

Marton Manor Primary School

School Development Plan

September 2020-
July 2021

This Development Plan runs alongside the James Cook Learning Improvement Plan.

One off Catch up funding for this academic year is allocated at £119 per pupil (approximately £24,000 for the whole school). This is split into three payments: Autumn approximately £9,200; Spring £9,200; Summer £6,600. The Spring payment will be based on the October 2020 census. The EEF has identified the most effective plans for Catch Up. We need to produce case studies to show how we have used funding effectively. The National Tutoring Programme runs from the start of the Autumn term through to Summer 2021 and is for vulnerable/ disadvantaged pupils. This is a heavily subsidised programme and we have an approved list of tuition partners. This became available from Nov 2020. <https://www.teachfirst.org.uk/academic-mentors>

Losing several months of schooling and the loss of opportunities to socialise with peers would suggest a detrimental effect on mental health and pursue a range of recreational activities this has led to some pupils and their parents requiring additional support and intervention. We have tried to ensure that the launch of our new Relationships Education curriculum addresses this issue and this is reflected in our curriculum plan.

We are also well aware that we need to be mindful of staff workload and well-being and this is something that we will be addressing in the coming year and learn from them. A survey on well being has been circulated to staff.

<p>are working at expected standard in number work.</p>	<p>1.1.iv Address gaps through pre and post teaching and interventions around calculations. If necessary do this at whole class level as indicated by outcomes. Conduct a learning walk and work scrutiny to gain an impression of what is working well and where improvement may be needed. of teaching</p> <p>1.1.v Use termly NFER Maths tests to analyse progress of vulnerable groups (e.g. Pupil Premium) to enhance teacher assessment and inform planning. Staff to update trackers as they go. One individual child will be targeted each week by staff to monitor gaps and progress in their work.</p> <p>1.1.vi Remote learning in place to minimise any further disruption of learning.</p> <p>1.1.vii. Ensure that high quality and rapid provision of remote learning is available in the event of a further lockdown, group isolation or individual pupil absence.</p> <p>1.1.viii. Use parental responses to remote learning questionnaires to inform future provision.(See Survey report document)</p> <p>1.1.ix. Use the newly completed Maths curriculum from the Trust to provide consistency and to address any adjustment required to year group objectives.</p>	<p>DD</p>	<p>to be completed by end of Summer 2021.</p> <p>Termly throughout 2021 Staff to provide Termly updates and these will be conveyed to governors through the Maths lead DD.</p> <p>Completed 5th January 2021</p> <p>Surveys shared with Governors 11th February 2021</p>	<p>accelerated</p> <ul style="list-style-type: none"> • L • C • S • S • H • H • S • T • T <p>impact</p> <ul style="list-style-type: none"> • C • e • e
<p>1.2 Enable pupils to acquire basic skills so that they are working at age -related expectations for number bonds and tables .</p>	<p>1.2.i Analyse the impact of teaching of basic skills in Maths e.g. times tables and number bonds to identify pupils whose progress is stalling or who are below ARE. Use interventions and resources we have used with success in the past to promote strong progress e.g. TT Rock stars.</p>	<p>DD and LC</p> <p>Parents to support with homework</p>	<p>End of Autumn term 2020</p> <p>July 2021</p>	<p>Pupils w skills an remem tables. By end c know th the vast knowlec group b</p>

- 1.3.ii** Ensure that all ability groups in Early Years are given regular, consistent quality small group teaching.
- 1.3.iii** Monitor planning and teaching and conduct follow up visits to ensure that feedback has been acted upon.
- 1.3.iv** Use work scrutiny and data tracking to ensure consistency and evaluate progress.

July 2021

Pupils i
trackers
EYFS to
against
Goals

REVIEW AND FUTURE CONSIDERATIONS

PRIORITY TWO:

AIM	ACTIONS	BY WHO	WHEN
<p>2.1 Improve the quality of writing across the school so that more children achieve Expected standard.</p>	<p>2.1.i Use pupil progress meetings and data tracking to identify pupils who are stalling in their writing and those who have fallen behind. Use quality first teaching to ensure strong progress</p> <p>2.1.ii Intervention to be used to address any gaps in learning from Summer term and basic skills issues e.g .grammar, punctuation and handwriting. Use quality first teaching to ensure strong progress. Pupils need to set small, individual achievable steps for progress based on cold tasks in books and the previous year's tracker progress and gaps.</p> <p>2.1.iii Compare the progress of Pupil Premium and SEN/D children to ensure that the funding is having impact on attainment.</p>	<p>All teachers, TA's GH BMc and CH to monitor</p>	<p>Start September 2020.</p>

they were due to re-take the phonics test in Year 2 last year.

2.1.iv Outcomes: Autumn Year 2 phonics statutory check 69% of pupils passed

**End of
Summer
term 2021**

2.2 Identify pupils with potential of achieving greater depth whose skills can be developed to

2.2 i Using the Focus materials from Ros Ferrara use approaches that will promote Greater Depth and will also support other pupils in their progress. Pull together potential groups of children targeted to achieve Greater Depth as well as those who are secure and requiring additional challenge.
2.2ii Monitoring visits will be used to provide feedback to staff and provision for more able pupils. Follow up visits to be made to assess progress against any points for improvement.
Work scrutiny will be used to compare the progress of pupils against their previous

RMc and CH

**Autumn 2020
Start**

End of Summe

<p>attainment trajectory as they move through key stage 1 and improve the attainment of pupils so that some acceleration of progress is achieved.</p> <p>2.4 Improve spelling so that children are able to achieve greater accuracy in their writing</p>	<p>Moderation across the Trust to be used to support assessment processes.</p> <p>2.3 iii Continue to work at Spelling Shed and No Nonsense spelling materials to strengthen the link between the new Sounds Write phonics and spelling and to provide intervention for pupils struggling in this area.</p> <p>Ensure that pupils are applying spelling rules in their writing and have a range of strategies to help them with this in the writing and editing process.</p>	<p>CH and KB to monitor and report back to SLT and governors</p>	<p>End of Summer 2021</p> <p>Autumn 2020</p>
<p>2.5 Improve grammar and punctuation so that children demonstrate greater technical accuracy in their work</p>	<p>2.5 Focus on grammar and punctuation during termly work scrutiny to evaluate progress.</p> <p>Specific teaching of GPS will take place to ensure all pupils are secure in this area.</p>	<p>4 x TA's and English lead RMc</p>	<p>Autumn 2020</p>

REVIEW AND FUTURE CONSIDERATIONS

reduce persistent absence.

3.2 Ensure that pupils in receipt of Pupil Premium have attendance which is as strong as their peers

absence. Continue to issue warning notices and fines for unauthorised absence.
Reinforce Trust wide policy and consistent procedures for attendance Provide incentives (certificates and award treats e.g. bowling trips for children with 99% attendance or better) to ensure that children are rewarded for good attendance. Continue to publish attendance figures for each class so that parents and children can see how each year group compares. Tackle absence for pupils in Reception to establish good habits including before pupils reach statutory school age.
Previous week's attendance will be displayed in each class to encourage good attendance.

3.2 ii Analyse data for Pupil Premium children to ensure that they are on par with their peers. **I**

Trust

Weekly visits by EWO to chase up concerns.

REVIEW AND FUTURE CONSIDERATIONS

<p>and depth in all subject areas as pupils move through the school.</p>	<p>adequate balance of subjects across the year and key stage. Where necessary make changes to topics and subject teaching..</p> <p>4.1ii Jigsaw materials and assembly materials to be used to promote emotional well-being along with Thrive provision and Bungalow project for play therapy for individual pupils in need of referral.</p> <p>4.1 iii Using the curriculum map provide a spiral curriculum that allows opportunities to revisit concepts and skills at a more challenging level to reinforce children’s knowledge and understanding.</p> <p>Use Critical Thinking Training to enhance pedagogy and provide greater challenge to pupils</p>	<p>Sarah Smith, Katie Blades and class teachers .</p>	<p>Spring 202</p> <p>Spring 2021</p> <p>By end of Summer 2021</p>
<p>4.2 Ensure that the quality of teaching in foundation subjects (science, history and geography initially) is effective and promotes strong progress for all pupils.</p>	<p>4.2 I Conduct a review of foundation subject teaching through reviews of planning, sampling of pupils’ work and learning walks conducted with subject leaders. Identify where subject teaching is strongest and where improvement is needed. History, Geography, R.E. and Science courses can be used to disseminate information to staff about current thinking regarding effective practice. Subject leaders to produce subject reports for SLT and governors.</p> <p>4.2 iii Knowledge organisers to be developed for Science, History and Geography.</p> <p>4.3 iv In Summer 2021 conduct a review of P.E., PSHE ,Art, DT and Computing. Teaching</p>	<p>All teachers and subject leaders. Termly updates to be given to governors on progress.</p> <p>Science, History and Geography in Autumn term.2022. History, Geography, Science leaders to work with class teachers.</p>	<p>Early Summer 2021</p> <p>Summer 2021</p> <p>3 reports per term</p> <p>By end of Summer 2021.</p>
<p>4.3 Consider extra – curricular activities</p>	<p>4.3 i Draw up an enrichment map for extra-curricular activities. Consider any areas that need to improve or any groups of pupils that need extra support</p>	<p>All teachers and TA’s who deliver enrichments</p>	<p>Spring term 2022</p>

parents.	comments from governors.		updates
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REVIEW AND FUTURE CONSIDERATIONS

PRIORITY FIVE:

AIM	ACTIONS	BY WHO
<p>5.1 Ensure that all children make strong progress in phonics and these decoding skills are being well used to support progress in reading.</p>	<p>5.1 i Secure the progress of EYFS pupils with phonics. Sounds Write to be used to support new Year 1 and 2 pupils who have missed a full term of phonics teaching in Summer 2020 Use Literacy Launchpad as a diagnostic tool and to identify next steps for pupils in phonics, and reading as appropriate. Teaching and continuous provision areas to promote reading and phonics development. Homework to be used to support reading and phonics. Termly updates to be given to governors.</p>	<p>EYFS staff and SLT. Lesson observation by English leads termly and follow ups. Report to SLT and Governors. Parents to support homework.</p>

<p>5.3 Promote inference skills and other aspects of comprehension through quality first teaching and interventions</p>	<p>5.3 i Use 5 day John Murray approach to Guided Reading with carefully – chosen texts to promote comprehension skills. Use Reading Rocketeers and Reading Explorers by John Murray.</p> <p>5.3 ii All staff to use inference file and interventions for pupils who are a cause for concern. Monitor progress carefully and evaluate impact of interventions. Autumn 2020 Year 3-6.</p>	<p>Teachers and TA's.</p> <p>Teachers to identify pupils for case studies to show the impact of catch up.</p> <p>Lesley Field</p>
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REVIEW AND FUTURE CONSIDERATIONS

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