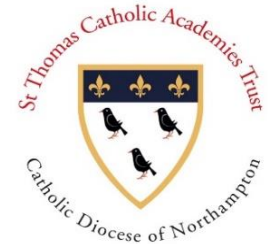


St Martin de Porres Catholic Primary School



School Plan 2022 - 2023



St Martin de Porres School Plan 2022/2023: Action Plan for Priority 1									
Priority 1:		To continue to address the gaps in pupil learning identified through end of year assessments. (Particular focus on Disadvantaged pupils and at risk groups)							
Main SEF Link:		1,2,3,4,&5							
Ofsted Link:		Ensuring that the impact of catch up funding is clearly measured and that those responsible for checking this are confident to do so.							
Expected Outcome(s):		Revised curriculum meets the needs of our pupils to ensure that at least 70% of pupils meet the combined age expected standards for reading, writing and maths at the end of the year. (Disadvantaged pupils and at risk groups achieving a 5% increase working at the expected standard in combined core subjects compared to baseline)							
Led by:		SLT							
	Area of Focus	Actions	Led by	Timescale	Resources/ CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact –	Evaluation/To whom/By when
1.	Identification of gaps in learning.	1. Staff to identify areas using formal assessments. 2. Yr6 & Yr2 to use SATs papers. 3. Yr1 - Yr5 Rising stars 4. YrR & YrN to use baseline. 5. Phonics tracker	Assessment Team	Advent 1	Rising Stars, SATS papers, Phonics tracker.		To have a more consistent approach to assessment across the school, so that attainment and progress are tracked more accurately. Based on assessments, plans are adapted to meet the identified needs of pupil to ensure improved outcomes of 70% of pupils working at the combined age expected standards in reading, writing and maths at the end of the year.		Middle leaders to monitor and feedback to SLT Half termly for Core subjects and termly for foundation subjects.

2.	Assessment	<ol style="list-style-type: none"> 1. NFER assessments to be used across Trust schools Yr1 –Yr5 2. Yr6 – agreed SATs papers across the Trust schools. 	Assessment team & Trust	Advent 2, Lent 2 & Pentecost 1	NFER papers – Trust to provide.				<p>SLT Middle leaders Trust</p> <p>AB to produce data report for LAC termly meetings.</p>
3.	Based on data analysis for Yr 2 & Yr3 gaps identified in pupil learning. (Lower outcomes in KS1 in July 22.)	<ol style="list-style-type: none"> 1. Staff to plan appropriate curriculum to address the gaps in pupil learning. 2. Yr2 will teach full phonic curriculum for all children as a higher percentage of pupils failed to reach the expected standard in phonics at the end of Yr1. <ol style="list-style-type: none"> a. (phase 3 –phase 5.) 3. Yr3 Intensive support for identified pupils. 	<p>Class Teachers</p> <p>Phonics team</p>	<p>Advent 1</p> <p>Throughout the year.</p>			<p>100% of pupils to reach the expected standard in phonics by the end of KS1.</p> <p>Yr3: identified pupils to reach the expected standard in phonics by the end of Yr3.</p>		<p>SLT monitoring and evaluation of planning and implementation of catch up schemes – half termly.</p> <p>Report to LAC termly.</p>
4.	Use of catch-up funding	<ol style="list-style-type: none"> 1. Allocate resources to utilise catch-up funding. 2. Appointment of staff to deliver interventions. 	HG	Advent 2	Catch –up funding received for 60% of cost.		Catch up funding is used effectively to reduce gaps in progress and attainment for PPG		HG to report termly to LAC
5.	Based on data analysis, boys across the school attain less well than other groups.	<ol style="list-style-type: none"> 1. Identification of low attaining boys to be tracked. 2. Identified pupils to be discussed during pupil progress meetings and appraisal. 3. Teachers to check the range of texts being accessed and resources used are appropriate to ensure engagement in learning. 	<p>Class teachers</p> <p>SLT</p> <p>Class teachers with AB</p>	<p>Advent 1</p> <p>Advent 2, Lent 2, Pentecost 2</p> <p>Advent 1</p>			<p>Identified pupils to reach combined expected progress at the end of the year:</p> <p>Yr1: at least 60%</p> <p>Yr2: at least 70%</p> <p>Yr3: at least 60%</p> <p>Yr4: at least 60%</p> <p>Yr5: at least 60%</p> <p>Year6: at least 70%</p>		AB report to LAC termly.

		4. LTFC Beyond PE for identified pupils.	PE Team	New groups every half term – see PE funding plan.	Costs according to PE Plan		(based on prior attainment.)		
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St Martin de Porres School Plan 2022/2023: Action Plan for Priority 2

Priority 2:	To improve the attainment and progress in writing across the school, including HPA.
Main SEF Link:	1,2,4
Ofsted Link:	Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable.
Expected Outcome(s):	Increase the percentage of children reaching expected and greater depth in each year group for writing. (HPA 100%. Other pupils 80%.) More opportunities for extended writing in cross-curricular subjects.
Led by:	TLE & English Team

	Area of Focus	Actions	Led by	Timescale	Resources/ CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact	Evaluation/To whom/By when
1.	Improving the quality of planning.	1. English Team to lead CPD on how to improve the quality of planning. 2. YrR-Yr1 To ensure that 'Talk for writing' is incorporated into all writing lessons.(Staff new to year group/school to have additional support.) 3. Extend Yr2 –Yr6 'Read into writing' scheme to be used for all English planning. 4. All Yr groups to use Rising Stars digital comprehension lessons fortnightly and Let's think in English.	English Team	Advent Term	Thesaurus, dictionaries and spelling lists to be regularly used by pupils in all writing. Spelling workbooks Let's think in English scheme		(Writing has been identified as an area for development across the school as a result of COVID shutdowns.) More evidence of extended writing and a higher percentage of pupils reaching	Drafting evidence in monitoring of work.	By English Team to LAC March 23 & July 23. English team to report to SLT half termly.

		5. Mastery in writing to be evident in extended writing across the curriculum base on curriculum overviews. Team teaching to support staff.			Read in to writing scheme Talk for writing teacher books. Digital comprehension resources.		expected and greater depth. Teaching of writing is at least good and much is outstanding. Improved outcomes in writing – 80% of pupils to achieve the expected outcomes or better. HPA to achieve GD.		
2.	Quality of teaching – to improve the practice of staff.	1. English team to identify where Team teaching will have biggest impact. 2. Ensure teachers understand what elements in writing are required to show mastery in writing across the curriculum through modelling of expectations. 3. SLT moderation of writing/planning through learning walks and work scrutiny to evaluate impact.	TLE/English Team	Advent Term Advent 2 Lent 2 Pentecost 1					
3.	Moderation	1. Moderate these exemplars at Trust level and through No More Marking 2. Each year group to moderate at the end of each unit of writing. 3. Termly moderation in school, between YrR-Yr1 for Talk for writing.	TLE English Team	Advent 2 Lent 2 Pentecost 1			Demonstrates to all staff the high expectations for writing for all pupils. New staff to be confident in moderation through closely working with colleagues.		By English Team to LAC March 23 & July 23. English team to report to SLT half termly.

2.	Outside Learning Area	<ol style="list-style-type: none"> 1. Continue to develop EYs outside area to create specific learning areas. 2. Develop outside phonic area to support learning. 3. Staff time-tabled to lead adult-led directed learning opportunities. 	Early Years Team	Advent Term	Purchase additional outdoor equipment.		EYFS data shows reduced gaps in progress and attainment for PPG pupils		
3.	The support staff to be involved in moderation activities as this will support future assessment and ensure everyone knows the whole child's capabilities.	<ol style="list-style-type: none"> 1. Support staff to have monthly training to ensure all understand the EYS requirements. 2. Support staff trained in moderation of pupils' work to support assessment. 	Early Years Leader - AG	Monthly	EYS Lead		Support staff confident in assessment and moderation of pupils' work, so that staff can demonstrate their ability to move pupil learning forward (through appraisal and learning walks carried out by SLT.)		Early Years Leader to report on training delivered: LAC: Nov 22, March 23 & July 23

St Martin de Porres School Plan 2022/2023: Action Plan for Priority 4

Priority 4: SACAT Action Plan	To further develop and nurture the Catholic life of school ensuring that we bring our children closer to God by developing provision.								
Main SEF Link:	1,2,3,4,&5								
Expected Outcome(s):	Pupils and staff grow in faith. Pupils enjoy their learning and approach their RE lessons with interest, passion and enjoyment so that outcomes for all students are improved so that 80% reach at least the expected standard for RE.								
Led by:	TLE/RE Team								
	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact	Evaluation/To whom/By when

1.	To further develop and nurture the Catholic life of school.	<ul style="list-style-type: none"> 1. HG to lead staff training on new inspection framework – CSI. 2. RE Leads across the Trust to work on plans for introduction of the Curriculum directory in Sept 25. (EYs in Sept 23 for Lent Term) 3. Prayer life of schools to be enhanced: Devise a schedule of collective worship and resources to be shared centrally and delivered. 4. Introduce prayer stations 5. Reflective prayer sessions to be reintroduced. (Children & parents) 4. Assessment focus and moderation scheduled. 5. Each subject team to link their subject to SMSE document. 	<p>HG</p> <p>RE Team</p> <p>Sarah Soroto (RE Primary Advisor).</p>		Teachers are trained to deliver high quality RE lessons and assess accurately against standards.		Pupils and staff grow in faith and their mental health is supported – data to be collected through pupil voice, staff voice and parental voice.		Termly reporting to LAC & Trust – HT: Nov 22, March 23 & July 23
2	To provide more creative opportunities for learning in RE lessons. (IMV Section 48)	<ul style="list-style-type: none"> 1. Staff are supported to plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms. 2. Training for ‘Godly Play.’ 3. Use of Godly Play in all year groups. 4. To develop outside areas for prayer and worship. 5. To increase the use of drama and art opportunities in RE lessons. 	RE Team		Godly Play resources.		<p>From monitoring it can be seen that staff plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms.</p> <p>Pupils enjoy their learning and approach their RE lessons with interest , passion and enjoyment, so that 80% reach at least the expected standard for RE</p>		Termly reporting to LAC & Trust – HT: Nov 22, March 23 & July 23

3.	To provide opportunities for pupils to lead Collective Worship. (IMV Section 48))	<ol style="list-style-type: none"> 1. RE Team to advise staff on how to support pupils to plan and deliver Collective Worship. 2. RE Team to model for the pupils how to lead Collective Worship. 3. To appoint new Faith Ambassadors. 4. Pupils to prepare and lead class Collective Worship 5. House Captains to prepare and lead House Assemblies. 	RE Team				<p>Pupils are able to plan and lead Collective Worship confidently and be able to talk about their choice of scripture and prayer.</p> <p>Pupils willingly perform collective worship with understanding and skill.</p> <p>Pupils are able to evaluate worship they have planned and identify how to improve next time</p>		Termly reporting to LAC & Trust – HT: Nov 22, March 23 & July 23
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St Martin de Porres School Plan 2022/2023: Action Plan for Priority 5

Priority 5:	To continue to developing the profile of middle leaders.
Main SEF Link:	Developing leaders' new roles and clarifying responsibilities. 4,1
Expected Outcome(s):	Middle leaders will be able to confidently lead their subject and develop overall leadership skills.
Led by:	SLT

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when

1.	To develop middle leaders to ensure succession planning for the future.	<ol style="list-style-type: none"> 1. Identify middle leaders on UPR scales. 2. Identified members of SLT to undergo coaching training as part of NPQ. 3. Link member of the SLT to coach middle leaders in how to lead a subject effectively. 4. Half-termly coaching sessions with link member of SLT to look at gap analysis, monitoring, development of teaching and learning across the school. 5. To ensure planned training and support as outcome of monitoring. 	SLT	Advent Term			Middle leaders to be accountable for their subject, so that there are improved outcomes in their subjects - end of year outcomes are at least in-line with core subjects.		SLT Report to LAC Nov22/March 23/June 23
2.	To source appropriate middle leadership training	<ol style="list-style-type: none"> 1. SLT Mentor and staff member to source appropriate training. 2. To access support through the Trust SLE's/Primary School Improvement leader. 3. Enrol for NPQ in appropriate area. 	SLT	Advent Term	NPQ qualifications for identified staff		To complete NPQ qualifications.		
3.	Be responsible for the analysis of data within their subject area.	<ol style="list-style-type: none"> 1. To be mentored by SLT in how to analyse data for their subject. 2. To feedback to staff through staff meetings on their analysis and implications for the subject. 3. To keep a log of actions undertaken during UPR time which needs to be fed back to SLT half termly. 	SLT				Middle leaders to be accountable for their subject, so that there are improved outcomes in their subjects - end of year outcomes are at least in-line with core subjects.		

4.	To be responsible for leading staff cpd	1. Leading staff meetings - 1 per term. 2. Working to support other staff with subject knowledge, planning and through team teaching to improve provision in their subject area.					Professional practice improved in specified subject areas.		
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St Martin de Porres School Plan 2022/2023: Action Plan for Priority 6

Priority 6:	To continue to developing the SEND provision to ensure improved outcomes for SEND pupils based on prior attainment/baseline assessments.
Main SEF Link:	1,2,3,4
Expected Outcome(s):	Improved provision and outcomes for SEND pupils
Led by:	SENCo & SLT

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Expected outcome	Impact – mid-year review	Evaluation/To whom/By when
1.	SEND Green paper	1. SENDCo to deliver training to staff based on SEND Green paper. 2. All staff clear about the expectation for inclusion. 3. SEND in a Nutshell created.	SENDCo SLT	Advent Term			All staff understand the shared responsibility for SEND pupils. Improved understanding of appropriate SEND provision.		SLT Report to LAC Dec22/March 23/June 23
2.	Focused work for SEND pupils	1. SENDCo to liaise with class teachers to ensure all are clear about targets for EHCP pupils. 2. Class teacher to plan for pupils with EHCP to ensure targets are effectively met.	SENDCo Class teachers	Monthly Weekly			Improved outcomes for all SEND pupils.		

		3. Class teachers and TAs daily communication and adaptation of planning to meet specific needs of all SEND pupils.							
3.	Targeted use of training and resources	1. Training for all staff for different SEND. 2. Redeployment of TAs - appropriate to skills. 3. SEND base room created. 4. Specialist SEND TA to be responsible for base room.	SENDCo SLT						

***SEF Link:** 1. Quality of Education 2. Behaviour and Attitudes 3. Personal Development
4. Leadership and Management 5. Quality of Education in Early Years

OFSTED Report

What does the school need to do to improve further?

Improve the quality of leadership and management by:

Developing leaders' new roles and clarifying responsibilities. (Priority 5)	Meeting with all leaders who are new to role to clarify expectations
Ensuring that the impact of additional funding is more clearly measured and that those responsible for checking this are confident to do so. (Priority 1)	Disadvantaged/PE/SEND Leaders have met with CFO to look at funding and how it needs to be measured. Are working on their plans currently.

Improve the quality of teaching and learning by:

Ensuring that the most able pupils receive learning opportunities that enable them to make the progress of which they are capable. (Priority 2)	Ensuring consistency in this area across the school. Many classes were already providing challenge, so are sharing good practice. Peer observations have taken place to support this.
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<p>Developing the activities available through the day in the early years to make better use of children's time in the school. (Priority 4)</p>	<p>EYS staff are re-planning activities, particularly the outside activities to ensure children are fully involved in their learning at all times. EYS staff are following the Early Adaptor curriculum and changing the plans focus on key texts. Staff are checking the involvement of each area in their classroom and adapting the activities to challenge the children in their play. Each activity planned in the classroom has an objective of what we would like the children to achieve.</p>
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Section 48 Report

To give pupils the responsibility for developing their spiritual lives by providing opportunities more for small groups of pupils to prepare and plan their own acts of worship.
Raise the quality of by the teachers being more creative in adapting RE Plans so that input and tasks fully engage and motivate all groups of pupils in their learning.