

SWANMEAD COMMUNITY SCHOOL – SCHOOL DEVELOPMENT PLAN – SEPT 2018 TO JULY 2020

FOCUS	TARGETS
Leadership and Management	Leaders at all levels have impact upon raising the standard of provision across the school in all aspects but with particular relation to the Achievement of Boys and Disadvantaged Pupils
	To develop activities between schools in the local community in order to ensure that all stakeholders are at the forefront of opportunities that allow the school to be best placed for the future
	To review and modify the school’s curriculum through considering its intent, implementation and impact
	To implement the school graduated approach to working with children who have a special educational need or disability
Teaching, Learning and Assessment	To develop aspects of school activity so that they are collectively able to display a significant and sustainable improvement on the achievement of boys
	To continue to collaborate both internally and externally to develop and promote high standards of best practice that impact the quality of teaching and learning
Personal Development, Behaviour and Welfare	To reignite the development of Personal, Social and Health Education so that it becomes a cornerstone of school practice
	To review and modify the school’s reward systems so that they impact and inspire pupils to increase effort, resilience and possess high attendance to school
Outcomes for Pupils	To continue to ensure that the percentage of pupils achieving a combined standard of Expected or Greater Depth for Reading, Writing and Maths at the end of Year 6 is consistently within 5% of the national average
	To continue to engage fully in ‘Achievement for All’ aspects in order to impact upon the support and achievement of disadvantaged learners

FOCUS – LEADERSHIP and MANAGEMENT – Leaders at all levels have impact upon raising the standard of provision across the school in all aspects but with particular relation to the Achievement of Boys and Disadvantaged Pupils

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To review Link Governor System and allocate personnel to the School Development Plan	<ul style="list-style-type: none"> - Governors specifically linked to aspects of the Development Plan (OCT 2018/OCT 2019) - Review Link Governor System (SEPT 2018/SEPT 2019) - Increase Link Governors visits relating particularly to Maths and Pupil Premium 	£0.00 MW/NW		School Development Plan updated with Governors allocated Link Governor System reviewed (FROM SEPT 2018)	
To review the Performance of Boys and Disadvantaged Pupils on at least five occasions during the academic year	<ul style="list-style-type: none"> - Half termly reviews of Performance of Boys and Disadvantaged Pupils linked to new data systems - Specific data systems created that link to the Performance of Boys and Disadvantaged Pupils 	£0.00 SW		Half termly reviews of performance of boys and disadvantaged pupils observed at subject meetings, middle leader meetings and at full governing body meetings (FROM SEPT 2018)	
To effectively use Appraisal of Teachers and Support Staff to impact on the Performance of Boys and Disadvantaged Pupils	<ul style="list-style-type: none"> - Teachers and Support Staff Appraisal relates strategically to impacting the school Development Plan 	£0.00 SMT	The Pay Committee	Clear link established between School Development Plan and the targets witnessed within staff Appraisal (OCT 2018/2019 – Teachers) (APRIL 2019/2020 – Support Staff)	
To create a specific plan of Staff Meeting and INSET use that focuses on aspects of the School Development Plan	<ul style="list-style-type: none"> - Planned programme of Staff Meetings and INSET in operation to impact Development Plan foci 	£0.00 ML		Staff Meeting and INSET is carefully planned to address and impact the foci of the School Development Plan (FROM SEPT 2018)	

FOCUS – LEADERSHIP and MANAGEMENT – To develop activities between schools in the local community in order to ensure that all stakeholders are at the forefront of opportunities that allow the school to be best placed for the future

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To continue to ensure that local collaboration opportunities are discussed at each Governing Body meeting	- Agenda item set up relating to this aspect at each meeting	£0.00 NW		Monthly governors agenda item (From SEPT 2018)	
To increase the attendance of Swanmead Senior Leaders attending SASH events	- Senior team to review each SASH agenda to look at potential to attend. - Swanmead represented and in attendance at each relevant SASH event	£200.00 MW/SW/ML/JH/HI		Swanmead Senior Team more widely present at SASH Day Conferences (From SEPT 2018)	
To create tighter subject links for Middle Leaders with local Secondary and Middle Schools	- Set up programme for each Middle Leader to be 'out of school' on a least two days per year to visit and work with subject leaders at other Secondary, Middle and Primary Schools	£1000.00 (x 10 Middle Leaders x 2 = 20 x £50 per day) All Middle Leaders		All Middle Leaders to be working in other Secondary, Middle and Primary Schools for at least two days during the academic year. (From SEPT 2018)	
To maintain the Middle Leaders meeting half termly	- Maintain on school meeting cycle	£0.00 ML		Middle Leaders meet half termly (From OCT 2018)	

Additional Leadership Focus

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To work collaboratively across the school to ensure it is in keeping with new Data Protection expectations	- Regular staff training for staff and governors - Design separate plan to address areas required - Termly governors agenda item	£0.00 CHW/MW £0.00 CHW/MW £0.00 NW		Staff training plan developed following initial Training Session on Sept 25 th 2018. GDPR Plan developed and shared with stakeholders (OCT 2018) Termly agenda item to be discussed at Full Governing Body Meeting (NOV/MARCH/JULY)	
To continue to ensure that the school demands high levels of safeguarding for its children	- Complete Safeguarding Audit - Respond to the amber and red areas highlighted within the audit - Ensure staff and governor training sessions are	£0.00 MW		Task and action completed to ensure that the school maintains high levels of safeguarding for its children across the school. (FROM SEPT 2018)	

	<ul style="list-style-type: none"> delivered each term - Increase staff members who are fully trained in Safeguarding 				
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FOCUS – TEACHING, LEARNING AND ASSESSMENT - To develop aspects of school activity so that they are collectively able to display a significant and sustainable improvement on the achievement of boys

(RESPONSIBILITY – SHARING BEST PRACTICE – POSITIVE REINFORCEMENT – PARENTS)

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To look at internal and external opportunities for staff training that focuses on impacting the achievement of boys	<ul style="list-style-type: none"> - External Training via Facilitators relating to the achievement of boys - Collaboration activities both internally and externally that focus on this aspect 	£2000.00 over two years MW		Staff training and collaboration activities occur over the next two years that focuses on the achievement of boys (FROM JAN 2019)	
To effectively use the Appraisal of Teachers and Support Staff to impact on the Performance of Boys	<ul style="list-style-type: none"> - Teachers and Support Staff Appraisal relates strategically to impacting Performance of Boys 	£0.00 SMT	The Pay Committee	Clear link established between School Development Plan and the targets witnessed within staff Appraisal (OCT 2018/2019 – Teachers) (APRIL 2019/2020 – Support Staff)	
To review the Performance of Boys on at least five occasions during the academic year	<ul style="list-style-type: none"> - Half termly reviews of Performance of Boys linked to new data systems - Specific data systems created that link to the Performance of Boys 	£0.00 SW		Half termly reviews of performance of boys observed at subject meetings, middle leader meetings and at full governing body meetings (FROM SEPT 2018)	
To build in regular opportunities to share and develop best practice that impact the achievement of boys	<ul style="list-style-type: none"> - Development of key focus group of boys in Years 7 and 8 that under perform - Pen portrait key boys in how we are successful in impacting their achievement - Build in staff meeting times and INSET in order to share best practice 	£0.00 MW + Teaching and Support Staff contributions ML		Key tasks and actions completed in order to increase opportunities for staff to have their best practice in impacting the achievement of key boys (FROM SEPT 2018)	

<p>To perceive an increase of responsibility from all staff to combat and impact the achievement of boys</p>	<ul style="list-style-type: none"> - Development of key literature present in the Staff Room that relates to the achievement of boys - Greater focus of BVPT data on the profile of key boys - Increase the choice options for boys with regard to how they present their work - Development of key mentor groups that relate to the pastoral and academic needs of key boys 	<p>£100.00 MW</p> <p>£0.00 MR</p> <p>£0.00 SMT monitoring</p> <p>£0.00 MW</p>		<p>Key tasks and actions completed in order to increase staff responsibility in impacting the achievement of key boys (FROM SEPT 2018)</p>	
<p>To review and modify the positive reinforcement received by boys in order to impact further on their achievement</p>	<ul style="list-style-type: none"> - Staff to use INSET and Staff Meeting time to review and impact further on the positive reinforcement received by boys <p>Increase 'positive press' on the performance of boys, Review rewards, Better use of positive role models, Increase texting/emails to parents (x3 per week?), Increasing encouragement specifically for boys, Increase pictures of boys achieving in the classroom, Boys notice board, Use of P.E and Sport to increase the positive improvements of boys</p>	<p>£500.00 MW</p>		<p>Key tasks and actions completed in order to increase the positive reinforcement received by boys in order to impact their achievement (FROM SEPT 2018)</p>	
<p>To improve the parental involvement of parents (particularly Dads) in the part they play in the education of their sons</p>	<ul style="list-style-type: none"> - Creation of parent evenings/focus nights/days for boys - Dads and lads evenings - Increase Dads involvement in their attendance at Parents Evenings 	<p>£300.00 MW</p>		<p>Key tasks and actions completed in order to increase the parental involvement received by boys in order to impact their achievement (FROM SEPT 2018)</p>	

FOCUS – TEACHING, LEARNING AND ASSESSMENT – To continue to collaborate both internally and externally to develop and promote high standards of best practice that impact the quality of teaching and learning

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To continue to improve the quality of classroom and corridor environments to ensure that they positively promote high standards of learning	<ul style="list-style-type: none"> - Further increase the amount of classroom photographs that display children in the process of learning - Further use of 'Marvellous Work' Notice Boards in classrooms and in corridors that promote and inspire work of high excellence and effort 	£100.00 Printing Costs All teachers/AMc £100.00 paper costs All teachers Monitored by AR		All classrooms are improved by the existence and positive use of 'Marvellous Work' boards and an increase in photographs of children learning (FROM SEPT 2018)	
To develop a consistency in the variety of feedback being given to learners	<ul style="list-style-type: none"> - Use of staff meetings to look at and share methods of feedback given to learners and their impact on improvements 	£0.00 ML/SW		Staff meetings schedules through Autumn, Spring and Summer possesses regular opportunities to scrutinise work and discuss feedback (FROM NOV 2018)	
To further develop Resilience and Self-Efficacy into the working processes of learners	<ul style="list-style-type: none"> - Engage furthermore in the Achievement for All' tailored module for 'Developing Resilience and Self-Efficacy' - Continued use of the Able Pupils Tutor Group to promote resilience 	£0.00 ML ZC		Continued tasks and actions that relate to impacting on the resilience of learners	
To further develop the use of pupil voice as a mechanism to improve the quality of teaching and learning	<ul style="list-style-type: none"> - Develop new pupil voice group with a remit to meet regular and discuss aspects of school improvements relating to quality of teaching and learning experiences - Ensure the group has a range of ability and involves a number of vulnerable pupils 	£200.00 HI		Proactive Pupil Voice group re-established and impactful throughout the school (OCT 2018)	
To increase communication and understanding of the qualities and needs of staff across the school	<ul style="list-style-type: none"> - Develop pen portraits of teaching and support staff - Sharing of each other's appraisal targets in order to support and challenge - Develop CPD requirements via use of appraisal meetings 	£0.00 SMT members		Developed means of improving the understanding of staff members across the school. (FROM JAN 2019)	

To support two new NQT colleagues	<ul style="list-style-type: none"> - Support planning and mentoring of two NQT colleagues 	£250.00 JH		Success integration of two new colleagues who successfully achieve and thrive during their NQT year (FROM SEPT 2018)	
To furthermore utilise the support and external expertise of local trusts to aid the CPD of staff	<ul style="list-style-type: none"> - A further staff member enrolled on the 'Women in Leadership' course - Enlist the services of SLE support where necessary - Continue to further involve the school in the work of the Redstart learning Alliance and other local trust work and opportunities 	£200.00 MW		The school is continued to actively be well connected to local opportunities in order to further develop the skills of its staff team (FROM SEPT 2018)	
To use staff to deliver pedagogical study and training during the course of staff meetings	<ul style="list-style-type: none"> - Develop a Research, Plan, Deliver (RPD) network that sees three staff members delivering pedagogical aspects to staff during staff meetings and INSET 	£0.00 ML/JH		Three staff meetings delivered by staff members on a RPD structure. (FROM JAN 2019)	
To review and develop a more widely relevant assessment system for KS3	<ul style="list-style-type: none"> - Use of staff meetings and staff discussions to develop an assessment system for KS3 that is designed with a focus on GCSE assessment - Link with Wadham colleagues to ensure continuity and effect - Use of Middle Leaders meetings to generate ideas and sound boarding - Visits to Secondary providers to gain a wider understanding of assessment systems 	£250.00 JH		New Assessment system for KS3 launched from September 2019 (SEPT 2019)	
To develop a rigorous timetable of activity that enables the effective monitoring and evaluation of teaching and learning	<ul style="list-style-type: none"> - Year timetable of monitoring and evaluation activities developed and shared with staff 	£0.00 SW		Monitoring and Evaluation is prominent throughout the school as a means of checking quality and standards (FROM SEPT 2018)	

FOCUS – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - To reignite the development of Personal, Social and Health Education so that it becomes a cornerstone of school practice

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To deliver a minimum 25 hours of PSHE per pupil over the course of the academic year	<ul style="list-style-type: none"> - Develop x 4 PSHE Focus Days over the course of 2018/2019 - Develop x 5 PSHE Focus Days over the course of 2019/2020 - Ensure effective use of planning time to allow for appropriate organisation of the sessions - Ensure effective monitoring, evaluation and review of sessions to quality assure - Effective to use of assembly time to continue and further promote/celebrate the PSHE themes - Insist on effective communication with parents, governors and community to highlight content and impact 	£1500.00 SW		Every child from Year 5 up to Year 8 has access to at least 25 hours of PSHE curriculum content (BY JULY 2019)	
To develop the school environment so that it promotes more readily PSHE related themes	<ul style="list-style-type: none"> - Use of display boards in tutor bases - Use of tutor groups promote key message learnt in assemblies - Key notice boards around the school highlighting key PSHE messages - A PSHE culture developed around the school 	£0.00 SW		School environment to portray more visibly messages relating to the work the school does on promoting good quality PSHE provision (BY APRIL 2019)	
To deliver at least 10 hours of Careers Education to pupils in KS3 (and to KS2 in 2019/2020)	<ul style="list-style-type: none"> - Plan of lessons and foci ready for KS3 tutor groups to access during tutor time - Use of external visits and/or visitors to promote work place environments and opportunities - Use of county contacts/links in order to support planning - Visits to other schools to gain an increased understanding of the delivery of Careers Education in Middle, Prim and Sec Schools 	£250.00 HI		Children in KS3 are delivered at least 10 hours of Careers Education in tutor times during 2018/2019. KS2 are delivered the same in 2019/2020. (FROM JAN 2019)	

For children to made better selection of the food types they select both within school and afterwards	<ul style="list-style-type: none"> - Ensure Healthy Lifestyles is covered during Science, DT and PSHE lessons. - Develop a healthy lunch award for packed lunches. 	<p>£0.00 SSm/SW/MW/ML</p> <p>JG</p>		Coverage of healthy lifestyle topics is prominent in lessons and a regarded reward system for eating healthily at lunchtimes is established (FROM SEPT 2018)	
To consider the potential and need of reintroducing Breakfast Club	<ul style="list-style-type: none"> - Survey parents and pupils to establish whether a need for a school Breakfast Club is once again necessary 	<p>£0.00 SW/HI</p>		The school makes a decision about whether or not it requires a before school Breakfast Club provision (FEB 2019)	
To continue to raise awareness of mental health across the school to support young people.	<ul style="list-style-type: none"> - Update the mental health and wellbeing board with key information for pupils. - Make prominent Mental Health awareness through the delivery in PSHE sessions - Mental Health Awareness Coffee Morning for World Mental Health Day - Continue and increase 1:1 intervention for pupils who need support with emotional and social needs. 	<p>DH/MR/AA/MW</p> <p>AA</p> <p>DH/MR/AA/MW</p> <p>MR/DH/AA/AS/SC</p>		<p>(OCT 2018)</p> <p>(FROM NOV 2018)</p> <p>(NOV 2018/NOV 2019)</p> <p>(FROM SEPT 2018)</p> <p>Evidence of activity that displays an improvement in knowledge and dedication towards mental health across the Swanmead School community.</p>	

FOCUS – PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - To review and modify the school’s reward systems so that they impact and inspire pupils to increase effort, resilience and possess high attendance to school

(RESILIENCE – EFFORT – HIGH ATTENDANCE)

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To review the current rewards system	<ul style="list-style-type: none"> - Use of INSET and Staff Meeting time to review the current rewards system - Removal of some current rewards that do not tie in with concepts of resilience, effort and high attendance - Use of Middle Leaders group to continue to develop and monitor the success of the new system 	£0.00 MW		INSET and Staff Meeting time is used to effectively guide the school to a new rewards system (FROM SEPT 2018)	
To use pupil voice as a mechanism to guide how children feel they should be rewarded	<ul style="list-style-type: none"> - Share staff ideas with pupil voice group and get a steer as to how this is relevant to their needs and agreement 	£0.00 HI		Pupil voice used to soundboard and suggest ideas relating to the rewards system (OCT 2018)	
To improve the resilience of learners.	<ul style="list-style-type: none"> - Engage furthermore in the 'Achievement for All' tailored module for 'Developing Resilience and Self-Efficacy' - Able Pupils Tutor Group to plan and create resilience activities for tutor time. 	£0.00 ML ZC		(FROM OCT 2018) (FROM OCT 2018) Increase points score with relation to questions involving resilience in pupil questionnaire.	
To improve the attendance to school of every year group	<ul style="list-style-type: none"> - Share methods and good use of tutor practice to improve attendance of their tutees - Tutors play an increased active part in improving the attendance to school of key pupils in their tutor group - New reward systems in place to impact and inspire key pupils to increase their attendance to school - Improve parent/tutor relationships to impact the attendance to school of key pupils 	£0.00 MW All Tutors MW/DH All Tutors		The percentage attendance of each year group increases on the figures of 2017 and 2018 (JULY 2019 and JULY 2020)	

To develop a culture of rewarding effort across the school	<ul style="list-style-type: none"> - Use existing awards to purely reward effort given by pupils to their work - Use pupil group to develop new awards for effort and the guidelines for receiving them 	£0.00 HI		Use of pupil questionnaire and pupil voice displays a clear understanding from pupils that their effort is importantly rewarded (BY MAY 2019)	
To place British Values at the heart of the school culture	<ul style="list-style-type: none"> - Use assemblies to promote British Values to the school - Review British Value provision and audit of impact 	£0.00 JH		Use of pupil questionnaire and pupil voice displays a clear understanding from pupils that their effort is importantly rewarded (BY MAY 2019)	
To develop the school learning environment to ensure that it inspires effort and resilience	<ul style="list-style-type: none"> - Inspiration quotes written on school walls - Pictures and information of inspirational men and women - Development of Peace Garden in old Greenhouse area 	£800.00 AR AR £1000.00 ZC + Able Pupils		New areas of the school are developed to improve both the aesthetics of the building and inspire children to increase their effort and resilience (APRIL 2019)	
To ensure of good communication at all times when implementing any changes or modifications to our rewards system	<ul style="list-style-type: none"> - Use school communication means to ensure that all stakeholders are aware of the new rewards systems 	£0.00 MW		All changes to the school reward systems are well communicated to stakeholders (ONGOING)	

FOCUS – OUTCOMES FOR PUPILS - To continue to ensure that the percentage of pupils achieving a combined standard of Expected or Greater Depth for Reading, Writing and Maths at the end of Year 6 is consistently within 5% of the national average

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
<p>To ensure Year 6 are within 5% of expected standard for a combination of Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> - Year 5 to take the 2018 SATs papers to inform teacher assessment in June. 	<p>£100.00 printing costs Year 5 Teachers</p>		<p>Year 5 take 2018 SATS tests (JUNE 2018)</p>	
	<ul style="list-style-type: none"> - Half termly achievement meetings between MW, JO and BP to closely track and monitor the progress and attainment of our year 6 cohort. 	<p>MW/BP/JO</p>		<p>(ONGOING)</p>	
	<ul style="list-style-type: none"> - To continue with the V123 tracking document as a way of monitoring year 6 progress and attainment. 	<p>JO/BP Eng/Maths teams</p>		<p>(ONGOING)</p>	
	<ul style="list-style-type: none"> - Tracking grids to be shared with all staff from the spring term onwards. 	<p>JO/BP</p>			
	<ul style="list-style-type: none"> - SATs to form part of the weekly staff meeting from the spring term onwards. 	<p>MW/JO/BP</p>		<p>(FROM JAN 2019)</p>	
	<ul style="list-style-type: none"> - Maintain the cycle of practice tests to allow progress and attainment to be monitored even more closely. 	<p>JO/BP</p>		<p>(FROM JAN 2019)</p>	
	<ul style="list-style-type: none"> - Continue whole school dedication to reading through the use of daily reading time in lessons. 	<p>JO</p>		<p>Daily 10 minute reading sessions across the school (SEPT 2018)</p>	
	<ul style="list-style-type: none"> - Re-purchase standardised PIRA tests in order to monitor progress and attainment in year 5 and 6 	<p>JO £1000.00</p>		<p>(SEPT 2018)</p>	
	<ul style="list-style-type: none"> - Continued development of additional maths sessions such as Maths Days and Maths Monday 	<p>BP</p>		<p>Maths Monday (SEPT 2018) Maths Days (FROM OCT 2018)</p>	
	<ul style="list-style-type: none"> - Parent group meeting for Year 6 	<p>JO/BP</p>		<p>(MARCH 2019)</p>	

<p>To raise attainment and progress for boys in reading.</p>	<ul style="list-style-type: none"> - To ensure regular intervention slots specifically targeting the attainment and progress of boys. - Class teachers to monitor attainment and progress through regular teacher assessment and summative data. - Intervention with the L&P tutor to continue in order to ensure a greater range of boys' needs are met. 	<p>JO</p>		<p>Boys are making the same progress as girls within the subject and are attaining at the same level. (JULY 2019)</p>	
<p>To continue to raise attainment of writing across the key stage.</p>	<ul style="list-style-type: none"> - Children to have separate books for final, assessed pieces of writing. - Within children's writing books, assessment sheets will be included so children are aware of their progress and next steps. - Plan for three collapsed timetable days to gather more evidence throughout the year. - CK to meet with department leaders about cross-curricular writing in Year 5 and 6. - Continue to develop refined and robust assessment system through assessment grids, SIMs and moderation to identify gaps in learning. - As a department, identify and agree non-negotiables for children's writing. 	<p>JO £100.00</p>		<p>Staff are promoting high levels of expectations in English books within the subject and across the school. (ONGOING)</p> <p>% of children at expected level at the end of Year 6 is maintained (JULY 2019)</p>	
<p>Maths?????</p>					

To ensure year 6 are in line with or exceed national expectation in Reading and Writing.	<ul style="list-style-type: none"> - Regular meetings for the English team to closely monitor progress and attainment. - Continue with and build upon Literacy across the curriculum projects. 	JO/AW/EB/ML		JULY 2019	
To ensure Year 6 are in line with national expectation in Maths.	<ul style="list-style-type: none"> - Same day intervention to be implemented in both parallel maths classes. - Regular Maths team meetings for the team to liaise and track progress. - Increase in Maths across the curriculum. 	BP/MS/ZC		JULY 2019	

KS3 English and Maths

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To ensure tighter and more rigorous assessment of Reading in KS3	<ul style="list-style-type: none"> - Look to purchase a new assessment system that monitors the progress learners make in Reading in KS3 - Meet with providers to find a product that is appropriate to the school's demands - School visits to other Middle Schools to look at KS3 English Curriculums and the assessment of Reading and Writing 	£1500.00 MA		A reliable assessment system to monitor the progress of learners in KS3 in Reading is firmly established (BY MARCH 2019)	
To further develop the quality of provision in KS3 Maths	<ul style="list-style-type: none"> - To increase teaching time in Year 8 from three to lessons to four lessons - Continue successful working relationship with Maiden Beech and Wadham with regard to developing quality of curriculum 	£0.00 BP/ZC/MS			

FOCUS – OUTCOMES FOR PUPILS - To continue to engage fully in 'Achievement for All' aspects in order to impact upon the support and achievement of disadvantaged learners

Objective	Tasks/Actions	Finance/Personnel	Governor	Intended Outcome/Date	Outcome
To develop governor knowledge and understanding of school provision to close the gap	- Deliver the 'Provision to Close the Gap' module during a Governing Body meeting	£0.00 Cathryn Wilkes (AfA)		60 minute governor training session delivered relating to the 'Provision to Close the Gap' module (FEB 2019)	
To ensure that there are high quality impactful interventions for target group pupils which support improved rates of progress	- Engage in the Achievement for All' Core module for 'Provision to Close the Gap'	All Staff		To have a clear idea of the priorities that need to be addressed in order to close the gap and how this relates to pupil premium and other activities. (MARCH 2019) Learning outcomes for vulnerable individuals and groups will have improved. (JULY 2019)	
To review the Disadvantaged Pupils on at least five occasions during the academic year	- Half termly reviews of Disadvantaged Pupils linked to new data systems - Specific data systems created that link to the Performance of Disadvantaged Pupils -	£0.00 SW		Half termly reviews of performance of Disadvantaged Pupils observed at subject meetings, middle leader meetings and at full governing body meetings (FROM SEPT 2018)	
To continue a structured conversation system across the school in order to increase parental impact with key children To use feedback from these conversations to improve and develop provision for vulnerable pupils	- Reignite the Structured Conversation system across the school. - Reallocate staff to key focus children and ensure that at least two structured conversations occur across the academic year	ML All staff and specific support staff £400.00 Cover implications		Gain higher academic and life expectations on the part of the parent, pupils and teacher Gain a better quality of information and understanding between parent and teacher that leads to clear, shared targets and agreed actions Improve the confidence of the parents to support their child's learning Improve outcomes for pupils, particularly accelerating learning in reading, writing and maths, better attendance, positive behaviours, greater resilience and higher self-esteem (JULY 2019)	
To top slice pupil premium funding (£40 per pupils) in order to support the purchase of reading books	- Pupil premium children to select a series of books to a cost of £40.00	£2400.00 Pupil Premium ML/BTr/MA/JO		All pupil premium children to take home £40.00 worth of new books (JAN 2019)	

Develop impactful homework support for pupil premium learners	<ul style="list-style-type: none">- To promote lunchtime homework club to vulnerable learners- Use of CW at homework club to assist and support vulnerable learners	ML/CW		Increase the % of vulnerable learners attending Homework Club (DEC 2018)	
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