



WCPS - School Improvement Plan with Catch Up Funding Spend

At Worsbrough Common Primary the SIP and COVID recovery fund are an integral part of the continuing improvement journey. Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. Acknowledging this, it is essential that the both the GAG and COVID funding are used in combination to meet the identified needs of the school. The school improvement plan identifies where COVID funding is directly linked to the school improvement priorities and what the associated costs are.

School Improvement Priority:		To ensure that Worsbrough Common primary School develops its capacity for rapid and sustained improvement, through effective leadership and management which has an impact on improving standards and outcomes.										
Success Criteria		WCPS self evaluation procedures and external evaluations judge the school at no less than requires improvement with an aim of achieving good. An improved number of pupils across the school make expected or better progress with an increased percentage of pupils achieving ARE or GDS. Vulnerable pupils make expected or better progress, narrowing the gap between school and national outcomes.										
Issue	Success Criteria	Inputs (Resources and Activities)	Outputs (Activities, participants and Infrastructure)	Costing	Key Dates/Milestones			Short Term Outcomes <small>Progress in term 1/2 (Changes in attitude, knowledge or behaviour)</small>	Long term Outcomes <small>Progress in term 2/3 (Changes in attitudes, knowledge or behaviour)</small>	Impact and Evaluation <small>How well has the issue been met? What evidence is there to prove it?</small>	RAG	
					Autumn	Spring	Summer					
To ensure all leaders across school have a strategic approach to improving the quality of education the learners receive at WCPS.	A strategic approach to implementation of post COVID-19 recovery curriculum	Devise and implement recovery curriculum ensuring leaders are on intent, implementation and impact.	Leaders support school team in implementation of recovery curriculum and approach to ensure pupils are identified early and supported to ensure pupils catch up and keep up. Pupils are integrated back into school and routines and structure are embedded. Pupils feel safe and part of a supportive community in school. They are confident, social learners with a desire to enjoy their time in school and improve their knowledge and skills.	1 day SLT x 4 SLT £1200	Recovery Curriculum is shared and implemented	Review of progress towards closing the gap to ARE	Review of progress towards closing the gap to ARE					
		Development of curriculum teams in order to build capacity with teachers identified to shadow and work alongside lead teacher. Roles and responsibilities for overall curriculum leader are clearly defined leading to a strategic and standardised approach to subject leadership. Assessment systems implemented to track attainment in non core subjects.	Curriculum teams are in place and able to identify priorities for subject with clearly understood roles and responsibilities leading to improvements. Curriculum policy in place. Monitoring procedures in place including work scrutiny and observations looking at the quality of education. Areas for development and strengths are identified. Action plans completed leading to improvements. Assessment systems in place to track attainment and identify next steps.	2 x staff meeting £300	Action plans established and shared across trust. Links to SIP in APs and priority areas established.	CPD support across trust - all subject leaders develop action plan/subject on a page skills progression. INSET - curriculum/subject leadership	Clearly defined subject leader roles with priorities established. Subject leadership demonstrates impact on improvement of wider curriculum. PDR. Evidence gathered through subject leads. Assessment established for all subject areas.					
		3 middle leaders accessing Tykes middle leader program to develop leader roles and responsibilities as well as NPQ and Ambition leadership programme	Middle leaders are confident and aware of their roles and responsibilities. There are clear lines of accountability in place.	3 x Middle leaders course Tykes	Clear expectations for all staff set in PDR meetings. Priorities for leaders linked to SIP. Management time. Weekly leadership meetings.	Interim evaluation of PDR shows impact on outcomes/ quality of education in key areas. Impact of leadership reported to LGB.	As Spring - updated where necessary.					
		Middle leaders to be supported by HCAT directors to ensure that they have a strategic and standardised approach to leading their subject. Subject action plan and subject profiles to be in place to support leaders in knowing the position of their subject and next steps. Agree monitoring schedule including work scrutiny, observations and identification of trends from data analysis.	Policy in place and being followed. Work scrutiny identifies positive practise and areas for development. Profile of teaching in all subjects is clear and strengths and areas for development are identified. Action plans completed and audited and next steps agreed. Data and assessment in all subjects is accurate and able to inform teaching moving forward.	2 x staff meeting - £300	Clear expectations for all staff set in PDR meetings. Priorities for leaders linked to SIP. Management time. Weekly leadership meetings.	Interim evaluation of PDR shows impact on outcomes/ quality of education in key areas. Impact of leadership reported to LGB.	As Spring - updated where necessary.					
		<p><i>In order to ensure the continued and consistent raising of levels of attainment and improved progress at Worsborough Common, school leaders and leaders across HCAT need to provide support that will:</i></p> <ul style="list-style-type: none"> • Ensure, with senior and curriculum leaders, that they build upon the clear plans for the curriculum and this impacts on the outcomes for all pupils, especially those disadvantaged pupils 		<p>Evidence provided from 'leadership matters' (Buck, A, 2016) suggests the importance of delegated leaderships in enabling effective teams with school settings, with a particular emphasis on developing a collaborative approach to whole school improvement (p. 107).</p>								
Quality of Education	To ensure that the quality of teaching and learning and the curriculum meet the needs of learners and demonstrate improved outcomes over time.	Deliver staff CPD sharing the rationale and expectations for the recovery curriculum starting September 2020. Class timetables have been amended to allow more time for core subjects to be taught in afternoon sessions.	Staff have a clear understanding of the recovery curriculum and will use the approach to meet pupils needs closing the gap to ARE. Pupils are integrated back into school and routines and structure are embedded. Pupils feel safe and part of a supportive community in school. They are confident, social learners with a desire to enjoy their time in school and improve their knowledge and skills.	INSET Day to share recovery curriculum-£300	Recovery Curriculum is shared and implemented	Review of progress towards closing the gap to ARE	Review of progress towards closing the gap to ARE					
		Identification of all pupil premium children from Foundation Stage to Year 6 to highlight pupils working below ARE. Pupils working one sublevel behind ARE identified for wave 1 targeted intervention. Pupils working further behind or significantly behind will receive targeted intervention.	Class teachers identify and support the high quality teaching and learning for the children receiving wave 1 intervention. SENCO to implement, monitor and evaluate wave 2 and 3 strategies to narrow the gap between PP children and their peers.	Reading recovery TA 8 x afternoons, E8716 NELI delivered by 2 TA for 1 day a week £5430 DOM 1/2 to re engage disengaged pupils £13,718	Focus pupils identified through pupil progress meetings and Wave 1 intervention established within focus groups.	Observations and pupil progress meetings evidence at least typical or rapid progress for PP children.	Evidence that PP children have worked towards narrowing the gap to ARE. Those identified begin to access wave 1 intervention.					
		To develop a whole school catch up approach to the delivery of phonics across school. Further CPD for KS2 staff to support the delivery of phonics in Y3 & 4.	All staff will be using the HCAT tracker to track the progress of children in phonics.	Letters and sounds training x 8 Members of staff through English hub £480. 2 x staff meeting for Tas £300	CPD for phonics teaching and tracking.	All staff using assessment materials effectively.	Data reflects the high quality teaching and learning.					
		Class timetables amended to allow more time for core subjects to be taught in afternoon sessions including booster sessions. Afternoon sessions to provide opportunities for cross-curricular teaching of literacy skills and the teaching of specific times tables, mental maths and arithmetic skills.	Catch up in core curriculum areas is given priority and attainment is raised closing the gap to ARE	Boosters- if needed £5000	Recovery Curriculum is shared and implemented	Review of progress towards closing the gap to ARE	Review of progress towards closing the gap to ARE					
		Ensure teaching and learning effectively challenges higher ability pupils to increase the percentage achieving greater depth. Targets set for higher ability pupils are challenging and raise teacher expectations of this group.	CPD on differentiation and challenge to focus teachers attention on the need for further challenge and so raise expectations of our more able pupils. Data analysis shows marked improvements on the G&T group and a higher percentage of pupils achieve greater depth at the end of year, in line with national averages.	Staff meeting on differentiation £150	New curriculum documents to ensure that pitch and expectation is inline with year group expectations.	Monitoring of T&L to have a focus on Higher ability groups across school.	Percentage of children working at GDS increased on previous year.					
		To develop a strategic whole school approach to the teaching of all aspects of literacy.	Consistent approach to teaching of guided reading using LIRA. HCAT trackers are used to inform planning. Reading for pleasure is high profile across school. Parents are aware of how they can support reading at home. LSA's are used effectively and to maximum potential to support children who are below ARE and narrow the gap.	Staff meeting on LIRA x 2 1 day of SLT to monitor impact and plan next steps. £300	LIRA embedded across school. Network planning sessions across trust. CPD in house. Sharing of best practice.	Outcomes improve across school. Areas for development established. Focus on reading in all year groups interventions	Reading outcomes improve. Gaps narrow.					
Evidence	<p><i>In order to improve further, WCPS need to continue to focus on the outcomes of all pupils across school in order that any gaps in learning are addressed swiftly and progress made is at least in line with national from starting points.</i></p>		<p>Raising aspirations through metacognition and self regulation at wave 1 in the classroom has seen the biggest impact on 'character' at an average of +8 months improvement. (EEF research 2016-17) Quality of teaching is one of</p>									

		* Ensure that all pupils, but especially the older and those more-able pupils have an appropriate curriculum, especially in mathematics, and are challenged to meet the high expectations set.				the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is therefore crucial that schools focus all resources on proven ways of improving teaching" EEF						
Issue	Success Criteria	Inputs (Resources and Activities)	Outputs (Activities, Participants and Infrastructure)		Key Dates/Milestones			Short Term Outcomes	Long term Outcomes	Impact and Evaluation	RAG	
					Autumn	Spring	Summer					
Behaviour and Attitudes, Personal Development	To work with school stakeholders to improve the attendance and wellbeing of pupils who attend WCPS	Ensure that strategies are in place to re-engage families in school and support improved attendance.	Attendance awareness month in September to offer incentives to come into school regularly	Positive attendance to be rewarded and celebrated across school.	Attendance rewards - £350	Attendance awareness month held to promote positive attendance. Rewards on pupil, class and school level.		Attendance inline with school target and national figure.	Progress in term 1/2 (Changes in attitude, knowledge or behaviour)	Progress in term 2/3 (Changes in attitudes, knowledge or behaviour)	How well has the issue been met? What evidence is there to prove it?	
			CPD opportunities for all staff on trauma informed approaches. Staff begin to use strategies and approaches in everyday practice.	Staff confident in supporting children with SEMH needs using national college materials.	3 x staff meeting time £450	Staff to enrol on National college program. CPD programme to be devised and introduced for teaches and Tas.		Review of how trauma informed approaches how worked. Sharing of good practice and knowledge through CPD in staff meeting time.				
		To implement the Relationships, Sex and Education government guidance ensuring statutory requirements are being met.	Review of current PSHCE, esafety, science and PE curriculum to ensure requirements are being taught and there is a clear dovetail with government guidance and curriculum.	Whole school approach to SRE is established and implemented. CPD is delivered to support staff delivering the curriculum.	PSHCE staff meeting Subscription into PSHCE association £125	PSHCE team to review current curriculum	Policy and guidelines for new curriculum established.	CPD delivered to staff. Staff to implement new curriculum in preparation for Sep 2020.				
Evidence	Pupils attendance rates are below average. The proportion of pupils who are regularly absent is high and is not reducing quickly enough.	Raising aspirations through metacognition and self regulation at wave 1 in the classroom has seen the biggest impact on 'character' at an average of +8 months improvement. (EEF research 2016-17) Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.										
				TOTAL SPEND		£29,219						