

## Grampound Road Church of England Primary School Development Plan

Summary information							
Academy	Grampound road School Church of England Primary part of Celtic cross Education						
Academic Year	2021-22	Number of pupils	105 (plus 4 Nursery)	SEND %	20/110 (18%)	PP %	22/110 (20%)
School led Tutoring Funding	£1822.50 (75%)			Recovery premium funding.	£2320		

Strategic Trust Objectives	
STO 1:	High expectations within a challenging and enriched curriculum, has led to standards across all subjects for all children across the schools in the Trust to be above national expectations.
STO 2:	As a result of effective support and engagement, staff and pupils have positive attitudes to their well-being and flourish in their environments.
STO 3:	A model of growth and expansion of the Trust to improve the provision for all schools, has added capacity and experience to enable a more efficient and effective school improvement strategy and service offer to schools.
STO 4:	Funding for the Trust has increased as a result of a marketing and communication strategy that has led to an increased number of pupils in some schools across the Trust. a/ Communication strategy b/ Marketing

Prioritising reading, maths and writing continue with Accelerated reading and the RWI programme. School closures despite robust and quality remote learning continue to have an impact on learning assessment show we still have gaps in learning resilience and stamina in writing are a concern as are gaps in writing. Covid continues to impact on the physical and financial well-being of families and children will need support with SEMH

## SECTION ONE: Initial Evaluations and Summary

### Initial Evaluation Tools used

Analysis of 2020-21 point in time assessments measuring attainment and progress spring 2020 to summer 2021.  
 Analysis of Motional Screening in mid Autumn and Spring  
 Analysis of Pupil wellbeing all about me survey  
 Analysis of AR Star quizzes  
 Discussions with Tis practitioner and nurture lead  
 Analysis of Power maths and mock KS1, KS2 sats phonics screening and multiplication check  
 Analysis of attendance with reviews from EWO.  
 External quality assurance visit from PH.  
 Discussions at SMC meeting and termly monitoring visits.  
 Moderation by Trust RE lead and visits.

### Data from baseline 2021

Current Year group	Baseline 2021 Reading 12 children ARE+	Baseline 2021 Reading 12 children GD	Baseline 2021 Writing 12 children ARE+	Baseline 2021 Writing 12 children GD	Baseline 2021 Maths 12 children ARE+	Baseline 2021 Maths 12 children GR
6-12	9 (75%)	3 (25%)	8 (67%)	2 (17%)	8 (67%)	3 (25%)
5-14	10 (71%)	1 (7%)	6 (43%)	0	11 (78%)	2 (14%)
4-13	8 (61%)	2 (15%)	8 (61%)	0	8 (61%)	0
3-20	14 (70%)	2 (10%)	11 (55%)	2 (10%)	14 (70%)	2 (10%)
2-10	6 (60%)	0	4 (40%)	0	5 (50%)	0
1-10	9 (90%)	1 (10%)	9 (90%)	1 (10%)	10 (100%)	1 (10%)

### Data From Autumn 2021

Year Group	Reading	Maths
Reception	28% expected	39% expected
Year 1	75% expected+ 8% exceeding	92% expected+ 8% exceeding
Year 2	54% expected	46% expected
Year 3	86% expected+ 19% exceeding	86% expected+ 19% exceeding
Year 4	69% expected+ 15% exceeding	69% expected+ 8% exceeding
Year 5	67% expected+ 5% exceeding	59% expected+ 5% exceeding
Year 6	85% expected+ 15% exceeding	61% expected+ 23% exceeding

The baseline for reception this year is low, the majority of children could not write their name and they had weak fine motor skills. Their social development has been a focus, they children have been learning to share, take turns and tidy up after themselves. The local nursery closed for part of the year. The children on track are mainly the children that attended our pre-school.

Identified Barriers (summary of the main findings of your initial evaluation)

Effectively use assessments, Power Maths, mock sats, ongoing teacher assessments to inform interventions and tutoring to ensure attainment gap is further closed for all pupils, increasing the number of children achieving greater depth.

Raise pupils aspirations and levels of expectation to their learning by providing a full and balanced curriculum, making learning memorable by encouraging visitors and trips when safe and embedding outdoor learning.

Ensure families facing financial hardship with social and emotional needs receive the support they need to ensure children improve attendance and feel confident to engage in learning and school life, improving their aspirations and SEMH being supported by a TIS practitioner.

Ensure that there is prompt identification of children with SENDCo and set with appropriate targets and interventions 'different from and additional to' feeding into APDR cycles that show an impact by raising SEND attainment and progress in Reading Writing and Maths.

SECTION TWO: Teaching and Whole School Strategies (e.g. professional development, supporting early career teachers, assessment, effective remote learning)			
What do we want to achieve?	How?	Cost?	Progress/Impact
Accurate standardised and consistent assessments to inform planning.	Autumn, Spring and Summer Years 2 to 5 SAT papers in reading and maths standardised assessment NFER assessments.	N/A as our Trust plans to purchase NFER tests for all CCE schools centrally.  Staff meeting@ x2 to discuss administration of tests and working out standardised scores plus sharing of new assessments formats against national curriculum objectives for foundation subjects	
Raise aspirations and resilience to learning by improving mental health	Embed wild tribe leaders who will lead outdoor learning across the school.  Train mental health lead  Embed NEW pshe curriculum-Jigsaw  Action research conducted to make learning memorable	Forest school training completed and accreditation purchased last year 1@ staff meeting to launch awards.  Staff meeting time cascade and introduce a whole school approach  Using Jigsaw/ PSHE programme which includes RSE- Time for subject lead to monitor implementation and impact. As part of Performance management teachers to research and trial strategies to help children remember more.	

SECTION THREE: Targeted Support (structured interventions, small group tuition, one-one support, effective deployment of TAs, reading interventions)			
What do we want to achieve?	How?	Cost?	Progress/Impact
Class 1/YrR pupils to have improved language and literacy skills.	Using NELI programme	No cost as staff had training last year and resources made Programme	
Class 2 to have improved number skills	Using teacher planned interventions	TA cost 3 hours per week.	
Children with SEND to make closer to national expected progress	Using Nessy to support children with high dyslexia risks  Use dyslexia champions to screen children with concerns  HoS attend SEND training Every leader a leader of SEND HoS to join NASEN share videos at staff meeting to support specific learning conditions.	£20 per student to access Nessy £160  1@ for dyslexia screening £50  Free to attend outside of school- 1@ Staff meeting to cascade	
PP Children to make closer to national expected progress and accelerated progress- 1:3	6 hours per week Spring and Summer 2022 24 weeks School led tutoring= £1330.56	1096.20+ 274.05=1370.25 75%+25%	

SECTION FOUR: Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs)

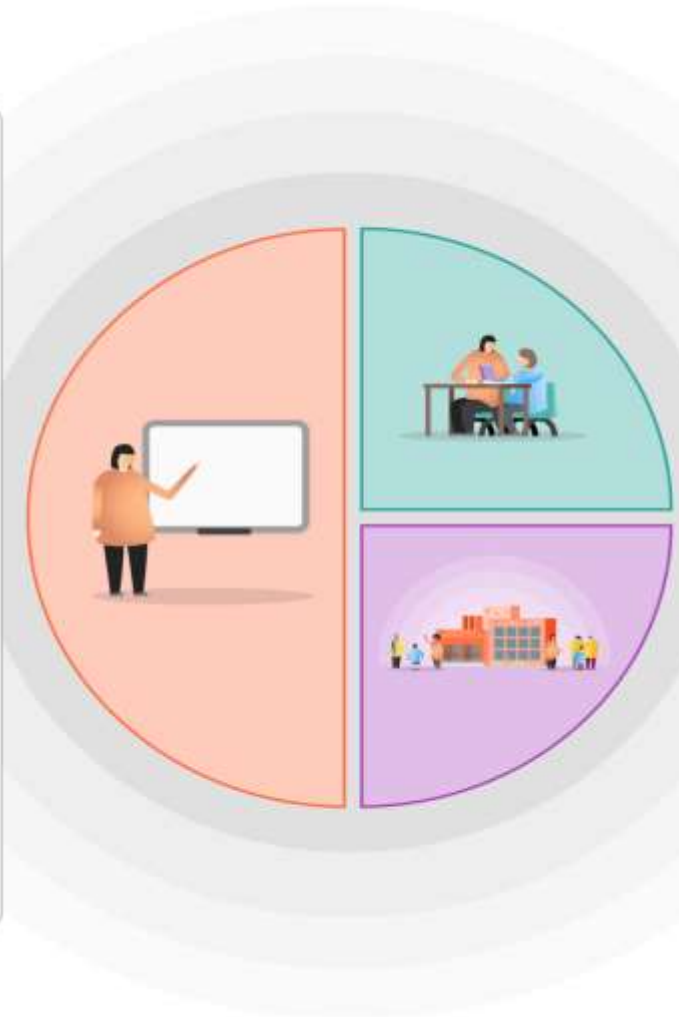
What do we want to achieve?	How?	Cost?	Progress/Impact
Identify and support children with anxiety through motional screening and Tis support	Using a Tis practitioner to support staff and embed Tis approach through school. Use Tis practitioner to provide support for pupils for 3 hours a week	3 x39 weeks-117 hours 117x £10=£1170	

# EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

## 1 Teaching

Implement curious coaching strategy that enables teachers to develop mastery in the full range of basic classroom skills and pedagogies that will lead to improved classroom delivery and improved outcomes for all children, especially the most vulnerable.

Teach RWI with fidelity  
Ensure a strong start in YR  
Build a team of expert reading teachers  
Reach the lowest 20% of pupils



## 2 Targeted academic support

Provide additional targeted support for oral language in Reception

Arrange 1:3 tuition programme via the National Tutoring Programme focused on Y6, especially the most vulnerable.

## 3 Wider strategies

Ensure the most vulnerable pupils are accessing remote learning materials.

Ensure that there is good parental engagement so that all pupils, especially the most vulnerable are supported to learn and thrive