



2022 – 2023

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2017

Evidence tells us that our Core Priorities for 2022/2023 are:

- Prioritise the needs of vulnerable learners including disadvantaged pupils.
- Raise levels of attainment and progress across the school in writing and maths
- Further develop our curriculum (knowledge progression and assessment)
- Build resilience in our children and move our RSE programme from compliant to quality

2022-2023 SCHOOL DEVELOPMENT PLAN – OVERVIEW

	Evaluation tells us we need to:	SDP priorities
Quality of Education Curriculum	<p>Prioritise the needs of vulnerable learners including disadvantaged pupils.</p> <p>Focus upon Outstanding practice across the whole curriculum</p> <p>Increase attainment and progress across the school</p> <p>Increase outcomes across subject areas</p> <p>RSE – see Personal Development</p> <p>Develop equality, diversity and inclusion (EDI) throughout the curriculum</p>	<p>Accelerate the progress of pupils not on track to achieve to achieve expected standards in reading, Writing and Maths</p> <p>Accelerate the progress of Pupil Premium Pupils standards in Reading, Writing and Maths</p> <p>Utilise lesson study and MathsHub to create opportunities for staff to reflect on their practice and develop new approaches to learning</p> <p>Ensure all staff receive a comprehensive programme of development</p> <p>Secure opportunities for development and monitoring from our cluster school neighbours</p> <p>Target pupils with the National Tutoring Programme</p> <p>Embed knowledge progression through our curriculum design.</p> <p>Engage with EDI as a cluster priority</p> <p>Evaluate the school’s position related to EDI to identify next steps</p> <p>Broadening pupils’ education through curriculum development on EDI</p> <p>EDI permeates our behaviours and thinking.</p>
Quality of Education English	<p>Reading</p> <p>Raise standards in reading for all learners, including vulnerable. (QofE)</p> <p>What else? What did our end of year evidence tell us to concentrate on?</p> <p>Ensure that the teaching of phonics is consistent and effective in EYFS & Y1 (QofE)</p>	<p>Review 2022 end of year data</p> <p>Identify areas to develop</p> <p>Present to SLT</p> <p>Research a range of whole school approaches to reading</p> <p>Present ideas to SLT</p> <p>Develop whole school reading approach</p> <p>Present in staff meeting</p> <p>Monitor to ensure approach is successful throughout the school / adapt where necessary</p> <p>Deliver staff and TA training on phonics to ensure consistent approach throughout the school</p>

[Action Plan](#)

[Action Plan](#)

	<p>Writing Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (QofE, B&A)</p> <p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p>	<p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings School led small group tutoring to take place (1 x LK2 1 x UK2) HLTA to support in Year 2</p> <p>Vulnerable boys are identified and targeted. Develop the use of purposeful vocabulary supported by use of magpie books Further embed the use of toolkits with clear genre-specific criteria Establish short burst and 'free write' opportunities across the school Utilise lesson study to further develop modelled and shared writing</p> <p style="text-align: right;">Action Plan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Education Maths</p>	<p>Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:</p> <p>Ensure children are being challenged in all lessons using a range of problem solving and reasoning questions.</p> <p>Developing models and images to support calculation (QofE) Enabling parents to support their children with maths (B&A)</p>	<p>Raise the profile of TT Rockstars Introduce Numbots to year 1 Introduce Numbots to reception Flashback 4's starter</p> <p>CPA approach used in lessons. Take part in Maths Hub training White Rose INSET training Challenge cards available for children who have completed their work</p> <p>Manipulatives progression document Examples of CPA approach on working walls Manipulatives available for children to use regardless of ability. Parent workshops Support materials for home use Maths information available on class pages</p> <p style="text-align: right;">Action Plan</p>

Leadership and Management	<p>Develop staff, governors, and the curriculum to move from Good to Outstanding</p> <p>Strengthen the role of governors within the school post-pandemic</p>	<p>Knowledge progression documents in place across all subject areas Assessment of foundation subjects is developed and in place across the curriculum</p> <p>Further develop the quality of teaching through: Strengthening cluster work Staff completing SEN qualification Staff completing NPQH and NPQSL qualifications Staff completing maths hub training A programme of training for support staff is in place to develop independent learning skills and higher order questioning RSE and safeguarding training for all staff and governors</p>
Behaviours and Attitudes SEND & Vulnerable children	<p>Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.</p> <p>Increase levels of attendance</p>	<p>Support children with SEND and from disadvantaged backgrounds through: Quality 1st teaching Small group, teacher led tutoring Evidence based interventions</p> <p>Attendance: Target persistently absent pupils Target persistently late pupils</p>
Behaviours and Attitudes Safeguarding	<p>Continue to secure a culture of safeguarding throughout the school (L&M, PD)</p>	<p>Complete safeguarding audit Ensure a mental health focus for the first term of returning to school. Re-promote Safety Bear as a means for pupils to bring issues to adults. Engage with online safety projects (i-vengers) Embed the new RSE programme of study. Ensure staff receive appropriate RSE training</p>
Personal development	<p>Develop resilience in our children</p> <p>Develop RSE curriculum to move from compliant to quality</p>	<p>Embed STEM programme in school. Develop a whole school approach to self-regulation (SEN action plan) Introduce the role of Anti-Stigma Ambassadors</p> <p>School council – develop a focus around the Green Way plans and the school site (ECO)</p> <p>Introduce floor books Embed common vocabulary Complete BERT Award</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Years</p>	<p>Develop EYFS leadership</p> <p>Explore staff development opportunities</p> <p>To continue to focus on communication and language</p>	<p>EYFS lead to complete NPQSL</p> <p>Mentor a School Direct placement student for the year (student from Alfreton Nursery School)</p> <p>Create links and access development opportunities for staff with Alfreton Nursery School (ITT centre and outstanding school and member of the Potentia Teaching School Hub)</p> <p>To introduce Poetry basket sessions to the curriculum.</p> <p>To ensure all staff are aware of the intentional vocabulary to be taught to children through a language rich environment, adult prompt sheets and vocabulary pyramid planning sessions.</p> <p style="text-align: right;">Action Plan</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Buildings</p>	<p>Maintain and develop the school buildings and wider site</p>	<p>New carpets for year 5 and 6 and infant block</p> <p>New doors x 5 via match funding</p> <p>Paint terrapin</p> <p>Continue with rolling works programme</p> <p>Fix render on the wall</p> <p>Repair/replace Play Quest</p> <p style="text-align: right;">Action Plan</p>

2022 – 2023

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

Success Criteria & Benchmarks	Increase attainment and progress across the school in R, W & M Outcomes across foundation subjects are measured Attainment and progress in Year 2 and Year6 are above national averages Accelerated progress of vulnerable and pupil premium children is evident 100% of monitoring activities show good or better practice 70% of monitoring activities show Outstanding practice Lesson studies are completed, and findings/reflections are shared with whole staff and acted upon Maths Hub phase 1 is completed				Ensure that the high levels of attainment and progress in reading are sustained Pupils in the school receive a consistent phonics programme across year groups A whole school approach to reading is established.		
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation	
Prioritise the needs of vulnerable learners including disadvantaged pupils.	Identify pupils from 2022 tracking	PS		Aug 22	Paper trail GB Report	Pupils identified and placed on tracking software. Interventions put in place and tutoring programme used in Year 6.	
	Ensure pupils match those focused upon in teacher handover	PS		Aug 22	Paper trail GB Report	Completed – see handover documents	
	Meet with teachers to ensure that provision is in place	PS		Sep 22	Staff meeting notes	Chn shared with class teachers, emphasised in performance management	
	NTP for those identified as suitable	PS	See catch-up plan	Sep 22	Paper trail GB Report	Year 6 targeted through NTP funding.	
	Small group targeted interventions are in place for those pupils/Year groups identified	PS		Sep 22	Paper trail GB Report	In class targeting and small interventions	
	Conduct termly pupil progress meetings to monitor performance and adjust plans as required	PS/KG		Jan 22	Paper trail GB Report	Two completed and summer term used to inform next teachers during handover	
	Instigate regular meetings with parents to ensure maximum home support	PS		Nov 22 Jan 23	Paper trail GB Report	ILP meetings completed each term	
Focus upon Outstanding practice across	Begin maths hub programme of study	DT	See maths plan			Began Sept 2022	
	Create opportunities to use lesson study	PS	Supply costs	Mar 23 June 23	GB Report	Dates altered to match Hub work	

the whole curriculum	Subject leads to identify and deliver analysis of outstanding practice within their subject area	PS	SM time	Spr 1	SM minutes	
	Create links and opportunities for development with Alfreton Nursery and teaching hub (EYFS)	MS	See EYFS plan	Aut1 Sum 2	GB Report	Student teacher in place and links have begun
Develop staff and the curriculum to move the quality of teaching from Good to Outstanding	Knowledge progression documents in place across all subject areas	PS/KG	Subject Management time	Aut 1	GB Report	All complete except History
	Assessment of foundation subjects is developed and in place across the curriculum		Subject Management time	Spr 2	GB Report	Date Change and moved to summer 2. All foundation assessment begun
Develop equality, diversity and inclusion (EDI) throughout the curriculum	Complete the EDI Tool Kit (SLT and with staff in INSET (17.03.22)	PS/ all staff	INSET	Sp2	GB report	Move to next year
	Subject leaders to conduct a review of schemes of work/curriculum map route to explore opportunities where matters related to EDI could be strengthened, embedded and implemented at different points of delivery.	Tch staff	SM	Sp 2	GB report	
	Complete a book audit in the library/classrooms	KG/EW	Management time Book purchases	SP 2	HT	
	Ensure that terminology linked to EDI is embedded within the curriculum and that pupils have multiple opportunities to use this language within the classroom Actively make links with the parental community	PS/KG/EG	Management time	Sum 1	GB report	

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

Leader[s]: Karen Gardiner (Writing) / Emily Webb (Reading) / Michelle Simmons (Phonics)

Governor[s]: Rebecca Knowlson/ Martin Holland-Lloyd

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Writing</p> <p>Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (DofE, B&A)</p>	<p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings</p> <p>School led small group tutoring to take place (1 x LK2 1 x UK2)</p> <p>HLTA to support in Year 2</p>	<p>PS/KG and CT</p> <p>MR</p>	<p>Approx. £1000</p>	<p>1 x pm UKS2</p> <p>2xpm LKS2</p>	<p>Tracking</p> <p>Pupil progress meeting</p> <p>Book look</p>	<p>Reports to governing body</p>
<p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p>	<p>Vulnerable boys are identified and targeted.</p> <p>Develop the use of purposeful vocabulary supported by use of magpie books</p> <p>Further embed the use of toolkits with clear genre-specific criteria</p> <p>Establish short burst and ‘free write’ opportunities across the school</p> <p>Utilise lesson study to further develop modelled and shared writing Withdrawn as action</p>	<p>KG</p>	<p>Staff Meetings</p>	<p>Spring term</p>	<p>Staff meeting minutes</p> <p>Lesson Obs.</p> <p>Pupil voice/book look</p>	<p>Report to governing body</p> <p>Magpie books introduced September 22 – next steps are to ensure consistency in use</p> <p>Additional creative writing planned into long term planning, including storytelling week.</p> <p>Work started on toolkits but not finished or shared with staff</p>
<p>Reading</p> <p>Raise standards in reading for all learners, including vulnerable. (QofE)</p>	<ol style="list-style-type: none"> 1. Research a range of whole school approaches to reading 2. Present ideas to SLT 3. Develop whole school reading approach 4. Present in staff meeting 5. Monitor to ensure approach is successful throughout the school / adapt where necessary 	<p>EW</p> <p>EW</p> <p>EW</p> <p>EW</p> <p>EW</p>	<p>Half day</p> <p>During SLT meeting?</p> <p>Half day x2</p> <p>Funds TBC</p> <p>Staff meeting</p> <p>Approx. 2 hours</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn/Spring</p> <p>Spring</p> <p>Summer</p>	<p>Pupil Voice</p> <p></p> <p></p> <p>Staff to trial lessons</p> <p>Learning walks</p> <p>Pupil Voice</p> <p>Data</p>	<p>Whole reading section to 23/24</p> <p></p> <p></p> <p></p> <p></p> <p></p>
	<ol style="list-style-type: none"> 1. Review 2022 end of year data 	<p>EW</p>		<p>Autumn</p>		

What else? What did our end of year evidence tell us to concentrate on?	2. Identify areas to develop	EW	Half day/own time	Autumn		
	3. Present to SLT	EW	During SLT meeting?	Autumn		
Ensure that the teaching of phonics is consistent and effective in EYFS & Y1 (QofE)	Deliver staff and TA training on phonics to ensure consistent approach throughout the school	MS	INSET	Autumn 1	Learning walks and pupil interviews	T&L report

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION MATHS

Leader[s]: Dominique Theobald

Governor[s]: Rachel Whatley

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:</p>	<p>Raise the profile of TT Rockstars Introduce Numbots to year 1 Introduce Numbots to reception Flashback 4's starter CPA approach used in lessons.</p>	<p>DT DT DT/MS All staff All staff</p>		<p>Spring Autumn - completed Summer 2 Autumn- completed Ongoing</p>	<p>Learning walk Learning walk</p>	<p>All year 1 children are signed up. 29/30 have completed level 1. 11 children have completed level 2 Reception signed up for display and arithmetic programme with Year 1</p>
<p>Ensure children are being challenged in all lessons using a range of problem solving and reasoning questions.</p>	<p>Take part in Maths Hub training White Rose INSET training Challenge cards available for children who have completed their work</p>	<p>DT KT All staff All staff</p>		<p>Ongoing TBC Ongoing</p>	<p>Book scrutiny Learning walk</p>	<p>1 maths hub visit in school (learning walk, book look, pupil interview) 3 visits to Maths hub school 3 more visits in school looking at planning fluency throughout the school</p>
<p>Developing models and images to support calculation (QofE)</p>	<p>Manipulatives progression document Examples of CPA approach on working walls Manipulatives available for children to use regardless of ability.</p>	<p>DT All staff DT</p>		<p>Spring Spring Spring</p>	<p>Learning walk Learning walk Learning walk</p>	<p>White rose calculation policy includes how to use manipulatives and the benefits of them. Completed a progression document for place value counters and tens frames Working walls in most rooms now</p>
<p>Enabling parents to support their children with maths (B&A)</p>	<p>Parent workshops Support materials for home use Maths information available on class pages</p>	<p>DT DT All staff</p>		<p>Autumn term completed for EYFS and Y1 Spring term spring term</p>	<p>GB</p>	<p>Workshop completed in EYFS and year 1 at the start of the year to talk through Maths and how it will look throughout the year. Introduced manipulatives and pictorial representations</p>

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Rebecca Knowlson & Carolyn Burke

Success Criteria & Benchmarks	GB and new members receive appropriate training in line with needs identified in skills matrix SEN and NPQ qualifications are completed, and Phase 1 of the maths hub training is completed Governors completed active monitoring sessions in line with the core priorities of the year School staff receive a comprehensive training programme in maths, RSE and phonics					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Strengthen the capacity of the Governing Body	All governors complete skills audit	GB		Sep AGM	Gov Minutes	Audit completed and new governor sought. Also new associate governor targeted to help with personel committee.
	Complete parent elections with candidate specific skill requirements	PS		Sep	Gov minutes	Completed
	Ensure new governors receive new to governor training	PS/JS	£300	Sep Nov	Training records	Full governor completed Associate to book
	As a result of skills matrix, HT and chairs to plan appropriate training	PS/CB/RK	£500	Aut 2 Spr 2	Training records	Safeguarding to be booked
Strengthen the role of governors within the school post-pandemic	Create a timetable of active monitoring sessions	PS		Aut 1	Monitoring summary report	20 th /27 th Jan
	Raise the profile of the GB through increased attendance at key and routine occasions	CB/RK		Aut 1 onward	Monitoring summary report	Several assembly visits in the two autumn terms. Request was made again by CoG - ongoing
	Continue to capture safeguarding and the pupil voice through annual audit	CB/LD		Sum 1 onward	Monitoring summary report	Completed
	Inform the parent community of visits to school through the school website and school newsletters			Aut 2 onward	Report to GB	
Build leadership capacity across the school	Further develop the quality of teaching through:					
	Strengthening cluster work – HT to devise a programme of collaboration	PS	TBC	Aut 1	Year planner GB Report	23 rd November initial meeting Meeting 2 13 th January Cluster moderation 17 th January
	Staff completing SEN qualification	MS/SR	Free	Aut 1 onwards	SEN Governor to interview	Both staff started
	Staff completing NPQH and NPQSL qualifications	MS/SR	Free	Aut 1 Onward	HT	NPQH started
	Staff completing maths hub training	DT/KT	Free	Aut 1 Onward	HT T&L committee	All sessions attended

	A programme of training for support staff is in place to develop independent learning skills and higher order questioning	PS/KG/DT/ET	£400	Jul 22 onward	HT T&L committee	July training completed March to be booked
	RSE and safeguarding training for all staff and governors	PS/EG	£300	Sep 22 onward	HT T&L committee	September training completed, March to be booked

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2022	<p>S175 Safeguarding audit send to DCC and action plan generated</p> <p>All staff/GB receive appropriate training</p> <p>Staff are all using teach computing SofW, which includes online safety</p> <p>Safeguarding portfolio is up to date</p> <p>Percentage of persistent absences and lates decreases</p>					
	<p>Complete Sc175 Safeguarding Audit</p> <p>Submit to DCC</p> <p>Safeguarding audit to be carried out to identify priorities for safeguarding action plan.</p>	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	S175 not available in September so NSPCC complete and actions generated. 175 to be completed Spr 1
	<p>Update the schools Child Protection Policy</p>	PS		Aug 22	Report to GB	Completed and ratified
	<p>Attend update training programme on My Concerns</p>	PS/KG		Sep 22	Report to GB	Educare child on child and prevent duty completed 21.11 My Concerns – demystifying low-level concerns 8.12.
	<p>Whole staff and GB attend annual safeguarding training</p>	PS	£250	Sep 22	Report to GB	1.9 DCC
	<p>Update school safeguarding portfolio in line with Derbyshire County Council 2022 instructions</p>	PS		Sep 22	Report to GB	10.9 To review 12.12
Consolidate the use of safety bear	<p>Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies</p>	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT	Assembly talks Sept

Review teaching and communication of online safety	Coordinator to develop the TeachComputing new scheme of work	PS with staff	1 x SM	Aut/Spr	Report to GB																	
Increase levels of attendance	Attendance: Target persistently absent pupils Target persistently late pupils	PS/JC		Ongoing	Termly report to govs	<p>Attendance levels reported Nov</p> <table border="1"> <thead> <tr> <th></th> <th>Sep-Oct 2022</th> <th>Autumn 2020 / Spring 2021</th> <th>Autumn 2018 / Spring 2019 (Pre Covid)</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>97.6%</td> <td>92.7%</td> <td>97.2%</td> </tr> <tr> <td>Pupil Premium</td> <td>96.2%</td> <td>87%</td> <td>96.6%</td> </tr> <tr> <td>Persistent Absence</td> <td>8.5% (18)</td> <td>17.5%</td> <td>1.6% (3)</td> </tr> </tbody> </table>		Sep-Oct 2022	Autumn 2020 / Spring 2021	Autumn 2018 / Spring 2019 (Pre Covid)	All pupils	97.6%	92.7%	97.2%	Pupil Premium	96.2%	87%	96.6%	Persistent Absence	8.5% (18)	17.5%	1.6% (3)
	Sep-Oct 2022	Autumn 2020 / Spring 2021	Autumn 2018 / Spring 2019 (Pre Covid)																			
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2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2021/2022

Leader[s]: Michelle Simmons/Sarah Rouke

Governor[s]: Emma Vanter

Success Criteria & Benchmarks	<ul style="list-style-type: none"> • Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium. • The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school. • Staff are appropriately trained to meet the needs of pupils 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.	Support children with SEND and from disadvantaged backgrounds through small group, teacher led tutoring	In class: All staff Interventions: MR	Supply hours	Weekly	Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking	Carried out throughout the year. These were reflected in the waves and the impact was discussed. MR stopped his interventions in Summer 2 to cover a maternity cover.
	Support children with SEND and from disadvantaged backgrounds through quality 1 st teaching	In class: All staff Interventions: MR	Supply hours	Weekly	Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking	Teachers targeting children and support staff are in place to support learners and concentrate upon the vulnerable children.
	Support children with SEND and from disadvantaged backgrounds through evidence-based interventions	In class: All staff Interventions: MR	Supply hours	Weekly	Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking	‘Year 6 tutoring until the end of Summer 1. Through IEPs, the children have carried out interventions that were evidence based. Referrals throughout the school to SSEN – this involved identifying their needs, obtaining funding, and applying for SSEN support.
Develop means of identifying and tracking achievement of children with SEND support [IEP]	Carry out 1:1 pupil interviews and book scrutinies	MS/SR	Twice a year	Autumn 22 Spring/Summer 23	Learning walk with Governor	22.11.22 to be followed up in January. In January, we carried out pupil interviews and another learning walk.
	Monitor support for children identified as vulnerable children through termly waves	MS/SR	Termly reviews	Autumn 21 Spring 22 Summer 22	Planning meeting with Ed Psych	Waves have been completed and reviewed three times this year.
	Regular dialogue with staff [incl. TA] to assess progress against IEP targets. Use of staff questionnaires	MS/SR	Termly reviews	Autumn 21 Spring 22 Summer 22	Dates are set and on calendar	Questionnaires were not returned in Autumn term, therefore a new approach will be considered in 23/24

Implementing a new Provision Mapping system into the school	Purchase of the new system Uploading details into the system Disseminating relevant information to staff	PS to purchase MS/SR to implement	£675	Autumn 2022	Autumn 22 Spring 23 Summer 23 Review of effectiveness of system	System has been purchased and implemented. Information has been disseminated to staff. 22/23 will consider including TAs and introduce new members of staff.
CPD	SENCOs to obtain relevant qualifications for the role	SR/MS	£3,000 for course	By April 2023	Assessment by RealGroup education	Completed and passed
Implementing the Zones of Regulation across the school	Brief teachers on using the Zones of Regulation (CPD in staff meeting) Provide a range of resources for staff to use in their classrooms Monitor and develop the Zones of Regulations across the school	SR/MS	£50 for ZOR book	September 22	Feedback from staff Autumn 22 Spring 23 Summer 23	Zones of Regulation implemented and displayed in all classes. Children are using the language. It has been monitored in all three terms across the school.
Providing staff with a clear understanding of expectations set out by the SENCO team	Implementation of a 'SEND JOURNEY' Implementation of a 'Report a concern' form Implementation of classroom files Implementation of a SEND 22-23 calendar	SR/MS	N/A	From Autumn 22	Feedback from staff Autumn 22 Spring 23 Summer 23	This has been implemented and will be reintroduced to new staff next year and current staff will be reminded of these resources.
Continue to implement end of year transition meetings between parents and staff	Implement meetings for each child Provide dates for meetings	MS/SR	N/A	Summer 23	SENCO in meetings	Due to change in staffing, these will be carried out in September 2023.

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: Carolyn Burke & Lee Drew

Success Criteria & Benchmarks						
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop resilience in our children	Develop growth mind set across the school Through assemblies and pilot classes in the first instance	PS/SR		Spr1	Report to GB	Move to next plan
	Develop a whole school approach to self-regulation (SEN action plan)-see SEN action plan	SR/MS	£100	Aut 1	SEN Governor	Completed and used across the school
	Introduce the role of Anti-Stigma Ambassadors -hold elections -deliver training -hold assemblies -external training	PS/EG	£100	Aut1	SEN Governor	Started summer 23
	School council – develop a focus around the Green Way plans and the school site (ECO)	PS/JD		Aut 1 onward	GB	Green pathways started but the project has slowed for winter. Concentrating on school issues – Funday Monday, Golden Table, Christmas
Ensure children have a broad and balanced PSHE/RSE curriculum which moves from compliance to quality	Complete BERT award (follow action plan)	PS/EG		Aut 1 onward	GB	In progress
	Introduce floor books in all classes	PS/EG		Aut 1 onward	GB	Monitored 20.10.22
	Complete pupil voice activities within lessons to help direct next steps in learning	PS/EG		Aut 1 onward	GB	Next step

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

Leader[s]: [Michelle Simmons](#)

Governor[s]: [Carolyn Burke / Natalie Hickman](#)

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Success Criteria & Benchmarks NPQSL is completed (Sum2023) Mentorship of student from Alfreton Nursery is completed (Sum 2023) A series of mentor training session is complete, links are made and visits to Alfreton Nursery undertaken. Findings fed back to the GB (Spr 2023) CPD of support staff is initiated and logged The poetry basket is in place and observed in action (Aut/Spr) The vocabulary pyramid is in place and observed in action (Aut/Spr) A timetable of liaison is produced and implemented (Spr/Sum 23)						
Develop EYFS leadership	EYFS lead to complete NPQSL	MS		Spring 2	MS/PS	Starts Feb 28 th Ongoing and finishes Sept 24
	Mentor a School Direct placement student for the year (student from Alfreton Nursery School)	MS		All Year	MS/PS	Mentoring is ongoing
Explore staff development opportunities	Create links and access development opportunities for staff with Alfreton Nursery School (ITT centre and outstanding school and member of the Potentia Teaching School Hub)	MS		Autumn 1	GB report / presentation	Part of mentoring programme
	To ensure EYFS staff have access to CPD throughout the year.	MS		All Year		EYFS managers training cascaded to staff
To continue to focus on communication and language	To introduce Poetry basket sessions to the curriculum.	MS	£30	Autumn 1	PS/KG learning walk	Started Spring 1
	To ensure all staff are aware of the intentional vocabulary to be taught to children through a language rich environment, adult prompt sheets and vocabulary pyramid planning sessions.	MS		Autumn 1		Ongoing
To continue to ensure a smooth transition into EYFS	Continue to build links with Little Eaton Village Pre-school.	MS		Spring 2	PS	Meeting on Friday 13 th January 2023
	Ensure transition is planned in advance with opportunities for new starters to visit and take part in activities.	MS		Summer 1	PS	Extra visits and lunchtime visits. A programme of transition
To continue to ensure a smooth transition from EYFS to Year 1	Planned activities in summer term to build up children's confidence about moving to the next class	MS		Summer 2	PS	Achieved: Ongoing 23/24