

## Vision and Strategy—A starting point!

### WHAT DO WE WANT?

We want our 'whole community' to work together to ensure our PAW pupils stand out for their kindness, love of learning and respect for all and everything.

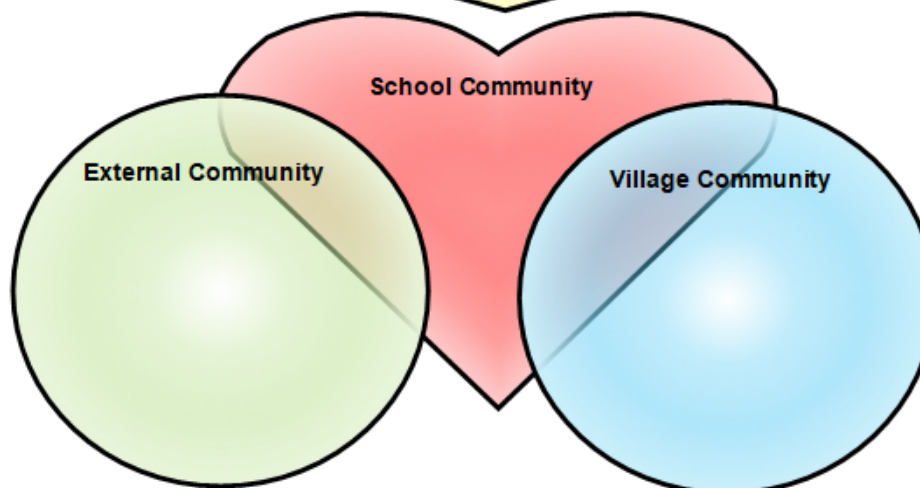
### CURRICULUM

Our children will be appreciative of diversity and equality within and beyond Cornwall through skills, knowledge and values developed in our Every Moment Matters Curriculum.

### CURRICULUM

Our 'unwritten curriculum' will impact on all we do.

The 'unwritten/hidden curriculum' refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.



### STARTING POINT

Effective parental engagement will ensure that our children will have the best possible start to their education and a firm foundation upon which to build their future.

### LEARNING SPACE

We will optimise our KS1 learning environment within the resources available.

### ACHIEVEMENT

Every pupil will leave school having achieved their best, whatever their starting point.

### STAFF DEVELOPMENT

We will continue to develop staff in order to achieve a highly skilled and emotionally-balanced workforce.



Every Moment Matters

## **SCHOOL IMPROVEMENT OBJECTIVES 2021 - 2022**

### **‘EVERY MOMENT MATTERS’**

#### **Governor Monitoring:**

**Health & Wellbeing Governor = HWB**

**Early Years Foundation Stage Governor = EYFS**

**Overall Effectiveness Governors = OE**

**Equality & Diversity Governor = ED**

**Special Educational Needs and Disability = SEND**

**Premises & Health & Safety = PH&S**

**All Governors = ALL**

## 1. OVERALL EFFECTIVENESS

**Objective: Data to show continued improvement in standards through focused intervention, targeted CPD and quality resources.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p>1. <b>Health and Wellbeing:</b> Improve Awareness and Impact of Whole School Community</p> <p><b>HWB</b></p>	<ul style="list-style-type: none"> <li>Review Community Wellbeing Action Plan and adjust to suit current climate and set ambitious but realistic goals.</li> <li>Meet with stakeholders to review curriculum and provision, including school lunches</li> <li>Further develop Health and Wellbeing area on the school website to support parental engagement and awareness</li> <li>Provide regular information fliers to further raise parental awareness and increase engagement</li> <li>Review staff training needs re TIS and develop role of Mental Health Lead across the school</li> <li>Involve whole community in creating a Healthy Me Policy</li> <li>Apply for Health Schools Status</li> <li>Generate a survey to assess impact of Healthy Me Policy and Jigsaw Resource</li> </ul>	<ul style="list-style-type: none"> <li>PE and Health Lead(BD)</li> <li>Senior Mental Health Lead(BT)</li> <li>Headteacher(RH)</li> <li>Stakeholders – parents, school lunch providers, pupils, governors</li> </ul>	<ul style="list-style-type: none"> <li>Meetings to be held after school where possible</li> <li>Senior Mental Health Lead training – up to £1,200 (DfE grant potentially available)</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me Policy is approved by all stake holders and adopted <b>(Sum1)</b></li> </ul>
				<ul style="list-style-type: none"> <li>Survey results show high level of parental engagement and support for Healthy Me Policy <b>(Sum2)</b></li> </ul>
				<ul style="list-style-type: none"> <li>Staff see identified pupils coping better in situations that would normally raise their levels of anxiety <b>(Sum2)</b></li> </ul>
				<ul style="list-style-type: none"> <li>Improved behaviour for learning for identified pupils is reflected in performance data<b>(Sum2)</b></li> </ul>
				<ul style="list-style-type: none"> <li>Mental Health Lead has a clear vision for the school for the next three years<b>(Spr1)</b></li> </ul>
				<ul style="list-style-type: none"> <li>School achieves Health Schools Status Award<b>(Sum2)</b></li> </ul>

<p><b>1.2 Maths:</b> Improve attainment of target pupils across the school</p> <p><b>OE</b></p>	<ul style="list-style-type: none"> <li>• Conduct baseline pupil assessments for all pupils from EYFS to Year 6</li> <li>• Use data to update progress tracker and create individual pupil tracker records for quick reference for target pupils</li> <li>• Create Progress Review Grids for target groups showing intervention for each target group.</li> <li>• Appoint suitably skilled staff member to carry out a 10week intensive intervention programme for target pupils in Years 3, 4, 5 and 6 focusing on bridging specific attainment gap areas of mathematics.</li> <li>• All KS1 teachers to attend Maths Mastery Training and introduce Maths Mastery activities and resources to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Maths Lead(TE)</li> <li>• Intervention Teacher(JK)</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention teacher - £2000</li> <li>• Release staff to attend Maths Mastery Training - £300</li> </ul>	<ul style="list-style-type: none"> <li>• All target pupils to make better than expected progress from their starting point over the 10week period <b>(Aut2)</b></li> <li>• Lesson observations to show evidence of Maths Mastery being taught effectively<b>(Sum2)</b></li> <li>• Pupil progress in EYFS, Year 1 and Year 2 to reflect improved understanding of maths from their starting point. Ref end of year progress points for maths<b>(Sum2)</b></li> <li>• Average data progress points for each year group to be above expectation in all year groups i.e. above typical average of 6 points per year for each cohort<b>(Sum2)</b></li> <li>• Pupils are able to talk about their learning with confidence<b>(Sum1)</b></li> </ul>
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<p><b>1.3 Phonics:</b> Improve quality of provision - available resources and teaching of phonics and spelling across the school</p> <p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>Research phonics schemes available, visit schools, look at sample resources.</li> <li>Purchase agreed scheme, selected from DfE approved list.</li> <li>All staff to receive phonics training.</li> <li>Reading books in KS1 to be reviewed, replaced where needed and organised to match phonic sounds being taught.</li> <li>Deliver Phonics information session to KS1 parents</li> <li>Provide information/training for parents on how best to support their child's phonic knowledge, speech and language, reading and writing.</li> <li>Monitor pupil progress and assess every half term.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Phonics Lead Teacher (TB)</li> <li>KS1 Teachers (KR, TB, PP)</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of new phonics scheme and reading materials - £2500</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations of phonics lessons to show evidence of high quality phonics teaching that is consistent across all KS1 classes(<b>Spr1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Year 1 phonics test to show at least 80% of Year 1 pupils achieving their phonics pass mark(<b>Sum1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Reading resources to clearly match phonics being taught(<b>Aut2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Parental engagement is high and evaluation of parent phonics information evening is positive and shows a clearer understanding of how phonics is taught at PAW school(<b>Aut1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>All staff have attended the training and have a clear understanding of how phonics is taught from EYFS up through the school(<b>Aut1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Target groups are receiving quality catch-up phonics intervention in KS2 where needed(<b>Aut2</b>)</li> </ul>

## 2. QUALITY OF EDUCATION

**Objective: Raise standards through an accessible progressive and exciting curriculum that builds on previous knowledge.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<b>2.1 Assessment:</b> Improve skills of all staff to apply an effective 'mark less, mark smart' and 'low stakes testing' approach to all subject areas  <b>OE</b>	<ul style="list-style-type: none"> <li>Staff meeting to discuss pros and cons of changes to marking following covid restrictions</li> <li>Review of marking procedures</li> <li>Trial new mark less, mark smart and low stakes testing, including use of Pickers</li> <li>Review, approve and adopt new assessment policy</li> <li>Review impact of new marking and low stakes testing at end of Spring term</li> </ul>	<ul style="list-style-type: none"> <li>Standards Lead</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Release time for Standards Lead at £120 per day</li> </ul>	<ul style="list-style-type: none"> <li>Staff report reduced work load due to make less, mark smart initiative (<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Low stakes testing shows evidence of pupils retaining more information for longer when used regularly(<b>Sum2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Evidence of Pickers cards being used regularly across the school for foundation subjects. Pupil engagement is high(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Assessment policy approved(<b>Aut1</b>)</li> </ul>
<b>2.2 Technology:</b> Increase the use of technology to enhance the teaching of a broader range of subjects e.g. music, art  <b>OE</b>	<ul style="list-style-type: none"> <li>Review apps available. Download recommended apps where necessary.</li> <li>Review curriculum to incorporate use of IT where relevant e.g. Garage Band for music</li> </ul>	<ul style="list-style-type: none"> <li>IT Lead</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Release time for IT lead to attend courses and visit recommended schools to observe use of technology across the curriculum at £120 per day.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations show evidence of ipads being used effectively to further enhance the learning of pupils in other subjects(<b>Spr2</b>)</li> </ul>

	<ul style="list-style-type: none"> <li>Visit recommended schools to observe use of IT for music and art</li> <li>Attend relevant staff training</li> <li>Staff meeting to share skills with staff</li> <li>Training for TAs where needed</li> </ul>			<ul style="list-style-type: none"> <li>Pupils are able to confidently demonstrate the use of relevant programmes/apps during their lessons(<b>Spr2</b>)</li> </ul>
<b>2.3 Curriculum Progression:</b> Improve continuity of progression across Key Stages for all foundation subjects  <b>OE</b>	<ul style="list-style-type: none"> <li>Subject Leads to carry out book scrutiny from EYFS to Year 6 to check for continuity and progression of skills.</li> <li>Review planning with reference to audit gained from book scrutiny.</li> <li>Update website documents and rationale to reflect updated planning of foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leads</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Release time for Subject Leads where necessary at £120 per day</li> </ul>	<ul style="list-style-type: none"> <li>All foundation subjects show clear progression of skills in planning and in books(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Pupils are able to make links between previous knowledge gained and articulate how they build on this knowledge each year(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Achieve Science Quality Mark(<b>Sum2</b>)</li> </ul>
<b>2.4 Outdoor Learning Curriculum:</b> Increase use of outdoor space and local field trip opportunities to enhance curriculum delivery of all subjects; An experienced based curriculum  <b>OE</b>	<ul style="list-style-type: none"> <li>Brain storm staff meeting to review curriculum overviews and link use of outdoor space and local places to enhance learning.</li> <li>Standards Lead to create an experienced based curriculum that runs parallel to existing planning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Standards Lead</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Existing Every Moment Matters curriculum is enhanced by relevant experienced based field trips that support application of knowledge throughout a unit of study(<b>Sum2</b>)</li> </ul>

<p><b>2.5 Library:</b> Increase bank of resources that are directly linked to foundation subject content and to help engage reluctant readers.</p> <p><b>OE</b></p>	<ul style="list-style-type: none"> <li>• Audit current library resources</li> <li>• Create list of subject based resources needed and cost</li> <li>• Review organisation of library to enhance ease of use by all ages of pupils.</li> <li>• Up skill pupil librarians and parent volunteer librarians</li> <li>• Staff to plan and agree use of the library to ensure all pupils have access throughout the week.</li> <li>• Shelving to be used more effectively to promote new resources and encourage a love of reading and generate interest for reluctant readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parent volunteers</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• Library used more regularly by reluctant readers(<b>Sum2</b>)</li> <li>• Pupils of all ages can confidently navigate their way around the library to find what they need(<b>Spr2</b>)</li> <li>• Pupils can locate and share their favourite book selection(<b>Spr2</b>)</li> <li>• Non-fiction books are relevant to curriculum content being taught across the school(<b>Sum1</b>)</li> </ul>
<p><b>2.7 Dyslexia:</b> Increase provision and improve learning environment for pupils with Dyslexia</p> <p><b>SEND</b></p>	<ul style="list-style-type: none"> <li>• Member of staff to share good practice and provide training for creating a Dyslexia friendly classroom and use of colourful semantics.</li> <li>• Staff to trial strategies in Autumn and Spring term</li> <li>• All classrooms to be clearly identified as Dyslexia friendly by end of Summer term</li> <li>• Dyslexia support area on website to be created for parents to access</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia Champion – JT</li> <li>• SENDCo - KR</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of any relevant training for Dyslexia Champion to attend</li> <li>• Cost of Dyslexia Friendly audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improved confidence and attainment for target pupils(<b>Sum2</b>)</li> <li>• Dyslexia Friendly Status awarded(<b>Sum2</b>)</li> </ul>



	<ul style="list-style-type: none"> <li>• Workshops for parents to be offered run by staff as well as external speakers.</li> <li>• Display created to celebrate successful people who are also Dyslexic.</li> <li>• School to be assessed for being Dyslexia Friendly</li> </ul>			<ul style="list-style-type: none"> <li>• Increased parental engagement(<b>Sum2</b>)</li> </ul>
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### 3. BEHAVIOUR AND ATTITUDES

**Objective: Raise Standards through improving the attitudes of reluctant learners.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<b>3.1 TIS training:</b> Increase number of TIS specialist trained staff  <b>HWB</b>	<ul style="list-style-type: none"> <li>• Identify staff to receive additional TIS training and work alongside the TIS Practitioner</li> <li>• Revisit whole staff training and link to use of Jigsaw across the school.</li> <li>• Increase resources so that all classes have access whenever needed.</li> <li>• TIS practitioner to conduct a learning walk to see TIS practice in action and record evidence of good practice to share with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• TIS Practitioner – BT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• TIS dedicated time already funded.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walk shows evidence of effective TIS practice across the school(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>• Target pupils are more engaged in their learning and showing reduced signs of anxiety(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>• High quality TIS resources are being used appropriately and are easily accessible to all pupils who need them(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>• All classes have clear evidence of TIS approach to supporting pupil behavior(<b>Spr2</b>)</li> </ul>

<b>3.2 Senior Mental Health Lead:</b> Develop Role and provide training  <b>HWB</b>	<ul style="list-style-type: none"> <li>Identify member of staff</li> <li>Identify training and apply for DfE funding if relevant</li> <li>Training to be used to support the mental health of adults as well as pupils in the school.</li> <li>Mental health to be a standing item on every staff meeting agenda.</li> </ul>	<ul style="list-style-type: none"> <li>Mental health lead - BT</li> </ul>	<ul style="list-style-type: none"> <li>DfE grant used to cover cost of approved training if relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Lead is confident in their role(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Staff feel well supported and are confident in knowing how to support the mental health needs of the pupils in their care(<b>Spr2</b>)</li> </ul>
<b>3.3 Parental engagement:</b> Increase parental involvement in supporting pupils' attitude towards learning and each other  <b>SEND</b>	<ul style="list-style-type: none"> <li>Create a regular update for parents to become more informed of the weekly jigsaw themes.</li> <li>Use school's involvement in the LA Parental Engagement Pilot to develop a parent support network.</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>SENDCo - KR</li> </ul>	<ul style="list-style-type: none"> <li>Release time for SENDCo to attend Parental Engagement Pilot Launch.</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey shows 100% positive feedback re parental engagement experience(<b>Sum2</b>)</li> </ul>

## 4. PERSONAL DEVELOPMENT

**Objective: Raise Standards through improving personal ambitions to achieve individual goals.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<b>4.1 Careers and Enterprise:</b> Increase involvement of parents and local companies to improve career-related learning opportunities for pupils  <b>ED</b>	<ul style="list-style-type: none"> <li>Agree an annual curriculum/career focus plan – link to science weeks, art weeks, maths weeks where relevant</li> <li>Survey parents to share their skills and career progression that link to specific curriculum areas</li> <li>Link career presentations to curriculum planning including visits to work places</li> <li>Pupils to identify with their chosen interest and create badges to wear/become part of a display board that links them to other pupils and members of the community</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Subject Leads</li> <li>Parents</li> <li>Members of the community</li> </ul>	<ul style="list-style-type: none"> <li>No cost</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are able to talk about what interests them and to understand how their interests and strengths can lead to a future career(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Pupils identify with a career and have aspirations for their future(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Pupils make links with curriculum areas and future careers(<b>Spr2</b>)</li> </ul>
<b>4.2 Fab Friday Record Book:</b> Increase evidence of skills developed and personal achievements across Fab Friday foundation subjects e.g. art, sport,	<ul style="list-style-type: none"> <li>Review Fab Friday timetable</li> <li>Review Fab Friday curriculum planning for each area, including rationale</li> <li>Design and approve Fab Friday Record Book to include skills</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Cost of printing books - £550</li> </ul>	<ul style="list-style-type: none"> <li>Pupils talk with pride about their achievements and can articulate clearly what they have learnt(<b>Sum1</b>)</li> </ul>

music, drama, cooking etc (accredited where possible)	learnt and reflections of experiences and outcomes <ul style="list-style-type: none"> <li>• Staff meeting to share purpose and use of record book</li> <li>• Half termly review of Fab Friday activities to be added to record books in final lesson of 6 week series</li> </ul>			<ul style="list-style-type: none"> <li>• Each pupil has a record book evidencing the progression of skills they have learnt in all areas of the creative curriculum(<b>Sum2</b>)</li> </ul>
<b>4.3 Diversity and Equality:</b> Increase awareness and improve learning opportunities through a range of subject areas and activities, whenever possible  <b>ED</b>	<ul style="list-style-type: none"> <li>• Review policy and rationale on website</li> <li>• Review curriculum design with reference to 'Embedding Equality and Diversity in the Curriculum: A Model for Learning and Teaching Practitioners' by Dr Pauline Hanesworth</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Governors</li> <li>• Parents</li> <li>• Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Release for staff to develop curriculum area at £120 per day</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to talk with confidence about how the school promotes a learning culture where diversity and equality are embedded in to the curriculum(<b>Sum1</b>)</li> </ul>

## 5. LEADERSHIP AND MANAGEMENT

**Objective: Raise Standards through increasing the involvement of all stake holders and development of specific roles.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<b>5.1 Vision and Strategy:</b> Improve whole governor involvement in the development of a clear vision and strategy for 3 to 5 years  <b>ALL/VR</b>	<ul style="list-style-type: none"> <li>• Governors to attend Vision and Strategy sessions</li> <li>• Governors to agree vision and strategy plan</li> <li>• Vision and Strategy plan to be shared with the community</li> </ul>	<ul style="list-style-type: none"> <li>• Governors</li> <li>• Chair of Governors</li> <li>• Clerk to the Governors</li> <li>• Headteacher</li> <li>• LMT</li> </ul>	<ul style="list-style-type: none"> <li>• Additional clerking costs where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Governors contribution to the school vision and strategy is evident and governors can confidently talk about the direction of the school(<b>Spr2</b>)</li> </ul>

<p><b>5.2 Governors:</b> Increase governor understanding of challenge and effective monitoring linked to the SIP.</p> <p><b>ALL/VR</b></p>	<ul style="list-style-type: none"> <li>Review governor training and target gaps with relevant CPD.</li> <li>Review governor monitoring visits policy.</li> <li>Review governor roles and responsibilities around curriculum areas and links to the SIP.</li> <li>Plan to include more governor training within governor meetings i.e. through staff presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Governors</li> <li>Chair of Governors</li> <li>Clerk to the Governors</li> <li>Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Cost linked to relevant training</li> </ul>	<ul style="list-style-type: none"> <li>Minutes show clear evidence of relevant and effective challenge from governors(<b>Aut2</b>)</li> <li>Monitoring reports are relevant to the SIP and help to drive school improvement(<b>Sum1</b>)</li> <li>Attendance at relevant courses is high and is reflected in changes to how governors conduct their roles(<b>Sum1</b>)</li> <li>Staff presentations at governors' meetings are regularly timetabled and governor knowledge is increased(<b>Spr1</b>)</li> </ul>
<p><b>5.3 Development of Buildings:</b> Improve the learning space for pupils through carefully managed and appropriately targeted use of available funding</p> <p><b>PH&amp;S</b></p>	<ul style="list-style-type: none"> <li>Review how the space in KS1 is being utilised.</li> <li>Gain advice from external sources on best use of space inside and out, visit other schools etc</li> <li>Gain designs and quotes from a range of companies to develop the outside area.</li> <li>Consider funding currently available and the long term financial impact.</li> <li>Finalise possible development plans with governing body and create a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Governors</li> <li>Headteacher</li> <li>PFI/Mitie</li> </ul>	<ul style="list-style-type: none"> <li>To be agreed.</li> </ul>	<ul style="list-style-type: none"> <li>Available funds are optimised to create a more effective teaching space for missed age classes in KS1(<b>Sum2, 2022</b>)</li> <li>Lesson observations show evidence of effective use of learning space and staff deployment(<b>Sum2, 2022</b>)</li> <li>Data shows clear evidence of improved learning(<b>Sum2, 2022</b>)</li> </ul>

<p><b>5.4 Development of staff roles:</b> Improve awareness of Health and Wellbeing through the development of the new PE and Health Lead role.</p> <p><b>HWB</b></p>	<ul style="list-style-type: none"> <li>Review job description, role and responsibilities</li> <li>Arrange relevant training including REAL PE</li> <li>Review resources to develop PE skills and Health and Wellbeing</li> <li>Meet with Steering Group to discuss the Healthy Me strategy</li> <li>Plan timetable of events throughout the year – Healthy Me calendar</li> <li>Create a timeline of working towards Healthy Schools Status – including the writing of a Healthy Me policy</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Members of the Steering group to include – PE and Health Lead, Mental Health Lead, Headteacher, Parents, Governors, Pupils</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Release time for Subject Leads for meetings, curriculum planning and policy writing at approximately £120 per day</li> </ul>	<ul style="list-style-type: none"> <li>Approved Healthy Me Policy(<b>Sum1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Achieved Healthy Schools Status(<b>Sum2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Agreed new curriculum with structured annual timetabled events(<b>Sum2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>Whole community awareness and acceptance of Healthy Me agenda(<b>Sum2</b>)</li> </ul>

## 6. THE QUALITY OF EARLY YEARS FOUNDATION IN SCHOOLS

**Objective: Raise standards through targeted staff training, increased parental involvement and closer links with nurseries.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p><b>6.1 Parental Involvement:</b> Increase parental awareness and involvement in pupil learning and development with particular emphasis on speech and language and phonics.</p> <p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• Invite parents to learning workshops for phonics and speech and language</li> <li>• Create information booklets for parents to help them support their children's learning at home</li> <li>• Review reading records to include more guidance for parents when supporting their child's reading at home</li> <li>• Create an area on the school website where helpful links and documents can be accessed at any time</li> <li>• Invite parents in for small group or 1-1 'how to support your child's learning' sessions where needed or requested</li> <li>• Invite guest speakers in to present on speech and language to raise awareness for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Headteacher</li> <li>• Identified guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• No cost for workshops</li> <li>• Possible costs for guest speakers (tbc)</li> <li>• Release time for staff at £120 per day where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are well informed and able to support the child's learning more effectively at home matching the school's teaching and learning style(<b>Spr2</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>• Pupils access to reading material is increased and regular reading is being recorded in reading records(<b>Spr1</b>)</li> </ul>
				<ul style="list-style-type: none"> <li>• Improved pupil attainment in phonics and reading is evident in data drop at the end of the year(<b>Sum1</b>)</li> </ul>

<p><b>6.2 Links with Pre-schools:</b> Improve consistency of nursery expectations for transition pupils through developing a closer working relationship with feeder nurseries</p> <p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>EYFS teachers to visit local nurseries in the Spring term prior to pupils joining.</li> <li>EYFS teachers to spend time in nurseries to gather information on how teaching styles and expectations may vary.</li> <li>PAW to create a flier for nurseries to give to future PAW parents outlining school expectations for new starters.</li> <li>EYFS teachers to meet with new parents early in the Spring term to discuss expectations and provide helpful resources for Speech and Language, independent skills e.g. toileting, eating etc</li> <li>Nursery staff to be invited in to observe pupils in the classroom in the Spring term</li> <li>Pupils to send letters and pictures to their nursery schools at the end of their first term at school</li> </ul>	<ul style="list-style-type: none"> <li>EYFS Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Release time for staff when needed at £120 per day</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be fully informed of the expectations for their child when they start school (<b>Aut1, 2022</b>)</li> <li>Increased percentage of pupils starting school demonstrate independent skills earlier in the year – ref data at end of Spring term (<b>Spr2, 2022</b>)</li> <li>Intervention for any Speech and Language needs have already started prior to pupils starting in EYFS (<b>Aut1, 2022</b>)</li> </ul>
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