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| SCHOOL DEVELOPMENT PLAN 2020-2021 / 3-year overview  Version 1 C October 2020 |

Green- action completed Purple – Action added Aut 2020 costs -spent from allocated budget

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| **Return to school** | **Actions** | **Timescales** | **Person responsible** | **Cost** | **Progress to Target** | **Action by Governors** |
| **Full return of all children to school safely** | 1~~)Improve the communication with parents to give them the message that it is safe to return to school.~~   * ~~– new website – Covid information available to parents~~ | For September | Sarah R | £1,100 annual fee – but reduces cost of texts as free within this App  Installation of new broadband to be able to run the software for home school learning £9,980. | Website in place  Correct information so compliant in place  Videos from new teachers for new classes | Governors access the website to monitor  Log ins set up for Governors  Governor paperwork can be accessed via website |
|  | 2~~)Plan for a successful return in September following Government guidelines~~   * ~~Review staff risk assessments~~ * ~~Review building risk assessment & implement changes from thi~~s. | Ongoing – according to the ever changing situation in school / community. | Sarah R/Ruth P | No extra teaching cost | Update Covid risk assessment ½ termly or as new information is released.  Put into place Covid response should an incident occur.  Continue with on-line learning for those children who are well but in isolation following Covid guidelines. | Governor support for decision making to continue for Exec Head  Health & Safety – monitor Covid Action plan  Trustees – assess suitability of updated plans |
|  | 3) Enable IT systems to operate from all classrooms and offices on Microsoft Teams so that home learning remains an option for pupils isolating or shielding and staff are able to carry out duties online | By end of 2020 | Sarah R/One Ed | £20 000 | Computer replacement in the classrooms booked for Xmas holidays |  |
|  | 4~~) Covid training -INSET day~~ | 1/9/20 | Sarah R | £12,342 INSET day |  |  |
| Areas to be developed | Actions | Timescales | Person responsible | Cost/resource implications | Progress to Target | Actions by Governors |
| **1.Language skills** | 1)Speech & Language catch up   1. work with Acorn Room staff to teach them the Elklan skills. | 1 year | Clare M | CM release time  Hourly rate £27  £1,026 – 1hour planning for all Acorn Rooms per week | Target: Acorn Room staff able to use ELKLAN training in their teaching  Clare M to deliver Elklan Training to all SEND staff Aut 1 Week 4 | Governor observation day – evidences question and instructional language of teacher. |
| 2)Reading catch up   1. Reading Eggs – supported home reading challenge | 2 years | Sophie Tait | £6,500 (2-year costs) | Target: teachers to monitor that all children engage with Reading Eggs on a weekly basis | Curriculum Governors monitor reading progress when comparing NFER data.  Parent Governor WhatsApp group monitors parent views of Reading Eggs |
| 3)Writing catch up   1. Introduction of the assessment of writing (implicit SATs targets) | Autumn term – revise targets & link to FFT | Nicolle B | FFT – is free with MSA subscription £1,500  SM time - £2,057 – 1 hour staff meeting for introductory training | Target set in data overview; See data overview for progress to literacy targets % of pupils in each year group on track. | Governors monitor the impact of writing via curriculum meetings, monitoring the % of children on track. |
| **2. Maths skills** | 1)Number fluency | termly | Adam | WRM & TT Rockstars - £300 | Target: Data tracker shows % of children on track to reach end of year expectations | Curriculum Governors monitor Maths progress when comparing NFER data. |
|  | 2)Vocabulary development | termly | Adam | Cost of physical resources - £300 | Target: Knowledge organizer /Teachers Planning identifies vocabulary to be used in the teaching of Math.  Target: Observations made by Math Focus team evidences that the teachers and pupils use of the identified vocabulary enables skill progression through the lesson and unit of work. (% of children on track with further evidence this impact) | Curriculum Governors monitor Maths progress when comparing NFER data.  Governors monitor Maths teaching as part of Governor drop in days. |
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| **2. SEND** | 1~~)Improving assessment using B squared /NFER assessments~~ | End of each term | SEND Coordinator | Cost of B squared - £1,310 | Impact: teacher will confidently assess children’s skills progression using B squared and plan effective lessons to progress knowledge and understanding in R, W & M.  B squared in place for baseline for Acorn Rm and POD Aut 2020 | Curriculum Governors monitor progress of SEN children in R, W&M when comparing NFER data.  Jen – SEN Governor liaise with SEN team to monitor progress of EHCP children |
| 2)Developing speech and language skills in EYFS | Autumn Term | Clare & EYFS team | £350 – training by CM for 1 hour to EYFS staff | Target to continue to attain above National GLD. (one strand is speaking and listening) Wellcomm training completed Sept 2020 by all EYFS staff | Curriculum Governors monitor % of children on track with GLD throughout the year.  Governor drop – in evidences the quality of Speech and language activities.  Governors review Ruth Levy feedback on quality of provision for speech and language. |
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| **3. EYFS** | 1) Implement the NGPS non-core curriculum | Throughout year | Kerry W  Amanda C | Planning time  Resources (from specific subject cost centers £15K) | Reception teachers to use NGPS non-core curriculum to inform their planning  Children’s books record their response to the non-core learning | Governor drop in days evidence planning from NGPS non-core curriculum  Governors monitor quality of work in books through monitoring meetings |
| 2)Develop recording methods of the pupils’ progress to targets and acquisition of skills. | Throughout year | All EYFS teachers | Books - £255 | Objective lead planning – identifies gaps in learning  GLD 75+ on track at end of year | Governors monitor % on track through data monitoring meetings (PPM) |
| 3)Develop knowledge of the new EYFS curriculum as it is release by the DFE | When released | All EYFS teachers | Inset day - £5,832 for 12 members of EYFS | Make an action plan when this is released | Governors to familiarize themselves with the new EYFS curriculum once it is released and ensure that the school’s action plan fully reflects any necessary changes |
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| **4. Developing the Curriculum (III)** | 1)Implement the non-core curriculum and adapt in-line with CV-19 activities. | Inset day September | Ruth P/All staff | £12,342 – cost of all staff in INSET training for the day. | Teachers to teach a full curriculum – monitored by phase leaders – no lost subjects.  Knowledge tests show children are retaining the information and can articulate their view points in a balanced way PLs asked at SLT 16.09 to devise end of unit assessment system | Curriculum governors to act as critical friends at subject leads presentation to governors’ agenda items.  Governors monitor teaching of non-core subjects through monitoring website, Facebook & drop in sessions.  Monitoring of books – shows knowledge retention. |
|  | 2)Revised -SRE curriculum to be implemented | 1 hour staff meeting to iron out difficulties | Cat C/ Ruth P  All staff trained for consistent message | £2,057 – for staff meeting time | All teachers to have delivered SRE curriculum summer term  New Dimensions curriculum delivered from Jan 2020 | SRE lead feeds back progress within subject to Governors |
|  | 3)~~Music introduce Charanga~~ | 1 hour staff meeting | Rachel O  All staff trained for consistent message | Charanga cost | All teachers to deliver music teaching using Charanga – music team to monitor | Music lead feeds back progress within subject to Governors |
|  | 4)~~Introduce French as the MFL~~ | Audit time  Staff meeting training | Sam C | £250 for scheme of work & access to website, | MFL – all teachers to teach using Kapow- MFL team to monitor | MFL lead feeds back progress within subject to Governors |
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| **5. Behaviour, Attendance & Child Protection** | 1~~) Reassure parents to bring their children back to school~~ | All year | Attendance team | £58,344 -cost of attendance team for the year (LR, JF & EU) | % of children at 96%+ tracked and monitored & interventions in place for those that are not. | Attendance tracked and monitored at LGM.  Safeguarding Governor to monitor attendance as part of safeguarding overview by tracking % of attendance, % of PA & discuss with Safeguarding lead interventions in place for vulnerable families due to poor attendance. |
| 2~~) Share any modifications to the Behaviour policy and associated sanctions with staff and children in line with CV19 guidelines.~~ | September | Jill S  All teachers | No extra cost | Behaviour policy reviewed October and modifications made if needed in line with C19 | Review the behaviour policy & in critical friend role, governors make suggestions to improve practice. |
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| **6. Building Maintenance** | 1~~) Prepare school for key stage zones~~  ~~2) Continually review risk assessments in line with CV19 guidelines.~~ | September | Robert / Simon | £5,176 – bins, PPE, thermometers, tape footprints etc.  £3,234 for canteen doors to separate room into 2 halves. | Risk assessment in place and followed by staff | Health and safety agenda at LGB – monitor response to Covid.  Trustees monitor risk register.  Exec Head monitor Covid risk assessment and report to Building Committee at LGB |
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| **7. Finance** | 1) Review 3-year plan – with impact of CV19 spends. | September | Finance team | Cost of finance team meeting ½ termly  BT costs  BT costs £4662 & £1152 finance team meeting. | Spending to be in line with that set in the budget | Finance Trustees monthly report – review.  Audit committee – address recommendations of internal audit |
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| **8. Wellbeing for children** | ~~1)AJ for 1:1 support for children who have lost a parent to CV19~~  ~~2)Well-being activities – returning to school / confidence building~~ | On going | AJ | £400 per day- £14,500 | Identify the children who need support from Amanda and put into place  Increased hours from Sept 2020 | Safeguarding lead to update Safeguarding Governors about the impact that this intervention has made. i.e. numbers of children engaging and development of their resilience. |
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| **9. Wellbeing for staff** | 1) Continue to support staff through CV19  2)Continue to ask staff for feedback to monitor mood through CV19 | on-going | All staff | No additional costs | Staff opportunities to feedback to staff governors | Monitor staff attendance in LGB meeting  Staff governors to monitor teachers’ viewpoints & feedback to LGB  Once a fortnight Microsoft team meeting with Chair of Governors. |
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| **10. POD** | 1)Open the POD to new students agreed before lockdown – increase to 8 children | Autumn Term | Jill S  POD team | Potential staffing costs to ensure ratios are reflective of ??and responsive to needs | 8 children in POD  Cost of provision monitored with staffing & income | Safeguarding lead to feedback any safeguarding issues relating to POD  Track progress of children in POD  Monitor quality of Teaching and Learning of staff in POD  Finance – monitor the cost of the provision and the income generated |
|  | 2)Begin Nurture Schools Project- | September and then ongoing throughout the year | Jill S  Ruth P | £753 + VAT (this does not include any optional extras we require  2 full days training at Bridgelea in September – time for JS and RM | Action plan in place to implement the recommendations from the CPD  Accreditation / Award gained |  |
|  | 3)Fully establish the POD as a Resourced Provision – liaise with schools through Bridgelea panel/ have our own SLA | All year | Jill S | Cost of time for Jill to attend schools externally | JH to attend panel meetings.  Information gathering meeting for each child – recorded,  Paperwork in place – Boxall, behaviour risk assessment, SLA, review dates  Curriculum in place  Behaviour system established & policy in place | Finance team MONITOR INCOME  Safeguarding lead Governor – monitor support for families of children in POD  Curriculum monitor progress of children in POD |
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| **Area** | **2020-2021** | **2021-2022** | **2022-2023** |
| **Finance** | Decrease the number of teachers not teaching by 3.  -Liz / Sophie / Jill – job share a class role. | SEND provision  -Identify the most cost-efficient way for the SEND team to operate  -To complete paperwork  -To support learning  -To teach high needs children | -Eliminate the overlaps in teaching time – if this is applicable at the time. Currently 0.8 of a teacher is overlap time = 32,000 |
| **Procurement** | \*Computers for classrooms  \*reading scheme books for EYFS / KS1  DfE new support package – develop knowledge of how it works | -whiteboards  -reading books KS2 | -Cleaning Contract renew  -Catering Contract renew  -laptops |
| **Infrastructure / Human resources** | -Middle leaders NPQSL  -nursery numbers N2 = 80?  -increase numbers of LOs | 40 TAs is deemed to be high and the School resource Manager adviser – recommended we had 35.  -Year 1 only 2 classes  -Year 5 difficult to manage children – extra TA? | Reduce the amount of admin staff from 5.7 FTE  -Year 2 only 2 classes |
| **Estate Management** | Nursery roof  Up-lifted flagging  EYFS out door area | Radiators  Car park – markings  Canteen tables  Classroom furniture KS2 | Boilers  Playground markings  Classroom furniture KS1 |
| **Reporting framework and quality control.** | -implement updated curriculum  Absence management of support staff  Accountants contract? | -curriculum review  Junior jam ? | Audit – GDPR, TA award, SENco Award, Well-being Award |