. Children have the skills to become a happy, independent and curious lifelong learners by accessing high quality and consistent teaching and learning.</p> <p><b>DISCOVER</b> Implement a clear and consistent language intervention approach that supports children with delayed language or children with English as an additional language. The two interventions Early Talk/Boost and Box Clever are set with clear expectations showing impact on spoken language and social interactions. Training is in place to support this and new resources purchased. Identifying key focus children to target. Tracking and monitoring of individual children is completed weekly to assess progress. Teaching is effective and language impact is shown in Literacy with the children's ability to comprehend and discuss texts and ask relevant questions.</p> <p><b>DREAM</b> Language allows the foundations of communication and social relatability with peers. It also influences our personal, social and emotional development. Early identification and consistent implementation of interventions will allow children to be equipped with a range of skills, knowledge and experiences that allows them the opportunity to express themselves. They will be articulate participants in class and become curious enquirers. The environment enhances the rich language environment and texts support learning across the setting. Phonics teaching lends itself to support children's reading and inference. Parents remain engaged with the way the school teaches the foundations and feel happy and supported by leaders and staff through parent workshops. Staff and parents actively support, encourage and value their children's learning experiences.</p> <p><b>DESIGN &amp; DELIVER</b> <b>General</b>  <ul style="list-style-type: none"> <li>Continue to refine EYFS curriculum and progression map</li> <li>Greater focus on subject led learning eg. Geography and mapping our local area</li> <li>Introducing children to new concepts and ideas by adding to their cultural capital experiences.</li> <li>Embed language interventions to support literacy</li> <li>Refine phonics approach in line with whole school curriculum</li> <li>Develop outdoors to embed an open plan provision approach</li> </ul> <b>Specific</b>  <b>Year 1 2022/23</b> <ul style="list-style-type: none"> <li>Implement a clear language intervention programme</li> <li>Refine and build strong text links that deepen learning and widen vocabulary</li> <li>EYFSP Early Years newsletters continued to engage parents in current and upcoming learning</li> <li>Have effective approach of teaching oral hygiene built into the curriculum as part of quarter 1 'Who am I?'</li> <li>Develop children's articulation and confidence about the process of their learning and outcomes produced.</li> <li>Introduce open plan outdoor learning approach</li> </ul> <b>Year 2 2023/24</b> <ul style="list-style-type: none"> <li>Ended year 1</li> <li>Make subject specific learning more overt when teaching so children begin to build on wider vocabulary</li> <li>Review and Embed Outdoor learning experiences</li> <li>Forest School teaching approach review</li> </ul> <b>Year 3 2024/25</b> <ul style="list-style-type: none"> <li>Review oral hygiene learning and cultural capital links</li> <li>Build on Understanding the World concepts to concrete learning</li> <li>Link in Artists and other influential figures from around the world to be inspired</li> </ul> </p> <p><b>Evidence:</b> Pupil voice, class learning journey books, pupil observations, curriculum map and planning, parent &amp; staff voice, displays and assessments</p> </div>		
<p><b>Success will look like (IMPACT)</b></p>			
<ul style="list-style-type: none"> <li>Well structured and continuous language intervention sessions centred on Early Talk and Box Clever programmes</li> <li>All sessions are run by trained staff</li> <li>Language development impacts positively on Literacy outcomes in the form of reading and writing</li> <li>Language evidence shows how children's attitudes and experiences change over time and impact social interactions positively</li> <li>Children with delayed language boost their language skills to narrow the gap between them and their peers</li> <li>Children make statistically significant progress in their early language development.</li> <li>On average, children should make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.</li> <li>Children are confident and happy telling stories and articulating their thoughts with peers and adults</li> </ul>			
<p><b>Link to values</b></p>	<p>Successful, Inspire, Resilient</p>	<p><b>Evidence base for approach</b></p>	<p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>
<p><b>SLT Lead</b></p>	<p>EYFS Lead &amp; CLT</p>	<p><b>Link to EIF for SEF</b></p>	<p>Quality of Education, Leadership &amp; Management, EYFS</p>
<p><b>Links</b></p>	<p> EYFS Circle for Change</p>		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>5.1 Developing staff knowledge and training on language interventions</b>	<ul style="list-style-type: none"> <li>• Training and CPD made available for staff to understand the way in which language development can be powerful for children to make progress across the curriculum.</li> <li>• Wider CPD made available for staff for indoor and outdoor provision</li> <li>• Purchase resources to support provision and interventions</li> <li>• Early Talk/Boost, Box Clever &amp; Helicopter stories provision</li> </ul>	EYFS Lead JO	£1000  £45  £35	Early Talk & Boost Training Box Clever led by SL and JO Helicopter stories - Trisha Lee Online CPD <b>Let's get Talking in the EYFS:</b> Understanding Language and Communication - Early Excellence <b>It's a Small World:</b> Inspiring Children's storytelling through small word	<ul style="list-style-type: none"> <li>• CPD plans &amp; Learning Journals</li> <li>• Staff surveys</li> </ul>
<b>5.2 Implementing, monitoring and assessing language intervention attainment progress</b>	<ul style="list-style-type: none"> <li>• Identifying key focus children through supporting resources</li> <li>• Having small focus groups to ensure quality interventions</li> <li>• Teaching is monitored as effective and consistent.</li> <li>• Children have opportunities to discuss texts and ask relevant questions</li> <li>• Planning adapted to allow for greater opportunities</li> <li>• Monitoring lessons, interventions and children's voice to capture progress</li> <li>• Tracking focus group</li> <li>• Parent workshops to understand best practice at home</li> </ul>	CTs & EYFS Lead     SLT	£45	<b>Let's Explore Language &amp; Comm:</b> Nurturing interactions - Early Excellence	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Pupil outcomes</li> <li>• Monitoring</li> <li>• LTEs</li> <li>• Staff surveys</li> <li>• Pupil surveys/voice</li> <li>• Parent voice/surveys</li> <li>• TLT books</li> </ul>
<b>5.3 Refine and build strong text links to deepen learning and vocabulary</b>	<ul style="list-style-type: none"> <li>• Review texts each quarter and ensure they drive the standards of skills and knowledge required to meet end of year expectations.</li> <li>• Ensure quality of texts make sufficient impact and make learning sequential and memorable</li> <li>• Addition of texts across learning activities to enhance the vocabulary access for children</li> <li>• Ensure all activities deliver on a dual language code (use of VAK)</li> <li>• The use of stories, books, rhymes and songs as a vital part of worldwide cultural and linguistic heritage.</li> </ul>	CTs, SS & EYFS Lead	£35	<b>CPD - Developing language through books</b> Creating Conversations: Inspiring Language through Role Play (Early Excellence)	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Pupil outcomes</li> <li>• Monitoring</li> <li>• LTEs</li> <li>• Staff surveys</li> <li>• Pupil voice</li> <li>• Curriculum Maps</li> </ul>
<b>5.4 Plentiful opportunities for children to demonstrate confidence in communication and language</b>	<ul style="list-style-type: none"> <li>• Development of helicopter stories embedded into the provision to allow opportunities to develop storytelling and acted out alongside peers.</li> <li>• Open ended provision outdoors to support children's communication in developing next steps</li> <li>• Use of texts to support learning activities to expand curiosity and expand vocabulary</li> <li>• In instances of bilingualism and multilingualism, provide children good oracy examples so that it supports children in communicating effectively with adults and peers</li> </ul>	CTs & EYFS Lead	£45  £45  £135  £135	<b>How to Support Children's Self-Initiated Learning</b> Taking a Close Look at Learning through Play  <b>How to Build on Children's Interests</b> Taking a Close Look at Curriculum Opportunities <b>It's More than Reading &amp; Writing</b> How to Teach Literacy in the EYFS <b>Let's Step Outside in the EYFS</b> How to Plan for Outdoor Learning	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Pupil outcomes</li> <li>• Monitoring</li> <li>• LTEs</li> <li>• Staff surveys</li> <li>• Pupil voice</li> </ul>

<b>5.5 Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>EYFS Lead to be supported &amp; access training from the LA network &amp; also feed into local PVI network to support Little Ellies Manager (see Little Ellies development plan)</li> <li>EYFS Lead to liaise with EYFS Research school to access training and findings of research</li> <li>EYFS Lead to support CLT develop knowledge and understanding of EYFS in respective subjects so they can support development in this regard</li> <li>EYFS Lead &amp; CLT to support teachers in development of provision and practice in line with this strand</li> <li>EYFS Lead to discuss impact &amp; next steps with other members of SLT to support development of strand through quarterly reviews having looked at outcomes of learning conversations &amp; pupil outcomes to evaluate impact &amp; so that additional support &amp; training can be implemented if needed.</li> <li>Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments in this area</li> </ul>	EYFS & Childcare Leads	None	Training from LA network & research school as needed	<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Pupil outcomes</li> <li>LTEs</li> <li>Learning conversations</li> <li>Quarterly reviews</li> <li>S2S</li> <li>GB minutes</li> </ul>
		EYFS Lead	None		
		EYFS Lead & CLT	None		
		EYFS Lead & CLT	None	Support for teachers as needed	
		EYFS Lead & rest of SLT	None		
		SLT & GB			

## Summary of 2022 Statutory Data

### EYFS & Year 1

	EWPS	Newham	National
<b>Pupils achieving GLD (Good level of development)</b>	60%	68.7%	65%

	EWPS	Newham	National
<b>Year 1 Phonics</b> (59 pupils)	80%	77%	75.6%
<b>Year 2 Phonics retakes</b> (9 pupils)	44%		

- 5 pupils did not pass the Year 2 retake. 2 of the 5 pupils have made significant progress from their starting points in September. 3 pupils scored 0-5 due to their SEND profiles.

### KS1

	EWPS		National	
	EXS	GDS	EXS	GDS
<b>Reading</b>	59%	22%		
<b>Writing</b>	54%	13%		
<b>Maths</b>	71%	22%		
<b>Combined (R,W,M)</b>	53%	12%	53.4%	5.9%

- KS1 tests and assessments returned for the first time since 2019, without any adaptations. This was to help the DfE understand the impact of the pandemics on pupils and schools, including variation between. As with any year, context of data is important but even more so this year, as pupils will have been unevenly impacted by the pandemic. Targets were agreed at the beginning of the 2020-21 academic year, taking this into account.
- Both reading and writing have been negatively impacted following the Covid pandemic. This is also true nationally - the EEF (The Impact of COVID-19 on Learning: A review of the evidence) reported that 'there is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects'.
- SEND: 10/60 = 17% (6 diagnosed with ASD including learning difficulties and 4 on the pathway for diagnosis for ASD).
- Pupil Premium: 14/60 = 23%

## KS2

47 pupils	EWPS	Natio nal	Differ ence	EWPS	EWPS
	EXS			GDS	Average scaled scores
<b>Reading</b>	74%	74%	+1%	26%	106
<b>GPS</b>	83%	72%	+11%	47%	110
<b>Writing</b>	64%	69%	-5%	9%	N/A
<b>Maths</b>	81%	71%	+10%	34%	107
<b>Combined (R,W,M)</b>	62%	59%	+3%	9%	N/A

- KS2 tests and assessments returned for the first time since 2019, without any adaptations. This was to help the DfE understand the impact of the pandemics on pupils and schools, including variation between. As with any year, context of data is important but even more so this year, as pupils will have been unevenly impacted by the pandemic. Targets were agreed at the beginning of the 2020-21 academic year, taking this into account. All pupils made significant progress from their September starting points, with many children exceeding their personal targets set.
- Grammar attainment was in line with KS2 results pre-Covid, with almost half of the year group achieving greater depth in this area. Despite this, pupils found it more difficult to apply their Grammar and spelling knowledge to their writing, which can be seen in the writing results. This has also impacted the percentage of pupils achieving the expected and greater depth standards across the three subjects (Reading, Writing and Maths).
- An application has been made to the KS2 schools checking service, to disapply the data of two pupils who were new to the country during Year 5 and whose first language was not English. Furthermore, both pupils had missed a significant amount of the KS2 curriculum.
- SEND:  $9/47 = 19\%$  (6 boys & 3 girls)
- Pupil Premium =  $12/47 = 26\%$