

Perranporth Community Primary School

Development Plan

2020 - 2021



The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through mediums such as questionnaires, coffee mornings and the School Parliament. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared.

There are several Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Curriculum Action Plans, which identifies key areas for development within their own curriculum area for the academic year.

Our Vision

We are committed to ***improving the quality of the educational provision*** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at Perranporth Community Primary School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
 - the whole staff team working together to do its best for our children's confidence
 - the whole staff team having high expectations of our children's social, behavioural and academic performance
 - well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
 - creating stimulating and attractive learning environments in which our children can take a pride
 - fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
 - promoting respect for other people and their property
 - working in partnership with parents, governors and the local community to enrich opportunities for our children
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We will continually strive to achieve the school's aims through the curriculum and through the other experiences offered to our children. High quality education will ***raise the children's standards of attainment***, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

Curriculum Statement

<p>INTENT</p> <p>What we intend to achieve through our curriculum</p>	<p>IMPLEMENTATION</p> <p>How we will deliver our curriculum</p>	<p>IMPACT</p> <p>How we will measure the effectiveness of our curriculum</p>
<p>We aim to develop pupils who:</p> <ul style="list-style-type: none"> ▪ have a sense of worth, purpose and personal identity ▪ are active, motivated and enthusiastic learners ▪ possess creative and resourceful minds, ▪ can communicate and express themselves in a variety of ways ▪ recognise their responsibilities as members of a global community ▪ are learners who are resilient, resourceful, reciprocal and reflective ▪ are able to challenge injustice and handle conflict appropriately ▪ can make informed choices with care and consideration ▪ are able to work well both independently and collaboratively ▪ respect others and form good relationships ▪ are confident individuals able to live safe, healthy and fulfilling lives ▪ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices. ▪ understand, respect, celebrate and enjoy Cornish culture and heritage. ▪ understand and follow our British Values 	<p>At Perranporth, we endeavour to find out what interests the children and how they want to learn. We are very excited about our curriculum approach which delivers a rich, broad and varied learning experience for pupils at our school.</p> <p>Each key stage follows a rolling programme of umbrella headings (such as World History) which ensures full and rigorous curriculum coverage in all year groups. Each term, the curriculum is then planned around a question, statement or theme which drives the children's learning and the teachers' planning, ensuring an integrated, cross-curricular approach. Pupils and teachers are involved in the "fine tuning" of the project before a planning day. Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, all leading to a final outcome. The children's learning is enhanced by visits / visitors and real-life tasks or challenges. Core subjects are integrated into the project and we plan and design learning opportunities that are relevant and engaging and have real-life outcomes.</p> <p>In Key Stage 1 and 2, children have a daily English and Mathematics lesson. As a school, we recognise the importance of reading for all children and therefore, have a comprehensive and thorough approach to the teaching of reading across the school including, daily phonics lessons in Reception and KS1. Teaching of Letters and Sounds is supported by the use of Giant Phonics. Guided reading and Novel Study is taught daily across the school. Over the year they will explore a range of genre and develop confidence in using a range of reading strategies. Writing is taught through a topic-based approach in order to provide purpose and audience for the children. Grammatical accuracy is embedded in the teaching of writing but also as a discrete element of the English curriculum alongside spelling and handwriting.</p> <p>Our daily maths lessons have 4 elements: teach, learn, challenge, and understand. The first element is where we teach the main objective for the lesson i.e. what do we want the children to master by the end of the lesson using a variety of concepts, images, conjectures, missing numbers and active arguments around the key skill we are focusing on. Secondly, the children will attempt a task which is differentiated to learn and consolidate the teaching part of the lesson and may include further examples of those in the previous part of the lesson. After the children have attempted a task, the teacher will move their learning forwards again by providing a challenge at a deeper level or addressing any misconceptions the children may have. The final part of the lesson is where we ensure that the children understand the objective covered by discussing what learning has taken place either orally or in writing.</p>	<ul style="list-style-type: none"> • Progress and attainment is measured through regular marking, assessment and feedback as part of everyday teaching. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. • Strategies used will vary according to the subject and learning objective taught – these could include the use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions to self (or peer) assessment at the end of a lesson based on individual learning objectives and success criteria. • In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions). • At the end of every half term, we hold an Assessment Week using bespoke assessment tests in Maths, Reading and GPS. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding age related expectations. • Additionally we hold regular Class Development Meetings in which the class teacher, the Senior Management Team and SENDCo meet to analyse the results, the individual children's strengths and barriers to learning. We then plan appropriate next steps and support. • Nationally standardised summative assessments provide information on how our children are performing in comparison to pupils nationally and the effectiveness of our curriculum provision.

Recovery Specific: INTENT	Recovery Specific: IMPLEMENTATION	Recovery Specific: IMPACT
<p>▪ Additionally, we will ensure that pupils are not adversely affected by COVID school closure. Our Recovery Curriculum will include an enhanced focus on basic skills in RWM, on mental and emotional health and tailored interventions to specific individuals or group needs.</p>	<p>▪ Teachers will assess and review pupil learning in the first weeks of September and going forwards. Assessments will be used to identify specific areas of need within individual pupils and groups with like areas of need. Bespoke interventions and targeted teaching will then be delivered by the pupil's class teacher to ensure that the highest quality teaching and support is provided for pupils and that gaps are narrowed and closed.</p>	<p>▪ Class teachers will to use their daily formative assessments and half termly summative assessments to assess the impact of interventions and the next steps required in support.</p>

Inspection data summary report indicates;

KS2 progress over time	KS2 attainment over time	KS1 attainment over time	Y1 Phonics over time	GLD over time
<p>Reading All PP</p> <p>2017 0.7 -1.3</p> <p>2018 1.2 0.45</p> <p>2019 2.76 0.31</p> <p>Writing All PP</p> <p>2017 0.6 -0.3</p> <p>2018 1.3 0.67</p> <p>2019 1.74 1.35</p> <p>Maths All PP</p> <p>2017 0.5 -1.2</p> <p>2018 -0.2 -0.05</p> <p>2019 -0.6 0.34</p>	<p>Reading (nat exp+) All PP</p> <p>2017 (71%) 90%</p> <p>2018 (75%) 74%</p> <p>2019 (73%) 80%</p> <p>Writing (nat exp+) All PP</p> <p>2017 (76%) 90%</p> <p>2018 (78%) 82%</p> <p>2019 (78%) 87% 80%</p>	<p>Reading (nat exp+) All PP</p> <p>2017 (76%) 70%</p> <p>(na)</p> <p>2018 (75%) 81%</p> <p>100%</p> <p>2019 77% 80%</p> <p>Writing (nat exp+) All PP</p> <p>2017 (68%) 70%</p> <p>(na)</p> <p>2018 (70%) 74%</p> <p>50%</p> <p>2019 65%</p> <p>80%</p>	<p>2017 nat 81% sch: 90%</p> <p>2018 nat 82% sch: 93%</p> <p>2019 nat??% sch: 90%</p> <p>Pupil Premium</p> <p>2017: 100% passed</p> <p>2018: 100% passed</p> <p>2019: 100% passed</p>	<p>2017 nat 71% sch: 75%</p> <p>2018 nat 72% sch: 73%</p> <p>2019 nat ??% sch: 77%</p> <p>Pupil premium GLD data</p> <p>2017: 80% GLD</p> <p>2018: 100% GLD</p> <p>2019: NA% GLD</p>

	Maths (nat exp+) All PP 2017 (75%) 87% 80% 2018 (76%) 67% 75% 2019 (79%) 77% 80%	Maths (nat exp+) All PP 2017 (75%) 72% 57% 2018 (76%) 74% 50% 2019 68% 80%		
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2020/21 CURRENT Identified curriculum and standards gaps

	Y5 and Y6	Y3 and Y4	Y2	Y1	Early Years
Reading	<ul style="list-style-type: none"> Fluency of reading Working out the meaning of unknown words based on the context of the sentence. Skimming and scanning 	Y3 - 50% below expected (Spr Y2) <ul style="list-style-type: none"> Only 50% confident on AR texts Rest phase 4/5 phonics Y4 - 30% below expected Spr Y3	<ul style="list-style-type: none"> Assess Phase 3 and 5, starting at qu. Share stories on a daily basis. Prepare for screening check. 	<ul style="list-style-type: none"> Assess Phase 3 and 5, starting at qu. Share stories on a daily basis. Prepare for screening check. 	<ul style="list-style-type: none"> Assess Phase 3 and 5, starting at qu. Share stories on a daily basis. Prepare for screening check.
Writing	<ul style="list-style-type: none"> Planning skills Pace of writing Editing and improving/up-levelling 	<ul style="list-style-type: none"> Y3 - 36% below expected in predicted Ass Spring Y2 Spelling below expectation 50% need basic punctuation Y4 - 40% below expected in Spr <ul style="list-style-type: none"> 30% need basic punctuation 	<ul style="list-style-type: none"> Letter formation, longer sentences using coordination and subordination, independence, revisiting year one targets. 	<ul style="list-style-type: none"> Letter formation, sentence structure, rehearsing and recording sentences, modelling writing. Practising writing for different opportunities and frequently. 	<ul style="list-style-type: none"> Assess pencil grip, mark making, practising name writing, outdoor writing opportunities.
Maths	<ul style="list-style-type: none"> Rapid recall of times tables Using and applying number knowledge for problem solving. 	Y3 - 30% below expected (Spring Y2) Y4 - 30% below expected <ul style="list-style-type: none"> Only 2 know their x2 table after 1st week assessment. 	<ul style="list-style-type: none"> Recapping addition and subtraction, number bonds to 20 practise, place value counting in 2s, 5s and 10s. 	<ul style="list-style-type: none"> Recapping number bonds to ten, problem solving activities, number formation and recognition, counting. 	<ul style="list-style-type: none"> Singing number songs, recognising numerals 1-5.
Wider curriculum	<ul style="list-style-type: none"> Art skills PSHE skills - including wellbeing and mental health support 	Y3 & Y4 – estimated 60% of pupils didn't <u>fully</u> engage with online Dojo learning during lockdown – this was all covered by teacher slides. Children will therefore have gaps in aspects of the broader curriculum.	<ul style="list-style-type: none"> Ability to complete activities independently. 	<ul style="list-style-type: none"> Transition from EYFS, independent learning. 	<ul style="list-style-type: none"> Speaking and listening opportunities to talk about life during lockdown, establishing friendships, developing routines, encouraging resilience and being able to maintain attention for a long period of time.

SDP Priority Area 1: Quality of education					
Success Criteria <i>How will we know we have met the SDP priority?</i>	Success Criteria: <ul style="list-style-type: none"> • Perranporth School establishes a COVID recovery plan identifying specific areas of need for individuals and groups of pupils. Appropriate teaching and learning actions to implemented to ensure that gaps are narrowed and pupils catch up swiftly and successfully. • Perranporth School implements and delivers a curriculum that is ambitious and designed to give all learners, particularly PP and SEND pupils, the knowledge and cultural capital they need to succeed in the next phases of their education and indeed life. • Teachers demonstrate excellent knowledge, present learning clearly, promoting appropriate discussion about the subject matter they are teaching and check learners' understanding systematically, identify misconceptions accurately with clear, direct feedback. In doing so, they respond and adapt their teaching as necessary. • Assessment is used to help learners embed and use knowledge fluently and to check understanding, informing further teaching. • Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. • The vast majority of pupils in all year groups to reach 'age related expectation' in Re, Wr, GPS and Ma or progressing rapidly by the end of the academic year. • KS2 pupils to meet and or exceed the national average attainment and progress measures (Attainment KS2 Re: 73%, Wr: 78%, Ma: 79%, GPS: 78% & Re, Wr Ma combined: 65%) • Positive progress measures from KS1 to end of KS2 for Y6 pupils in reading, writing and mathematics. • The % of Y6 achieving the expected standard in maths and EGPS at least in line with the National Average (approx 80%), • Pupil Premium pupils achieve standards at least in line with Non PP. • SEND pupils in Y6 achieve positive progress measure in KS2 assessments and the attainment gap narrows. • Maintain high standards in phonics with at least 81%+ pupils passing the Y2 Phonics Screening catch up test in Autumn 2 and 100% pupils passing the resit later in the Summer Term. Additionally, 81% + pupils pass Y1 Phonics Screening Test. • Maintain standards of Good Level of Development in EYFS with at least 75% of EYFS pupils targeted to achieve GLD. 				
	Rationale behind objectives <ul style="list-style-type: none"> ➢ Due to COVID school closures, it is essential the our school formulates a clear and effective recovery plan to ensure that pupils are supported in closing any gaps in learning and positive wellbeing and mental health is maintained. ➢ Perranporth School is in the process of establishing our new curriculum, derived from Cornerstones and adapted to our learner's needs and context. ➢ Continued drive to ensure consistent standards of progress and attainment at ARE for all pupils ➢ 2019 Y6 Maths 2% below national average and lower standards of attainment for GDS (approx 10% lower) ➢ 2019 Y6 PP pupils did not progress as strongly in reading as non PP pupils. ➢ 2019 Y6 SEND Support pupils did not achieve the high enough standards in the KS2 tests. ➢ It is important to maintain positive progress measures from KS1 – KS2 in Reading and Writing – and stronger progress in maths is necessary. 				
	Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: different colours for each term
1a	To formulate and implement a clear and effective COVID recovery plan to ensure that pupils are supported in closing any gaps in learning and positive wellbeing and mental health is maintained.	Entire Staff Team Governors	<ul style="list-style-type: none"> • Class teachers to identify key areas of need for whole class learning which were missed from the previous year or are in need of further teaching due to absence. (Sep-Oct 20) • Class teachers to identify focus pupils and pupil groups who will require specific catch up interventions and teaching approaches to address these. (Sep-Oct 20) • SBM to calculate required finances, balanced against recovery funding, to enable the redeployment of key staff and employment of an additional fix term of TA/HLTA. (Sep 20) 	COVID Catch-up funding – teacher release time. Any necessary teaching and	

			<ul style="list-style-type: none"> • SLT to create a recovery timetable, which will enable the release of class teachers on a rota basis in order that they can provide the above interventions to their own pupils. (Sep-Oct 20) • Teachers regularly assess and review impact of interventions. SLT to monitoring pupil progress as part of CDMs and assessment week reviews. (ongoing) • HT to report plans and impact of interventions to governors as part of Curriculum and Pupil committee meetings and HT's reports. (termly) 	learning resources.	
1b	To establish our new school wide curriculum, derived from Cornerstones and adapted to suit the learners of Perranporth School to give all learners, particularly PP and SEND pupils, the knowledge and cultural capital they need to succeed in the next phases of their education and indeed life.	Entire Staff Team SLT Governors	<ul style="list-style-type: none"> • Assign key staff members subject leadership/co-ordination roles and responsibilities. (Aut Term) • Create individual subject action plans for review and development of curriculum areas. (Aut Term) • Create individual subject statements of Intent, Implementation and Impact and share these with teaching staff team for feedback. (Aut Term) • Co-ordinators to review and monitor subjects and planning as part of their 'Spotlight Week' to include book scrutiny, pupil conferencing, planning review, coverage review etc (ongoing) • Co-ordinators to feedback impact of Spotlights to SLT for next steps. (ongoing) 	Staff meeting time/INSET, possible CPD for leaders, planning resources.	
1c	To teach knowledge retrieval skills to pupils to support sustained learning and recall.	Entire Staff Team SLT Governors	<ul style="list-style-type: none"> • INSET provided on the theory, benefits, approaches and successful outcomes of teaching and facilitating retrieval skills. • Teachers to provide pupils (Y1-Y6) with Knowledge and Retrieval books for recording knowledge organisers, retrieval exercises, quizzes etc • Teachers to plan for regular K&R sessions each week, revisiting prior learning and teaching skills to help pupils 'learn more and remember more'. • SLT to monitor and review K&R impact as part of termly CDMS, pupil conferencing and staff feedback. 	K&R INSET resources/training K&R books, quizzes etc	
1d	The percentage of pupils in all year groups who are reaching 'age related expectation' in Re, Wr, SPaG and Ma or progressing rapidly by the end of the academic year reflects the national picture. (Approx 75%)	SLT All Staff Governors	<ul style="list-style-type: none"> • Continue Performance Management Cycle (Oct 20) • Provide effective CPD as appropriate to key staff – especially in KS2 (continuous throughout the year - esp in maths) • Implementation of monitoring cycle including CDMs, drop ins, book scrutiny and pupil conferencing (begin Sept 20). • Ensure effective interventions for focus pupils and those in vulnerable groups – PP, SEND pupils to be monitored, progress evaluated half-termly. (ongoing) 	Release time for key staff to enable monitoring	

1e	To increase the percentage of pupils in Y6 achieving the expected standard and higher standard in KS1 and KS2 maths.			AJ HT JMc maths lead All Staff	<ul style="list-style-type: none">Maths Co-ordinator to create whole school Maths action plan (see separate plan) identifying areas of need and approaches actions for development. (Aut 20)Adjust curriculum time and schemes of work accordingly including the increase of time spent ‘reasoning’ in maths. (Aut 20)Allow children opportunities to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical languageContinue embedding and monitoring of the teaching and assessment of x-tables from Y2-Y6 with the regular use of X-Tables Rock Stars (ongoing)Ensure Maths Mastery Curriculum is effectively implemented by all staff, seek support from SHIP partners to quality assure teaching and evidence in books. (Spr 21)Continue the development of staff knowledge and confidence in mastery teaching strategies and subject knowledge (bar modelling). (ongoing)	Possible training costs, purchase of maths resources, release time for JM and other teaching staff.	
1f	To ensure that PP pupils make positive progress that is at least in line with non PP pupils in school and nationally. (close gap specifically in reading and writing and ensure positive measure for maths) Progress:			SLT NL SEND Co All Staff inc KA, AR, KG PP Governor	<ul style="list-style-type: none">Ensure effective spending of PP funding through the use of Sutton Trust Toolkit and other research. (ongoing)Provide quality provision for PP pupils which meets the needs of learners to support progress and enrich the curriculum and the whole child. (Sept 20 – intervention timetable)To ensure financial circumstance is no barrier to PP pupils accessing extra-curricular activities, resources and curriculum enrichment opportunities. (ongoing)Pupil premium provision and interventions to be monitored for impact of progress and attainment as part of CDMs and half termly assessments. (ongoing)	CPD as appropriate PP intervention timetable costs/resources. Release time for SENDCo as necessary to ensure effective provision is implemented and monitored.	
	Reading: PP: 0.31 All: 2.76	Writing PP: 1.35 All: 1.74	Maths: PP: 0.34 All: -0.6				
1g	To ensure that pupils on the SEND register make progress that is in line with non-SEND pupils in school and comparable to national attainment and progress measures.			SLT NL –SEND Co All Staff SEND Governor	<ul style="list-style-type: none">Ensure SEND guidelines are embedded. (ongoing)Ensure effective WAVE 1 provision is evident in daily teaching.Ensure individual needs are addressed as part of HCP or appropriate provision/interventions.Ensure additional adults are being effectively deployed for maximum benefit to pupils. (ongoing as part of monitoring)Continue regular parent/home meetings for SEN pupils and support plans actions and reviews. (termly)	Staff meetings Training costs, purchase of SEND resources, release time for NL/other staff as appropriate.	
1h	To increase the percentage of pupils in Y6 achieving the expected standard and higher standard in KS1 and KS2 EGPS.			AJ HT KS2 team All Staff	<ul style="list-style-type: none">Review KS2 EGPS test results and create subsequent Literacy action plan (see separate plan). (Aut 20)Implement weekly ‘Popcorn SPAG’ sessions with pupils receiving regular quick fire EGPS teaching and assessment. (Aut 20)	Possible training costs, purchase of Popcorn SPAG resources, release	

			<ul style="list-style-type: none"> • Ensure SPAG scheme of work is effectively implemented by all staff, seek support from SHIP partners to quality assure teaching and evidence in books. (Spr 21) • Continue the development of staff knowledge and confidence in EGPS teaching strategies and subject knowledge. (ongoing) • Utilise Purple Mash to ensure there are consistent and progressive spelling plans and provision in place from Y1-Y6 	time for teaching staff.	
1i	Maintain high standards of reading in EYFS, KS1 and KS2 by ensuring teaching and resources remain current and effective.	Lit Co-ordinator SLT	<ul style="list-style-type: none"> • Literacy co-ordinator to review KS1 home reading books against recommendation from Ofsted regarding matching to current phonics teaching • Literacy Co-ordinators to research the potential purchase of new take home reading books in order to ensure daily phonics teaching is appropriately matched to content of reading books. • KS2 – implement and monitor the Ashley Booth reading plans to ensure a wide and challenging spine of reading material is being taught and reading skills are being explicitly taught. 		

SDP Priority Area 2: Behaviour and attitudes				
Success Criteria <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> Despite COVID restrictions, Perranporth School maintains the established happy, vibrant learning community with high expectations for all learners' behaviour and conduct. Our behaviour systems and reporting across school remain consistent, fair and safe. Perranporth School's established excellent behaviour, manners and mutual respect is maintained; where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. Pupils demonstrate and can articulate a positive approach to learning using the BLP strategies and values, showing resilience, confidence and independence and taking pride in their achievements. Attendance to be improving and in line with National Average (96%) including persistent absence – target PP children and families 			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
2a: The school behaviour policy continues to be implemented effectively (inc COVID 'Bubble Rules'), ensuring fair and consistent systems are in place and excellent behaviour is maintained.	SLT All Staff	<ul style="list-style-type: none"> SLT and class teachers to ensure behaviour systems remain consistent and effective, especially in relation to the changes in place due to COVID restrictions. Ensure the safety of pupils and staff by ensuring COVID 'Bubble Rules' are adhered to and pupils respect the need for them. Regular reminders in assemblies, pupil meetings etc (ongoing) Continue the regular discussion of behaviour issues and key pupils at staff meetings (including TA meeting and Lunchtime TA meetings) to ensure consistency and shared knowledge, that staff feel supported and that pupil needs are being met. (ongoing) 	Possible release time for staff.	
2b: All children are independent, resilient learners who are confident to be challenged and take pride in their achievements.	Stuart Harris, SLT All Staff	<ul style="list-style-type: none"> Continue staff training in BLP teaching approaches and ways of engaging learners. Explore possibility of a parent and pupil BLP video or information page to engage parents in the use and understanding of BLP strategies. (Aut 20) Further development of the BLP learning environment around the school – assembly focus, BLP learning walk, BLP display and talking tins. (Spr 21) Raise the profile of the elected children as BLP Ambassadors to lead BLP in school. Children to be supported in 'finding' BLP evidence and celebrating this. (begin Aut 20) 	Possible training costs, purchase of BLP resources, release time for SH.	
2c: Overall whole school attendance is at least 96% plus no child has attendance less than 85% (except high medical needs pupils/exceptional circumstances). Persistent absence to be at least in	SLT All staff Attendance Governor	<ul style="list-style-type: none"> Ensure families feel supported in returning to school after COVID closures. Ensure clear communications regarding expectations and safety measures at school. Rigorous attendance monitoring and established as a standing item in Class Development Meetings (CDMs), ensuring a shared knowledge and action to improve poor attenders between key staff. (Aut 20 – ongoing) Establish a new relationship with new LA Educational Welfare Officer and develop regular meetings with close analysis and intervention from EWO. (Aut 20) 	SLA with EWO from LA, potential incentive costs	

line with Nat Ave (approx: 8%) if not better.		<ul style="list-style-type: none"> Effective communication with parents as necessary with particular focus on PP pupils and families. (ongoing – termly reviews and letters) 		
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SDP Priority Area 3: Personal development

Success Criteria <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> Children and adults feel happy, secure and supported at Perranporth through the development of Perranporth Curriculum including PSHE programme, WAYH, and appropriate support for wellbeing and mental health – esp post COVID. Perranporth School curriculum supports pupil's broader development, enabling them to develop and discover their interests and talents and helps them know how to keep physically and mentally healthy. Perranporth School continues broad implementation of UNICEF's Rights Respecting Schools ethos and sharing of children's rights Perranporth prepares learners for life in modern Britain by: <ul style="list-style-type: none"> equipping them to be responsible, respectful, active citizens who contribute positively to society developing their understanding of fundamental British values, their appreciation of diversity and celebrating commonality respect for the different protected characteristics as defined in law.
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Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
3a: The development of Perranporth School curriculum ensures the broader development of pupil's interests and talents, inc physical and mental wellbeing.	SLT All Staff Nadia Lampier – PSHE Co- Samuel Barnes – PE Co -	<ul style="list-style-type: none"> Ensure that the development of Perranporth School's curriculum is inclusive of opportunities for pupils to develop their personal interests and talents – for example; the learning of musical instruments, dance, artistic and creative expression, sport, film etc. (begins Aut 20 through curriculum development) Ensure that in the development of the Physical Education curriculum, children are taught the benefits of physical wellbeing and how this can be achieved through an active lifestyle. (begins Aut 20 through curriculum development) Ensure that in the development of the PSHE curriculum, children are explicitly taught the benefits of sound mental wellbeing and the understanding and ability to discuss and express this through mediums such as mindfulness, 'Words and your Heart '. (begins Aut 20 through curriculum development) Ensure that staff are aware of and sympathetic to the needs of pupils returning to school after COVID closures. This may require significant support and nurturing. Additional support may be required and worked into the Recovery Plan . 	Possible costs of resources in support of curriculum – Recovery Plan - support	
3b: To continue developing pupil's understanding of 'children's rights' globally and life in democratic UK through UNICEF RRSA.	Alistair Johnson All staff	<ul style="list-style-type: none"> Continue sharing of UNICEF's Rights Respecting Schools ethos through regular assembly focus on CRC articles and Rights of the Child. Monitor impact of this through pupil conferencing and feedback. 	None	
3c: In the development of Perranporth School curriculum, leaders are to ensure that	SLT All Staff	<ul style="list-style-type: none"> Ensure Perranporth School curriculum provides teaching and learning experiences that will support pupils in developing responsible, respectful, active 	Possible costs of resources in	

fundamental British Values are a consistent thread throughout the planning of curriculum areas, themes and learning experiences.	Governors	<p>citizenship, with opportunities to contribute positively to society – e.g. local litter pick days, beach cleans, Perran Bay visits etc (Begins Aut 20)</p> <ul style="list-style-type: none"> • Ensure that in the teaching and learning experiences to be planned into Perranporth School curriculum, leaders ensure that pupils have teaching and learning experiences which will develop their understanding of fundamental British values, their appreciation of diversity and celebrating commonality respect for the different protected characteristics as defined in law. (Begins Aut 20) 	support of curriculum –	
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SDP Priority Area 4: Leadership and Management

Success Criteria <i>How will we know we have met the SDP priority?</i>	<ul style="list-style-type: none"> • Pupil's mental/wellbeing needs are supported whilst at the same time their academic needs are supported through the Recovery Plan. • Perranporth School curriculum is ambitious, well planned and sequenced to give all learners, particularly the PP and SEND pupils, the knowledge and cultural capital they need to succeed in life, resulting in gains in knowledge, understanding and skill application. • All staff understand and work effectively towards the aims of the SDP to ensure the best outcomes for all pupils and in particular, the development of the new school curriculum. • Ensure that governors "systematically challenge" senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils • Further improve teaching, learning and assessment through rigorous performance management and effective professional development • Perranporth School to be both receiving and providing support to schools within TPAT through partnership, collaboration and shared resources. • Safeguarding procedures are rigorous and ensure the safety of all pupils including protection from radicalisation. • Middle Leadership effectively leading curriculum development to achieve improving outcomes for children – focused on Mastery of maths, reading and spelling 			
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	Resources	Evaluation of Impact and evidence: (different colours for each term)
4a: To establish individual subject action plans for the development of Perranporth School Curriculum.	SLT All teaching staff/co-ordinators	<ul style="list-style-type: none"> • Assign key staff members subject leadership/co-ordination roles and responsibilities. (Aut Term) • Create individual subject action plans for review and development of curriculum, identifying what is working well and what needs to be improved. Plans to include clear milestones for areas of completion. (Aut Term) • Using Cornerstones, co-ordinators to develop curriculum plans that are coherent and sequenced towards building sufficient knowledge and skills for future learning. (Sum Term) • Establish 'Spotlight Weeks' for individual subject areas in which co-ordinators and SLT lead monitoring exercises across the school to ascertain standards and impact information on broader curriculum subjects (core subjects as part of general monitoring plans). Outcomes and actions to be shared with staff. (ongoing) 	Staff meeting time and possible release time for staff planning.	
4b: To establish individual subject statements of intent, implementation and impact.	SLT	<ul style="list-style-type: none"> • Subject co-ordinators to research different examples of intent, implementation and impact statements and models. (Aut Term) 	Staff meeting time and possible release time for	

	All teaching staff/co-ordinators	<ul style="list-style-type: none"> Co-ordinators to create individual subject statements of Intent, Implementation and Impact. Then shared and presented at Spotlight Week staff meetings for collective review and consultation. (Aut Terms) Intent, Implementation and Impact statements to be reviewed by governing board and feedback provided. (Sum Term) 	staff planning (JR).	
4c: To ensure each broader curriculum subject offers comprehensive coherent plans/schemes of work and progression frameworks feeding into whole school curriculum	SLT All teaching staff/co-ordinators	<ul style="list-style-type: none"> Subject co-ordinators to begin the development of comprehensive action plans for their individual subject areas, which will feed into the whole school curriculum plan. (begins Sum 20) Ensure teachers feel supported to be creative teachers and planners, able to build a curriculum, which inspires both them and their pupils with rich, meaningful learning experiences. Teachers feel confident in using Cornerstones as the basis for planning and can adapt this to suit the needs of their cohorts and context. (SLT – ongoing) Co-ordinators to utilise the functionality of Cornerstones to ensure full coverage and progression of their subject and then monitor this through book looks, planning review, pupil conferencing etc. 	Staff meeting time and possible release time for staff planning time.	
4d: Monitor the delivery and impact of our Knowledge and Retrieval initiative within the Perranporth Curriculum	SLT Teaching staff	<ul style="list-style-type: none"> SLT to provide training to all teaching staff on successful approaches for developing secure knowledge and retrieval of subject matter. (Sep 20) Teachers to ensure the delivery of regular Knowledge and Retrieval sessions across the curriculum and evidenced in pupil's K&R books. (Sep 20) SLT to monitor both the deliver and impact of K&R through CDMs, book looks, pupil conferencing. (Aut 2nd half) 	Staff meeting time and possible release time for staff planning (JR).	
4e. Children are safe in school and online.	Alistair Johnson All staff	<ul style="list-style-type: none"> Maintain rigorous safeguarding policies and procedures – including SCR. Ensure all staff receive Tier 2 update training and new KCSIE 2019. (Aut 20) Ensure staff confidence in the use and access to CPOMS from both safeguarding and behaviour. TAs to be aware of 'green form' reporting. (Aut 20) Ensure staff training is current and up to date. (Aut 20) JR to ensure e-safety is implemented effectively in curriculum. (Ongoing) 	Training costs, release time for INSET,	
4f: Implement an effective performance management cycle that ensures standards and enables the school to operate effectively.	Alistair Johnson Governing Board All Staff TPAT partners	<ul style="list-style-type: none"> Implement performance management cycle including mid-year review meetings and ensure teachers are able to evidence performance against the Teaching Standards. 	Additional Supply to release staff for PM meetings.	
4g: Continue to develop the effectiveness of governors and the challenge they provide.	Alistair Johnson Chair of Govs Governing Board	<ul style="list-style-type: none"> Ensure that governors "systematically challenge" senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils; continue to develop opportunities for collaboration between the governors and the school. Promote Governor Training opportunities via TPAT. Monitoring/ class and co-ordinator visits/SHIP days (learning walks, subject interviews, pupil voice); 	Possible training costs; Co-ordinator release time.	

4h: To ensure pupil and staff wellbeing is a priority for SLT so that all feel supported and staff are confident in their roles with manageable workloads.	SLT All staff Governors	<ul style="list-style-type: none"> • Share staff well being policy and take feedback for review • To ensure that 'staff wellbeing' is a continual consideration through the implementation of change and policy reviews. • Explore the implementation of a staff well being co-ordinator and policy. 	Possible release time.	
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Subject Development Planning 2020-21

Early Years

Objective(s) <i>71.8% of children achieved a good level of development in 2019 – up slightly by 0.3 ppts on 2018.</i> <i>To maintain or improve the GLD score in writing 77%.</i> <i>To ensure that children with below expected levels on entry for LA meet the ELG at the end of Reception</i> <i>To ensure PPG children make as good or better progress than other children in all areas</i> <i>To involve the parents and carers in understanding how their children are learning e.g. Tapestry/ EYFS questionnaire.</i> <i>To ensure all staff receive the relevant training in observation, assessment and using Tapestry.</i> <i>To develop planning to ensure the continuous provision and learning outdoors is high quality and engaging.</i>			Success Criteria: <i>The GLD will be in line with or above the NA.</i> <i>PPG children will attain expected or exceeding levels by the end of the year.</i> <i>Children supported at home to read regularly. Parents will comment on their children's learning and upload learning on Tapestry.</i>	
Persons responsible for leading action: EY leader Supported by: SLT				
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
Action A: <i>To ensure children who are below expected levels for writing on entry make the expected level of progress by the end of the year. To improve the GLD score in writing from 73% to 75%</i>	<i>Small group and 1-1 support for children who enter below expected levels for writing. Intervention with a focus on writing.</i> <i>Fine motor/ gross motor activities in small focused groups</i> <i>Handwriting practice</i> <i>Outside writing opportunities planned every day</i> <i>Ensure daily writing opportunities are available in the role play ad on the writing table.</i>	<i>Improved pencil grip, pencil control and letter formation.</i> <i>Improved attitude to writing – confident to try and excited to write</i>	<i>Good progress reflected in assessments half termly</i> <i>SLT observations.</i> <i>Internal moderation by KS1 teachers.</i>	
Action B: <i>To ensure that children with below expected levels on entry for LA meet the ELG at the end of Reception (2018-19 75% or above) 2017 – 72%</i>	<i>PPG children heard read daily – TA</i> <i>Daily story times</i> <i>Dialogic book talk activity at least 3x a week for the intervention group.</i> <i>Book talk planned at least 1x per week as an adult led activity.</i>	<i>LA scores improve.</i> <i>Reading and comprehension skills.</i> <i>Improved participation in whole class sessions by those children with low on entry scores.</i>	<i>AW to monitor progress of groups.</i> <i>Use Tapestry</i> <i>Intervention observation sheets completed.</i>	

	AW to deliver training to TAs and NQT (2 nd half of Autumn term).			
Action C: To ensure PPG children make as good or better progress than other children in all areas	PPG children to be Everyday readers and identified on planning. PPG children to access the interventions within the classroom. Marking and feedback to be evident and of high quality in PPG children's books e.g. really showing how the feedback has moved the children on in their learning. Regular meeting with parents/carers. Share learning with parents/carers by Tapestry.	Children receiving the PPG will achieve the ELGs and a GLD.	SLT Drop ins. Intervention records.	
Action D: To involve the parents and carers in understanding how their children are learning e.g. Tapestry/ EYFS questionnaire.	Provide interesting opportunities for parents and carers to contribute to their child's learning e.g. through the use of Tapestry. Provide information to them about ways in which the children learn and how they can be supported at home e.g. EYFS open evening. Ensure regular correspondence with parents through reading book, face to face etc Add all drop in session PowerPoint's to the website so that more parents can access the information. Tapestry will go live and parents can comment on their children's learning.	Improved confidence and well being impacting on confidence to speak with adults and peers. Improvement in speaking and listening skills.	Good progress reflected in assessments half termly. Parent questionnaires. Number of parental contributions are monitored.	
Action F: To continue to develop the skills of the EYFS team to write observation comments that focus on the assessment criteria and characteristics of effective learning in order to clearly identify their age and stage of development and next steps in their learning.	AW & NL to provide an afternoon training session to staff about the expectations and requirements to contribute to assessment. Training will take place in the second half of the Autumn term. Staff will complete observations and upload to Tapestry.	Staff will feel confident in using Tapestry and understand assessment in the EYFS. Staff will contribute 2 observations per day to Tapestry.	AW/NL to monitor Tapestry and ensure relevant data is on the system. SLT	

Action G: To ensure good standards in the EYFS are maintained over maternity cover.	Relevant training for staff. Liaison with class governor.	EYFS team will provide continuity of quality care and education.	EY leader Observation SLT observations	
Action H: To develop planning to ensure the continuous provision and learning outdoors is high quality and engaging.	Planned use of the outdoor area alongside weekly – planning. Resources to be organised and ready (resources can be taken outside before 9am). Ensure that throughout the day the outdoor provision reflects the indoor classroom.	Children will be encouraged to access all activities on offer and gender stereotypes are actively challenged.	EYFS planning. Observations of the children. Outcomes and scores at the end of the EYFS.	

Long Term Planning - 3 Year Overview

All children in EYFS will make good or better progress in all areas of learning from their on entry assessment
We will narrow the gap between the PPG children and the rest of the cohort.
Parental involvement and knowledge about how children learn will continue to improve, delivered through online meetings and communication via the Dojo and Tapestry.
The outdoor area will be developed to reflect the indoor learning environment – adequate storage and resources are needed to allow the children to learn and develop outside.

**Subject Development Planning 2020-21
English**

Objectives <ul style="list-style-type: none"> • To maintain high standards of attainment and progress in reading and writing. • To further develop pupil participation in 'reading for pleasure' through embedding the Accelerated Reader programme in KS2. • To ensure children are frequently writing whole pieces of writing and writing for purpose. • To ensure 80% of Y6 pupils achieve the expected standard in EGPS. • To ensure that children understand and embed necessary grammar and punctuation skills. <p>Persons responsible for leading action: R Laity, L Pryor (English co-ordinators) Supported by: SLT, governors</p>		Success Criteria: <ul style="list-style-type: none"> • High attainment and progress measures are maintained in KS2 outcomes. • Children frequently write whole pieces of writing with an increase in writing for real purposes. • 80 % of pupils reach expected level for EGPS testing. • Children are able to understand specific grammar and punctuation objectives from their year group and are able to include features from EGPS in their own writing. 		
Persons responsible for monitoring and quality assurance:			Resources required:	
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative
Action A: To maintain positive attainment in reading and	Reading- EYFS/KS1- To ensure that reading is a priority and that when members of staff are hearing children read they are asking them a range of comprehension questions. To ensure children are provided with regular and exciting reading and writing opportunities. To ensure	<ul style="list-style-type: none"> • EYFS/KS1- All children are heard read regularly using a decodable reading book. Enjoyable reading experiences are created in school for those children who may not 	SLT observations, drop ins, book looks with J McGowan.	

<p>writing across the school.</p>	<p>that reading books match the level of phonics that has been taught.</p> <p>KS2-To monitor that quality 'Novel Study' sessions are taking place daily and that 'VIPERS' is being used to ensure a range of comprehension skills to develop. Teachers to model and scaffold comprehension skills lower down the school and then to gradually reduce support.</p> <p>To monitor and embed the Accelerated Reader programme, ensuring that children are participating in the minimum of bi-weekly sessions (but encouraging daily reads) as part of 'reading for pleasure', and that diagnostic assessments and tools are being used to ensure appropriate support and interventions.</p> <p>Whole School- To further embed the whole school reading reward scheme with Ultimate Bookworm Challenge and ensure regular use and celebration of the library/reading cabin to continue the positive reading culture in school. Assessment- To monitor the assessment of reading and writing.</p>	<p>have those experiences at home. Early writing experiences are enjoyable and exciting.</p> <ul style="list-style-type: none"> • KS2-Children have the comprehension skills which allow them to successfully complete comprehension activities based on a text they know well and a wide variety of unknown extracts. • Whole School- Reading for pleasure continues to embed in school ethos. • Assessment- Children are accurately assessed against criteria for their year group. Assessments will consider evidence from assessment week, performance in the classroom and evidence in books. 		
<p>Action B: To ensure children are writing whole pieces of writing and writing for purpose</p>	<p>Children across the school to regularly plan and write whole pieces of writing in a variety of genres. Children will receive specific feedback on how to improve their writing and will be provided with time to make these improvements. Children will be used to drafting pieces of writing and a variety of exciting writing opportunities will be provided.</p>	<p>Children will develop their stamina for writing whole pieces. They will regularly revisit different genres and will be able to make their own improvements with and without guidance from a teacher.</p>	<p>SLT observations, drop ins, book looks with J McGowan</p>	
<p>Action C: For 80% of Y6 pupils to achieve the expected standard in EGPS SATs</p>	<p>Implement the 'Popcorn SPAG' scheme in KS1 and KS2 classes, with children participating in weekly recall and apply tasks.</p> <p>Children in both KS1 and KS2 to be explicitly taught spelling. Teachers to model 'good' spelling strategies and to ensure children are spelling words from specific year groups and below accurately.</p> <p>Grammar, punctuation and spelling to be taught as part of every English lesson. Teachers and teaching assistants to</p>	<ul style="list-style-type: none"> • Children are able to demonstrate rapid recall of EGPS facts and application, with improving weekly scores on assessments. • Children are able to spell accurately including common exception words and specific words from their year group. Children use their Phonics 	<p>SLT observations, drop ins, book looks with J McGowan.</p>	

	attend grammar and punctuation training to ensure all understand demands of the curriculum. Teachers, teaching assistants and pupils to use correct terminology.	<p>knowledge to inform spelling. Teachers will use Purple Mash to teach spelling.</p> <ul style="list-style-type: none"> • Children are taught specific elements of punctuation and grammar for their year group and previous year groups if required. Children are able to include these features to up-level their own writing. • End of KS2 SATs outcomes show an improving picture with 80% of pupils achieving the Expected Standard 		
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Long Term Planning ~ 3 Year Overview

- *Reading- All children are immersed in a rich reading curriculum. Reading books across the school are closely matched to pupils' ability.*
- *Writing- Pupils are provided with a variety of exciting writing opportunities with purpose. Staff to be confident with writing assessment criteria and to take part in regular moderation of writing assessments.*
- *Spelling- To ensure that spelling sessions are taught weekly and specific spelling errors are corrected.*
- *Punctuation and Grammar- Pupils are able to use correct terminology and are able to identify and use necessary features in their own writing.*
- *Phonics- Phonics is assessed correctly and intervention is individually tailored for each pupil.*
- *Handwriting- Children are confident at using a cursive font.*

Subject Development Planning 2020-21

Maths

Objective(s)

- Evaluate termly progress in Maths across the age range
- Monitor how Teachers are planning to enable children to show 'Mastery' of topics. This must be within the existing year group curriculum
- To develop the delivery of mental maths skills and strategies to support maths across the curriculum
- To develop reasoning and problems solving skills in all maths lessons
- Continue to involve parents and carers in the teaching of maths for mastery

Persons responsible for leading action: Maths Co-ordinator

Success Criteria:

- Target tracker shows all pupils are progressing by at least 1 step per half term
- Clear opportunities for "depth" in planning and books
- Mental arithmetic fluency shows an upward trajectory in popcorn maths and TT Rockstars baseline assessments. All children to have an average speed of answer at least 6 seconds by the end of Year 4

Supported by: Maths Governor, SLT			<ul style="list-style-type: none"> Pupil's half termly assessments show at least 60% accuracy 	
Persons responsible for monitoring and quality assurance:			Resources required:	
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
Action A: Evaluate termly progress in Maths across the age range	<ul style="list-style-type: none"> Review Maths progress by year group each term using the Pupil Progress Meeting data target tracker – Investigate any significant increase in groups of children (e.g. PP, SEN) not making progress including GDS Additional intervention to be given 	All groups of children will make at least good progress (1 target tracker step per half term)	Maths co-ordinator SLT Class teachers Maths Governor	
Action B: Monitor how Teachers are planning to enable children to show 'Mastery' of topics. This must be within the existing year group curriculum	<ul style="list-style-type: none"> Review planning and children's books to see extension through interesting and exciting opportunities to use and apply knowledge in a variety of contexts. Staff encouraged to use NCETM to identify tasks to allow children to show 'deeper understanding' 	Planning incorporates range of resources. Investigations and problem solving as well as the opportunity for children to show 'mastery' clearly identified in planning and in children's books.	Maths co-ordinator SLT	
Action C: To develop the delivery of mental maths skills and strategies to support maths across the curriculum	<ul style="list-style-type: none"> Continued promotion of Times Table rockstars, rewarding children with certificates and Amazon vouchers for achieving "Rock Hero" status. Weekly tables table practice (to include procedural fluency especially in upper KS2) Weekly mental arithmetic tests (popcorn maths / twinkl) 	<p>Year 4 time table check to be at least 85% achieving 80% accuracy.</p> <p>Baseline tests (TT rockstars used termly to show progress in all years)</p> <p>Popcorn maths scores show at least 75% accuracy</p>	Maths co-ordinator SLT Class teachers Maths Governor	
Action D: To develop reasoning and problems solving skills in all maths lessons	<ul style="list-style-type: none"> Allow children opportunities to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language All maths lessons to begin with a reasoning or problem solving task 	Half-termly reasoning and problem solving assessments show at least 80% of children achieve 60% accuracy or better.	Maths co-ordinator SLT Class teachers Maths Governor	

Action E: To ensure a consistent approach to TFM	<ul style="list-style-type: none"> Staff meeting to refamiliarise staff with the mathematics calculation policy Lesson observations and book scrutinies to be done against the 3 Is for maths and the maths calculation policy All new staff (including student teachers) to attend an induction into how maths is taught at Perranporth School. 	Maths books will show the strategies on the school's calculation policy for the specific year group being followed. Maths books and lesson observation will mirror the "implementation" section of the 3 Is for maths document.	Maths co-ordinator SLT Class teachers Maths Governor	
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Long Term Planning ~ 3 Year Overview

- To ensure new staff are familiar the teaching for mastery approach that has been adopted by Perranporth School
- Work collaboratively with other schools in our MAT to share good practice and working collaboratively.
- To ensure that the calculation policy and 3 I document are embedded

Subject Development Planning 2020-21

SEND

Objective(s)

Persons responsible for leading action: SENCO **Supported by:** SLT

To improve attainment and progress of SEND children in writing across all key stages.

To improve attainment and progress of SEND children in reading across all key

To improve attainment and progress of SEND children in maths across all key stages

To develop the expertise of support staff across school in order to have maximum impact on teaching, learning and pupil outcomes, especially Pupil Premium and SEND.

To accelerate progress and raise attainment of SEND pupils in Year 4 and 5.

To introduce the Nussy program to improve spelling across the school.

To continue to liaise with parents/carers and external professionals to improve the provision for children with SEND.

Success Criteria:

Attainment to be in line with National averages for SEND pupils at the end of KS1 and KS2.

To have full access to all areas of the curriculum, with support as required.

Access a range of extra-curricular provision and clubs.

Access targeted interventions, identified from the school tracking systems, in order to secure progress and attainment.

SEND/PP children to have a voice in school through extracurricular clubs, additional responsibilities and pupil conferencing.

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
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<p>Action A: To improve attainment and progress of SEND children in writing across all key stages</p>	<p>SENCO/SLT and Class teachers to identify children and interventions needed.</p>	<p>Intervention timetable in place.</p>	<p>SENco/SLT/Class teachers/</p>	
<p>Action B: To improve attainment and progress of SEND children in reading across all key stages</p>	<p>TAs to deliver interventions as required. SLT and SENco to monitor the impact of interventions through observations, CDMs, drops in and data analysis. SLT and SENco to feedback to class teachers and TAs.</p>	<p>All staff are aware of who the SEN children are and the support in place for them.</p>	<p>Governor</p>	
<p>Action C: To improve attainment and progress of SEND children in maths across all key stages.</p>	<p>SEN children to be identified on planning and teachers MUST ensure that TAs know which children are SEN and share targets/ Support Plans etc.</p> <p>Teachers ensure that SEN children receive additional and different interventions as specified in their support plans. Ensure all learning is scaffolded and the children have the correct resources to promote independence.</p> <p>Co-ordinators lesson observations should have a specific section on support for SEN.</p> <p>SENco to monitor the progress of SEN pupils through termly meetings and data analysis.</p> <p>Teachers to work with SEN children within lessons – not just TAs and 1:1s.</p>	<p>Data and Support plans demonstrate progress towards the targets.</p> <p>Children are confident to access the learning and don't wait for adult support.</p> <p>Lesson observations show that children with SEN are well supported and can access the learning.</p>		
<p>Action D: To develop the expertise of support staff across school in order to have maximum impact on teaching, learning and pupil</p>	<p>Provide staff with information about relevant training e.g. vision support, phonics, autism awareness.</p>	<p>Staff will feel confident to support pupils with a range of SEND. Staff will be able to ask questions about progress.</p>		

<p>outcomes, especially Pupil Premium and SEND</p>	<p>Regularly inform TAs and support staff of developments in SEN at TA meetings.</p> <p>Provide in house training/ CPD e.g. reading workshops.</p> <p>Encourage staff to liaise with external professionals to enhance their understanding e.g. ASD team.</p>			
<p>Action F: Accelerate progress and raise attainment of SEND children</p>	<p>SENCO/SLT and Class teachers to identify children and interventions needed. SENCO to ensure children are regularly reading at home through analysis on Accelerated Reader – ensure provision is in place to support reading at home e.g. Dropbox</p> <p>TAs to deliver interventions as required. SLT and SENCO to monitor the impact of interventions through observations of T&L, CDMs, drops in, book scrutiny and data analysis. SLT and SENCO to feedback to class teachers and TAs.</p> <p>SEN children to be identified on planning and teachers MUST ensure that TAs know which children are SEN and share targets/ Support Plans etc.</p> <p>Teachers ensure that SEN children receive additional and different interventions as specified in their support plans. Ensure all learning is scaffolded and the children have the correct resources to promote independence.</p>	<p>Progress will be monitored through Support Plan meetings and shared targets.</p> <p>Children not making progress will be discussed at CDMs and alternative</p>		

	<p>Co-ordinators lesson observations should have a specific section on support for SEN.</p> <p>SENco to monitor the progress of SEN pupils through termly meetings and data analysis and</p>			
<p>Action G: To introduce the Purple Mash program to improve spelling across the school.</p>	<p>LW/RL/NL to pilot the program.</p> <p>Class teachers and SLT will monitor the impact of the resource.</p> <p>SENco and class teacher to monitor impact.</p>	<p>Children's spelling and confidence in writing will improve. Data will show progress in writing.</p>		
<p>Action H: To continue to liaise with parents/carers and external professionals to improve the provision for children with SEND.</p>	<p>Ensure referrals are completed and sent to the relevant professionals.</p> <p>Keep the school diary up to date. Inform parents when making a referral.</p> <p>Share strategies from professionals with all staff through staff meetings.</p> <p>Complete parent questionnaire March 2021</p>	<p>Children& families will access the correct services and receive support.</p>		
Long Term Planning - 3 Year Overview				
<p>Ensure the school website is compliant and information is up to date.</p> <p>Continue to inform the Governing body about SEN within the school</p> <p>Develop the partnership between the school and other schools within the Trust to share and disseminate good practice.</p>				



Subject Development Planning 2019-20
SEND

Objective(s) <ul style="list-style-type: none"> • Focus on reducing the absence of pupils with Special Educational Needs and Disabilities. • CPD for staff and Teaching Assistants • Review the process of setting and reviewing Support Plan targets and measuring their impact. Persons responsible for leading action: SENDco Supported by: SLT			Success Criteria: <i>Improved outcomes for children with SEND, leading to higher achievement, attainment and progress across the curriculum.</i>	
Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative (different colours for each term)
Action A: To reduce the absence of pupils with SENDs.	Continue to challenge and support families where attendance and punctuality is a concern through home/ school contact e.g. texts, emails, and letters and face to face meetings. Monitor the attendance of SEND Pupils through CDMs, registers etc Refer families to EWO and Kernow Health CIC.	The attendance of SEND children is in line with whole school attendance %.	Analysis the data SEND children's attendance is broadly in line with the whole school attendance percentage.	
Action B: To arrange training for all staff	NL to arrange training from a play therapist to inform them about the impact of attachment disorder. NL to arrange training to enable staff to feel more confident when teaching children on the Autistic Spectrum.	Teachers to ensure support staff know which children are SEND within the class and share targets, provision and planning to meet their needs.	Ensure that recommended resources and strategies are embedded in classroom practise.	
Action C: To continue to raise the achievement of vulnerable pupils, especially those with SEND and disadvantaged pupils, by ensuring that their targets are more refined to meet the full range of pupils' needs	Class teachers, SENDco and SLT to monitor the progress and attainment of children with SEND. Teachers to ensure that they work with and support the SEND children on a regular basis within lessons as opposed to support staff. SENDco to monitor Support Plan reviews and support staff to ensure targets are SMART and are having an impact on the progress the children are making.	Children with SEND will thrive and make good progress from their starting point. The child and family will be able to see and engage with the learning. Children will be able to talk confidently about what they have been learning.		
Long Term Planning ~ 3 Year Overview				
All children with SEND will make good or better progress in all areas of learning from their starting point. Provision for pupils with SEND will be outstanding. Parental engagement will ensure that pupils with additional needs make good progress and are happy and settled in school.				