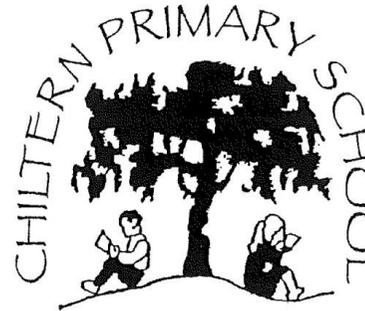


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### September 2019 - Curriculum Needs for Our Pupils:

#### Current Context:

Our 355 pupils are a very diverse group; no one cohort can be compared to another and class dynamics change termly, as pupils leave and join because of an on-going shortage of school places in the centre of town. Children start with us and then move to a school geographically closer to their home address. During last year, 49 pupils joined our school and 42 left. This year alone, 20 have joined and 5 have left. Roughly, a third of these new pupils have come from other local schools if they haven't settled; the others are a mix of new to country or new to county. This clearly affects our attainment, however; our pupils are still close to, at or exceeding most National results for almost all areas despite this cycle of flux. Our school context is unrecognisable from 5 years ago, as we have undergone rapid growth to help accommodate the shortage of school places in Northampton. To compound the challenges further, the extra children are not on the census (so this creates a lag in funding on AWPU). With higher SEN, our notional SEN has not always kept pace with providing for these needs. From growing from 180 pupils to a maximum of 384 last year, we now face our school downsizing due to a slow birth rate. Our staff (that had gone from 27, to 76 to 73) will now have to reduce in size year by year. This will affect morale. The facts below set the new contextual challenges:

Context 5 years ago:	Context Last Year:	Current Context:
180 Pupils	386 Pupils (with 34 spaces across the school, this means 8.8% of our children could join before assessments) 64% of our Y6 had not completed their full education with us.	355 Pupils We have 65 spaces – a potential 20% unknown need. The cycle of change with pupils on roll will continue.
27 staff	76 staff	73 staff 20% of support staff hours have been cut during 18/19 Booster funding for 1 EYFS teacher is supporting us this year. Redundancies of 1 TA and 1 CT starts next year.
19 had complex learning, social, emotional, safeguarding needs (8.6%).	56 pupils	54 pupils
9% had SEN – at the National average	16% SEN	15%
15% were non - English (5 different languages)	41% are non - English (26 different languages)	35% EAL; 26 different languages

4% had no English spoken at home	32% have no English spoken at home	20% have no English at home
Mobility within the year was an average of 6%	Mobility within the year is 24%	Already 8% at the start of September – 12 leaving and 15 starting.
Attendance was 97.2%	Attendance - 95.9% (95.1% in September '18)	Currently 95.6% (due to EAL families getting cheaper flights after the start of the term). Data shows we have no real cause for concern over any group for attendance – showing our pupils enjoy school and their progress results show we are meeting their needs from entry.

Though the above have created huge issues of manageability of need and provision, our school continues to perform strongly against our other geographical neighbours. It is hard to judge against contextually similar schools as the closest schools in the category are London, Sheffield and MK. Our leaders have maintained a cycle of reflecting and prioritising as our pupil numbers continue to flux and change on a weekly basis and our progress scores shows this is meeting need as there is no significant concern.

Because of these factors, we have decided to provide the following curriculum, as can be seen on line for our year groups' overviews. These overviews will change annually, to reflect the differing cohorts, but all will still cover the essentials of the central Government's 2014 National Expectations. We subscribed to a number of providers (included below) in order that the 'best fit' is gained for our children, in order for them to be academically, socially and emotionally literate as they take their place in our community:

What Our Curriculum Provides:	Why We Provide It:	What The Outcomes Have Been For Our Pupils:	Next Steps for further development:
Real learning opportunities eg trips, residential, visitors with hands-on activities (see website).	So many of our pupils have significant barriers to learning so any real-life experiences help to secure purposeful learning that pupils begin to apply to new situations. Want to maximise potential and interests of all pupils with such varied starting points and high mobility. Pupils are immersed in their learning by other stimuli eg dressing as a Roman for the day or living as a WW11 child; and an Ancient Greek.	From very low on-entry points at EYFS (usually 7 -12% at age-expected) – over 70% achieve GLD; 79% for stable pupils. Phonics achievement is rapidly increasing – 89% Our Maths, Writing and GSP attainment are significantly above average.	Bring Reading progress up to be more in-line with Maths and Writing by raising its profile and working collaboratively on phonics and moderation with local schools.  Increase % of greater depth in all subjects, in all years.
Kinetic Letters – plus activities to strengthen coordination and fine-motor skills (KS1/EY)	With an average 90% of our pupils being below expected standards on entry, we need to rapidly improve pupils' abilities to develop their fine motor skills if they are ever to communicate effectively.	Achievement at EYFS has risen from 49% GLD to 70% in 5 years. This attainment has been affected by flux of pupils (up to 33%) most years as some pupils have only been with us for a month or two before the profile is completed. For stable pupils, high 70% GLD was reached.	Keep extending the activities to improve fine motor control. Ask in speakers to share knowledge of developmental constraints for premature births and poorly stimulated babies.  Further staff development for the next handwriting stage - £720

			EYFS to attend CPD on their curriculum intent – Autumn '19 - £100
Talk For Writing and Drama for Writing elements are adopted across the school	Many non-English pupils so we have to increase their ability to converse, in order that they can communicate effectively. Our white British Boys do not have the verbal capacity either so this helps expand their vocabulary. Supports awareness of scaffolding stories and chronology and writing for a purpose.	Yearly strengthening of writing – as can be seen in books and displays across the school. This is translating into stronger expected achievement for our stable pupils and stronger progress rates for our new pupils from on-entry. Teacher knowledge and judgements were praised by the LA for their accuracy during moderation, after successful collaboration with local schools.	Transfer expectations to all other books so the presentation, GSP and handwriting is the same in all communication and encourages the use of more elaborate vocabulary and confidence in speaking.  Extend and embed vocabulary – daily or weekly words – this will help close literacy gaps and support Reading comprehension.
We use 'A Tale Unfolds' with upper KS2 and Litfest; a National programme	Supports the transference of literacy skills through the use of computing and imagination. Nationally connects schools across the country. Encourages ownership of improvement to pupils and paired support Extends to other skills eg movie-making and performance.	The writing progress (from their low on-entry points) in this year has been outstanding. Pupils are hosting an 'Oscars' night for parents to share their movie and progress.  Increased computing skills and involvement from the pupils, from start to finish of the project.  A very 'hands-on' year group – the use of drama has been a great success for achievement. It has also improved the social skills for almost all pupils too.	Expand across the school and discuss merits of this for each year as opposed to T4W and D4W. To compare and utilise the best from all provision.  Provide a checklist for minimum expectations for written communication to pupils

		Our Y5s won the National competition in 2018 and the Y6s the Michael Rosen poetry competition in 2019.	
Letters and Sounds programmes used lower in the school.	With so many pupils with global learning difficulties; specific difficulties; EAL; new to school or country; erratic attendance and us being their 2 <sup>nd</sup> , 3 <sup>rd</sup> or 4 <sup>th</sup> school – it helps to close gaps in learning and creates a routine to support memory and application.	Phonics attainment is increasing year on year and now exceeds National expectation at 89%. The National expectation is now 83%. Our Y2 phonics result is always in line with Nationals – falling 4% below (half a child’s representation in 2018 at 88%). Greater depth attainment is now what we aim to increase and we are on track for Maths and Grammar – we need to increase reading.	Increase the range of greater depth reading resources now more pupils are reaching this standard. Expand inference questions earlier in KS1. Accelerated Reading Programme, funded by old AIP money. English Hub support for new reading scheme – approx. £4000.
RWI	With so many pupils with global learning difficulties; specific difficulties; EAL; new to school or country; erratic attendance and us being their 2 <sup>nd</sup> , 3 <sup>rd</sup> or 4 <sup>th</sup> school – it helps to close gaps in learning.	Phonics attainment is increasing year on year the whole cohort from 49%, to 89% this year. Stable pupils have always hit the National average.  Material which appeals to, and engages older pupils, with gaps in their learning.	To continue this intervention for those who need it. Discuss the merits of a whole-school approach?
Local Studies eg Farm Visit; shoe museum; local parks; local theatre; town rugby and football coaches; premier sport coaches	If pupils are new to our locality or have limited family opportunities establishing a deeper knowledge of our community helps to settle our families in and/or expand current experiences.	Opportunities like this help to inspire, stimulate imagination and vocabulary and make sense of the pupils’ immediate and wider worlds.	PTA to support shortfalls in monies for struggling families who do not qualify for PP. To continue to develop an appreciation of our local area and community which will encourage participation in further interests.

Writing a whole school marking and feedback policy	Identify the detail of slower progress and inform pupils effectively about next steps improvement. As pupils get older, their involvement in marking becomes more overt and ownership of AFL and challenge increases.	Pupils can effectively edit and improve their own skills (and those of others') and this can be seen with the continued improvement of writing across the school – as noticed at our last LA review and on the most recent Fischer Trust Data Pupil- pupils and staff-pupil is a 2-way process in feedback.	Transfer expectations to all other books so the presentation, GSP and handwriting is the same in all communication. Monitor this aspect. To create a greater in-depth knowledge as skills are transferred and links are visible and relevant across all learning. To re-evaluate effective, but not too onerous methods to feedback.
Hamilton Trust; Twinkl, Charanga, Timestable Rockstars, White Rose and Maths Hub Subscriptions for effective planning ideas have been agreed.	Inspirational ideas to hook our learners in to linked themes are showing positive impact on attainment and progress. Develop musical skills across the schools.	FFT shows positive trends as our provision is allowing pupils to make strong progress from their starting points and meet most National expectations for at least our stable group. Pupils and staff are engaged and enthused through relevant and excellent resources.	Continue to purchase these as the ideas are leading to the necessary attainment and progress rates. Keep pushing to close the gaps for Reading. Increase value of music for all.
Homework Club KS2	As so many pupils do not have home-lives conducive to learning – this provision offers a much-needed space to allow our pupils to be the same as peers.	We have no obvious issues with vulnerable groups across the school – other than greater depth and white British Boys. Our ROL shows there were very few differences between disadvantaged and others – see ROL and ARBOR reports.	Increased importance of home-learning in preparation for greater independence in Y7. To encourage and deepen parental involvement with their child's learning.
Booster Club in Y6	As over 30% of KS2 cohort are new within the last 1 -3 years, there are many gaps in the learning for our new-joiners. Accelerating learning to close gaps was needed.	Nationals predominantly met in KS 2 this year (2019), whilst the gap further closed in KS1 and and EYFS. Phonics exceeded Nationals at 89%.	Maintain this into current. To expand the opportunity for more pupils to experience this personalisation.  Gap lists for all pupils who are behind peers.

<p>An extended the range of before school, lunch and after school clubs have been offered – see website to extend talent and extend experiences.</p>	<p>We would like to offer a range of opportunities pupils would not otherwise have eg:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Basketball</li> <li>• Theatre skills</li> <li>• Board games</li> <li>• DT group/Art club</li> <li>• Computing</li> <li>• Football</li> <li>• Niche sports eg archery, curling</li> </ul>	<p>Our Strictly Dance Teams regularly reach the finals of our County Championship. Our Gymnasts won the last festival at our local secondary. One of our pupils won the Northamptonshire Gym finals. 4 pupils from Chiltern were in the basketball squad who won the Regional Championships. Pupils have performed at local theatres.</p>	<p>Keep listening to the pupil/ parent voice on other clubs they would like to see.</p> <p>Tap into free taster offers that are shared by our ESCO in town.</p> <p>Encourage more staff to become involved in extended opportunities.</p> <p>Offer staff training for sports taught – part of sports partnership.</p>
<p>Choirs in both key stages, rather than just KS2.</p>	<p>Creates a bond for the choir members and reinforces responsibility and dedication for some pupils who do not have a secure family home life or are new to school and establishing friendship groups. Allows pupils with a talent to extend it to wider audiences.</p>	<p>Our choir was invited to sing for BBC Radio Northampton’s Carol concert and was aired on radio. Choirs sing to Grandparents every Christmas – this remains one of our most popular events. Over 10% of our pupils join the Big Sing and Young Voices each year We have had 2 children selected to sing in the county choir.</p>	<p>Continue to fund ‘Young Voices’.</p> <p>To reinstate the orchestra for years 2-6.</p> <p>To take part in any opportunity NMPAT offers.</p>
<p>We provide:</p> <ul style="list-style-type: none"> <li>• Peripatetic Music for 8% of pupils</li> <li>• Charanga Music subscription for the whole school</li> </ul>	<p>Fostering an interest in a discipline to help vulnerable and talented pupils achieve in all areas as a result.</p>	<p>We host a musical soiree each year to. Music teaching is strengthened, creating strong achievement and enjoyment. Achieved the ‘Music Mark’ last year. We have an annual ‘Young Musician of the Year Award’ to recognise pupils with a desire to achieve well in musical opportunities, and a new award for the ‘love of music’.</p>	<p>PTA to fund Charanga – on-going.</p>

<ul style="list-style-type: none"> <li>• a dedicated music room so talents and interests can be nurtured further</li> <li>• whole class lessons across the school for recorders, ukuleles and violins (string project)</li> <li>• NMPAT visiting music groups eg brass; woodwind, rock team to perform to the whole school.</li> </ul>	<p>Ending in a performance to parents and sharing their new skills.</p>		
<p>Introduced 'Values Assemblies' to reinforce expectations and code of conduct for all pupils, no matter what their need.</p>	<p>Many pupils have challenging, behavioural and emotional needs so introducing a way to refer back to behavioural expectations helps build empathy and responsibility. Displays can be seen in communal areas across the school.</p>	<p>Children are learning to live alongside one another and understand each other's rights and responsibilities. This makes fall-outs easier to resolve and more serious issues can then be handled by the right member of staff. We are linking assembly songs to the themes to reinforce messages further.</p>	<p>Linking with PHSE and SEAL units. Values to be extended on the website and in newsletters so parents can reinforce value expectations at home.</p> <p>Make values more embedded into every class.</p>
<p>Whole-school 'WOW' days.</p>	<p>To foster a sense of 'together' and build relationships with so many new staff and children – a constant stream of new pupils does affect relationships between them, so we instigate as many opportunities as possible to</p>	<p>Almost all of our pupils behave appropriately and any child who struggles, receives the right support and intervention. Opportunity for staff to share their own interests and talents with pupils, All age-groups are mixed across the school for cross-phase integration and cooperation.</p>	<p>PTA to fund resources for these themed days.</p> <p>Calendar to be planned for next year to include at least 3 across a year.</p>

	interact and appreciate one another as this does help form lasting friendship groups.	Finished outcomes are celebrated in sharing assemblies and in displays. We are now planning these around authors and books to support Reading Attainment.	
Our school council plans and supports local, National and global charities and events.	We are paired locally with our Hope Centre for the homeless and globally, with Penyem in Africa where pupil to pupil support exists to provide stationery, mosquito nets, money for toilet facilities and exercise books for their new school. This links well to British Values and reinforcing the values we cover in our assemblies. Visit to the Guildhall to understand how our local council functions – hosted by our Mayor.	These opportunities have strengthened our coverage and understanding of British Values. Our children have, with the school council's organisation, raised over £4100 this year for: <ul style="list-style-type: none"> <li>• Red Nose Day</li> <li>• Children in Need</li> <li>• Cynthia Spencer</li> <li>• Wear it Pink</li> <li>• Christmas Jumper Day</li> <li>• Ghana Surgery Team from NGHospital</li> <li>• Guide Dog Charity (with our Mayor)</li> <li>• Macmillan Cancer Coffee Morning</li> <li>• NSPCC</li> <li>• Inspiring Athletes (Paralympians).</li> </ul> Our Harvest Festival provided the Hope Centre with over £400 worth of toiletries, cereals and tinned goods.	
Raised the profile of reading: <ul style="list-style-type: none"> <li>• New library resources</li> <li>• Interactive classroom activities</li> <li>• Investing in Beanstalk readers to support our more vulnerable pupils</li> <li>• Using on-line resources to strengthen inference</li> </ul>	This is our weaker aspect as results show; we need to do what we can to accelerate the progress of EAL and white British boys. Mobility does limit some achievement, but books show rapid progress from on-entry.	Gaps are closing. Pupils are more interested in the resources thanks to the introduction of interactive home/school activities and challenges set in class. The highest % of WBB look set to achieve the expected standard at KS1 and KS2 after booster groups.	A further £4000 to be invested in reading materials. £1 400 for Beanstalk readers.  Plans to make the library a more interactive environment – shared ownership across classes.  Accelerated Reading Programme

<ul style="list-style-type: none"> <li>• KS 1 classes host parent reading sessions</li> <li>• Hosted a Learning Walk with Governors to share our provision</li> <li>• Strong links with our LRE</li> <li>• Staff selecting the top 20 books and authors for older readers</li> <li>• Library summer book challenge</li> </ul>			
<p>Improving our computing opportunities eg Invested in clever touch boards in the new KS2 classes so learning is more fun and engaging and up to date technology can be accessed easily.</p>	<p>Our computing hardware is poor when compared to other schools as any spare money we have does go on necessary support for our significant pupils' needs. Accessing free online resources to boost computing attainment and attainment in Literacy too.</p>	<p>Hitting or exceeding National data for our stable pupils. Good or better progress rates for almost all stable pupils from on-entry.</p>	<p>More tablets - £4100 Replace older laptops - £8600. Access Lottery Grant and Library Grant to offset pressure on the formula budget. Training on clevertouch screens – once the software has been completed. To include daily or weekly twitter feeds via our website.</p>
<p>Opportunities for every child to participate in at least one assembly, celebration or performance each year.</p>	<p>To build responsibility, cooperation and confidence. To show pride in achievements.</p>	<p>15 of our pupils now attend theatre clubs outside of school as they extend their talents further because of opportunities here.</p>	
<p>Opportunities for enterprise activities across the school.</p>	<p>To provide realistic opportunities for pupils to apply their learnt skills to actual projects, whilst raising money for their class to spend</p>	<p>This is feeding into the higher percentage of pupils reaching greater depth – as shown above, predicted 10 -20% across the year groups.</p>	

	on new resources eg books, new plays and playground games.	Links to ownership of their own environment and strengthening application problems in Maths, Science and DT.	
Increased challenge in Maths via subscribing to Maths Hub.	So there are more opportunities for pupils to independently apply their maths skills and processes.	The percentage of pupils reaching greater depth is developing.	Continue this subscription - £80. Continual re-evaluation of the changing curriculum using updated resources to support effective learning.
Collaborative opportunities for our more able pupils to meet up for Science, Maths, Art, PE, Computing and Writing in our town secondary schools.	So like-minded/ ability students can get together and challenge one another.	As above.	

## Other Provisions we have made to meet our pupils' needs:

What We Have Provided:	Why We have Provided It:	Outcomes for our Pupils:	Next Steps:
<p>Running a full-time nurture room.</p> <p>Up-skilling our 2 main nurture staff as they support our EHA children.</p> <p>Training one staff member in ELSA (emotional literacy).</p> <p>Lego Therapy trained staff.</p> <p>Anxiety Gremlin</p> <p>There's a Volcano in My Tummy...</p>	<p>So any pupil, at any time, can access a quiet, private space to reflect or talk through their worries or behaviours – allowing the child to return to learning asap.</p>	<p>As many barriers to effective learning are removed as possible.</p> <p>We know we are gaining success as there is little in the way of gaps between our disadvantaged group and other pupils.</p> <p>We meet or exceed National expectations for all subjects for our stable group and show strong progress rates for all.</p>	<p>Continue to invest our PP in this resource (pays for the food and staffing) and the £150 voucher per child.</p> <p>For our nurture staff to give regular feedbacks to all staff about who they have supported and why – this is to ensure all staff members are fully informed about the complex nature of our pupils' needs.</p>
<p>Providing full-time family support – including training for Restorative Behaviour; Draw and Talk; Wishes and Feelings, Bereavement</p>	<p>111 of our pupils have further need to the 'norm' so our staff must have experience of suitable programmes that will remove barriers to learning, staffing a full-time nurture rooms helps minimise many issues.</p>	<p>As above.</p>	<p>To continue to work on the relationships with a minority of parents who perceive our SEN pupils to be 'naughty' – when all the school does is follow advice on provision from the LA and our school's Lead SENCO.</p>
<p>5 DSLs, rather than one or two.</p>	<p>With so many EHAs, CINs and CPs cases, we have to be sure there is always someone available for our vulnerable families.</p>	<p>As above.</p>	<p>Continue the cycle of training for the 4 members of staff.</p>
<p>Detailed induction pack</p>	<p>With so many pupils joining us within a school year, we need to gather as much knowledge about the child as possible, as quickly as possible, so no time is wasted if</p>	<p>Our children do settle well and this aspect was praised by the LA as we take many pupils from other local schools who have extra need.</p>	<p>Adding premature birth to the questionnaire for parents on induction.</p>

	<p>further intervention or transition is needed.</p> <p>We have updated our handbook and parental questions.</p>	<p>Governors' learning walks also comment that the atmosphere is calm and consistent across the school despite the high challenges rapid growth has brought..</p>	
<p>Increased the hours of support from external agencies eg Ed Psyc; JOGO; Target Autism;</p>	<p>26 of our pupils should have access to 1:1 support, but HNF is harder to come by. Instead, with our staff's experience, we can act on advice from these agencies to amend our provision, without the wait for other professionals. 19</p>	<p>Almost all of our pupils show strong progress and achievement from their starting points.</p>	<p>£6 500.</p>
<p>Hold regular TA training on Attachment Disorder; Marking and Feedback; Effective Phonics delivery; Autism; RWI; Team Teach; Speech and Language; Behaviour Expectations</p>	<p>15% of our pupils have specific need and we need our staff to fully understand their behaviours and what can be done to support them effectively.</p>	<p>As above.</p>	<p>The new engagement scale by the Rochford Review – future training... ADHD More Autism training Scripted language</p>
<p>More rigorous interview questions during our appointment processes</p>	<p>We have gone from 27 staff to 73 in the last 4 years The complex need of our pupils means we have to have staff in place with high skill and experience of such needs For consistency for our pupils, we need our inclusive ethos to be embedded by all staff on site. We use basic skills tests in English and Maths for all candidates to ensure they do have appropriate subject knowledge.</p>	<p>Confidence that we have the right staff experience to meet the complex needs of our pupils. Progress data and achievement rates are, on the whole, strong.</p>	<p>Update safer-recruitment training. Add scenarios to the interview questions to judge an applicant's reactions to safeguarding issues.</p>

2 AHT s out of class	Some days are more challenging than others so to have 3 senior leaders and 3 nurture staff available means pupils with high anxiety are swiftly supported and returned to their learning asap – we couldn't do this with just one or 2 out of class.	Positive trends for progress rates and increasing achievement trajectories are maintained, despite challenging need and rapid growth in numbers.	
Whole new Safe-Guarding Policy	<p>With so many pupils who we know to be vulnerable, all 5 DSLs meet weekly to review cases and update each other on new developments.</p> <p>Audits Action Plans SCR checks Governor Allocated to manage and attend meetings Minutes Chronology sheets and filing system in place My Concern and EDUkey electronically track provision for our vulnerable families Staff code of conduct Whole school training on CP; Prevent; Signs and Symptoms New entry system.</p>	We are confident that all of our pupils are afforded the highest level of care, intervention and monitoring in order that remain safe.	<p>Create a safe-guarding booklet for visitors – to strengthen our current 'welcome' sheet. Encrypted emails to be written.</p> <p>Expand DSL training for specific areas eg FGM/ CSE.</p> <p>Reviewing audits and statutory advice from the NCSB.</p>
Attendance policy changes	For the last 3 years, we have dipped below 96% attendance – mainly due to the Eastern European families adding extra days on to the start and end of a school holiday and our	In 8 weeks, we have increased attendance by 0.4% to 95.8%. We will monitor the impact of the new meetings and letters further across the last term.	

	<p>child protection families attending erratically. Our SEN pupils also have slightly lower attendance.</p> <p>Pupils placed with us from further locations also have more time off than others as parents genuinely struggle to get their children to school if they have no transport or close links.</p> <p>6 of our families have children in 3 different schools –so this too, affects punctuality and attendance.</p> <p>Staff do collect some pupils from families struggling the most – so the school now pays for a whole staff business-use car insurance.</p>		
<p>Effective collaboration between our 11 cluster schools</p>	<p>Share resources and strengths eg football posts and sound systems.</p> <p>Allowing pupils to experience alternative venues and pupils</p> <p>Moderating all core subjects to improve teacher knowledge and judgement</p> <p>Gained Race to the Top LA funding with our cluster of schools to focus on boys' attainment in writing – linking with The Literacy Shed and a whole cluster training day off site.</p>	<p>Competitive sports festivals</p> <p>New skills learned eg tennis and golf</p> <p>Science days and ambassadors support the teaching for all across the school</p> <p>Accurate moderation from the LA and being praised for the evidence we have submitted</p>	

Invested in Target Tracker	<p>All staff can track progress rates of all pupils and all groups. Interventions can be more swiftly tailored to meet need and therefore improve progress. Progress rates can be shared more easily with parents during the consultations. Re-instates the importance of milestones in foundation subjects, assists with planning and embeds skills through the school.</p>	Sustained progress rates for almost all pupils as teachers can spot who is not responding to their learning goals as well as they should be.	<p>£1200</p> <p>Re-instate the electronic provision after swapping to Target Tracker from SIMs.</p> <p>No more than 3 data drops as greater emphasis is placed on in the moment marking and feedback in class.</p>
Moved to email correspondence, rather than hard copy letters	<p>Adds to our already successful text messaging service (we found that almost all parents check texts; but not all answer phones). Texts are sent to parents if their child has had an issue with their behaviour choices. This improved correspondence is alongside all letters on our website too.</p>	Parents are much better informed than relying on hard copies alone.	<p>Ensure that parents do not miss emails as Parent Pay addresses are used as a free service.</p> <p>Request parental feedback on this trial via our annual parental questionnaire.</p>
Increased the capacity of our extended care	<p>We have increased staffing numbers for our breakfast and after school clubs as the provision is so popular. We have up to 40 families using this service on a daily basis.</p>	This helps ease traffic congestion at both ends of the day and guarantees some of our most vulnerable families who attend, eat a healthy breakfast and we have supported our working families. This has had a positive impact on data.	Regular monitoring of costs v profit and need by our Finance Governors. This is a cost neutral service.

Invested in staff photo board	Our school has grown so quickly, we have not had the same chance for pupils, parents and staff to get to know each other as we did before.	Helps new families to recognise the adults who they liaise with. Helps parents recognise Governors if they want to approach them with a query. If there was an issue, it could get resolved more swiftly.	£350
SEN reviews each term with the school's Lead SENCO.	Meeting parents and staff face-to-face is an effective way of gaining parental support as they are better informed. It means paper work and referrals are swifter as reports can be signed there and then, speeding up the process and meaning pupils receive the right support.	Senco is Lead for the county and supports other local schools as well as completes the necessary paperwork for us.  Our data shows gaps are closing or closed.	
Home-growing strong TAs to UQT routes	To relieve pressure on our budget and to keep proven staff in our school. We find it much more consistent for our pupils when the same staff are with them – with so many with emotional issues, change is not easy to manage, but investing in current staff who show that drive, potential and commitment to our pupils, it does help progress and achievement.	Limits the emotional reactions some of our pupils display.	Cost of £16500 per graduate against the £22 000 cost of NQT. £600 per UQT for training = £1200

Link with Teach First at the university	To support the next generation of teachers from our local university. We aim to place 2 students a year.	Our staff get a chance to shape their future colleagues.	
Allow £100 PP to be spent by each PP family on books/ computing/ uniform/ music/ clubs	This helps families pay for extra opportunities and takes off some pressure as uniforms and contributions to trips can be expensive. 15% of our musicians use PP to pay for their charges.	PP pupils don't feel disadvantaged in any way and are able to participate in anything they choose. Having correctly fitting, clean uniform is so important to a child's well-being and confidence.	£85 000 PP money – see report on line.
Skills testing our Governing Board has created an outstanding group of colleagues as their skill-set supports upward improvement and challenge.	<p>Our Governors now:</p> <ul style="list-style-type: none"> <li>• Check our school against business-like metrics to ensure accountability</li> <li>• Come into school at one a term for a committee meeting; a full Govs meeting and for a focused learning walk to check on our priorities (including: BV; Reading; Engagement/ environment ; Creative curriculum; Questioning for challenge and Presentation</li> <li>• Liaise with the LA about budget constraints</li> <li>• Fully participate in audits</li> <li>• Raise pertinent questions about all aspects of school life (as can be seen in our minutes)</li> </ul>	<p>Minutes and actions were praised by our latest LA review – much good practice for collaborative support of other schools; joining in multi-school training and being rigorous in auctioning points from minutes.</p> <p>An external advisor in 2018 felt our board had the capacity to be strong and action points to aim for were set.</p> <p>Governors have also worked with a NLG across last year.</p>	<p>Create a list of achievements as impact evidence eg</p> <ul style="list-style-type: none"> <li>• Measurable targets</li> <li>• Action logs</li> <li>• Metrics grid</li> <li>• Standards gains</li> <li>• Pertinent development issues</li> <li>• GAP tasks</li> </ul>

	<ul style="list-style-type: none"> <li>• Each Governor takes responsibility for an development area and reports back to full governors</li> <li>• Our GoG and clerk supports another local board as their experience is sought after</li> </ul>		
Bought in external speakers on e-safety for pupils and parents	<p>The vulnerable nature of almost a third of our pupils means we have to take extra steps to educate our families about the dangers of being targeted on line.</p> <p>We have accessed materials from many sources to embed the messages on how to stay safe on line eg NSPCC and LA.</p> <p>We host pupil workshops so pupils can analyse scenarios.</p>	<p>Parents are more confident at keeping their children safe online. Children and parents know what to do if they experience something suspicious.</p> <p>Key information is always available on our website.</p> <p>33 families attended the after school meeting and more than double have accessed materials on line.</p>	£200 per year Governors requested an annual presentation to parents as the concerns around e-safety are great.
Introduced green safeguarding forms	<p>To ensure the tracking of issues around this area across the school or for certain individuals. If patterns are spotted, intervention either by our pastoral support team, or via external agencies eg MASH, can be initiated.</p>	<p>We are confident that every concern is followed up. Paper trails are created should further intervention be required. Proof that safeguarding is at the top of our agenda.</p>	<p>Maintain our safeguarding audit and action plan; keep to the refresher cycle of training be prepared to have uncomfortable conversations with adults if we are worried. Ensure staff who have submitted the forms, are fed back to.</p>

Introduced orange e-safety forms	To ensure the tracking of issues around this area across the school or for certain individuals. If patterns are spotted, intervention either by our pastoral support team, or via external agencies eg community police, can be initiated.	We are confident that every concern is followed up. Paper trails are created should further intervention be required. Proof that safeguarding is at the top of our agenda.	Annual training for Prevent; Safer-recruiting and Child-protection are invested in - £270 Ensure staff who have submitted the forms, are fed back to.
Introduced white racism forms	To ensure the tracking of issues around this area across the school or for certain individuals. If patterns are spotted, intervention either by our pastoral support team, or via external agencies eg Prevent, can be initiated.	We are confident that every concern is followed up. Paper trails are created should further intervention be required. Proof that safeguarding is at the top of our agenda.	As above
A L2 TA has been placed in each class to support the learning goals with the class teacher.	It has improved personalisation and AFL as misunderstandings are tackled swiftly and produce improved rates of progress. It reduces wasted learning time as picked up at the last Inspection.	Our results for stable pupils continue to be close to, at or exceeding Nationals (see ROL). Even with all pupils, our results show strong progress and strengthening achievement.	As above Reducing numbers means this TA time has been cut by 20% this year.
Pupil and parent consultations have been continued each term – following the Assertive Mentoring principles.	This means our parents get to discuss their child’s learning and progress, in depth, with their child and the teacher all together. All aspects of learning are discussed – from attitudes to uniform and attendance as each one is just as important if our children will reach their potential.	89% attendance at these meetings, plus follow-up meetings for any pupils we are more worried about. Shows almost all of our parents are fully engaged with their child’s learning.	Teachers to follow up all missed appointments. Annual reports or texts or emails are also sent if mid-term concerns arise. To add ‘best’ pieces of work to the folders for termly evidence.

	<p>Encourages pupil ownership of their learning as they have to lead the discussions with the adults. IEPs discussed and signed face-to-face.</p>		
<p>Increased opportunities for parents to work alongside their children.</p>	<p>This allows parents to understand more about what goes on with their child's learning eg:</p> <ul style="list-style-type: none"> <li>• Weekly reading club</li> <li>• DT support</li> <li>• Gardening</li> <li>• Themed days</li> <li>• Christmas decoration day</li> <li>• Enterprise activities eg cake-making and PTA events</li> <li>• Attending assemblies to watch pupils receiving core awards</li> </ul>		