



St. Martin de Porres Catholic Primary School School Improvement Plan (SIP) 2023 - 2024

TARGETS	Ex+	GD
READING		
Y1 (Phonics)	81	
Y1 & Y2 (Phonics)	87	
Y2	<u>65</u>	<u>31</u>
Y6	<u>80</u>	<u>26</u>
WRITING		
Y2	<u>65</u>	<u>26</u>
Y6	<u>76</u>	<u>21</u>
MATHS		
Y2	<u>70</u>	<u>25</u>
Y4 (multiplication test)	<u>80 (20+)</u>	
Y6	<u>83</u>	<u>33</u>
RE		
Y2	<u>63</u>	<u>35</u>
Y6	<u>77</u>	<u>26</u>
COMBINED		
Y2 RWM	<u>60</u>	<u>20</u>
Y6 RWM	<u>66</u>	<u>12</u>
EYFS		
GLD	<u>67</u>	

St Martin de Porres School Improvement Plan 2023/2024: Action Plan for Priority 1									
Priority 1:		CLM : To improve relationships education for pupils through the successful implementation of Ten:Ten RSE programme							
	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	To ensure all stakeholders are supportive of the new Ten: Ten RSE scheme and that it will be effectively implemented	<ol style="list-style-type: none"> 1. RE lead to present LAC consultation to explain the rationale behind the change and review some of the resources (Nov LAC) 2. Deliver parent workshops to discuss new scheme, share resources and answer questions on sensitive issues (Dec 2023) 3. Agree arrangements if any parents wishes to withdraw their child from sessions. 4. Update school PSHE and RSE Policy 5. Deliver CPD for staff to implement programme in line with school policy (3rd January 2024 inset) 6. Add RSE to monitoring schedule and include report back to LAC termly. 	RE and PSHE teams	Begin in Advent 2	Ten:Ten RSE scheme of work.	£392 Incl. 10% Trust discount	<p>Scheme is fully implemented by July 2024</p> <p>Staff evaluation indicates over 90% are fully confident in delivery in line with school policy</p> <p>% RSE lessons observed to be G+ is at least 80%</p>		RSE lead (Sarah Doyle) to monitor and feedback to SLT and LAC, termly.

St Martin de Porres School Improvement Plan 2023-2024: Action Plan for Priority 2

Priority 2: L&M: To improve pupil outcomes by embedding clear lines of accountability, effective monitoring and evaluation procedures

	Area of Focus	Actions	Led by	Timescale	Resources/ CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	To revise monitoring proformas to ensure monitoring across the school is consistent.	<ol style="list-style-type: none"> Develop standardised proformas to ensure consistency in the way monitoring activities are carried out across the school. Schedule 1-2-1-holding to account meetings / SLT attendance meeting for leaders at all levels Heads to coach SLT and Subject leads to back up judgements with evidence 	HT	Begin in Advent 1	Revised proformas Staff training	n/a	Proformas shared and used by all leaders SLT and subject leaders able to present accurate evaluation of their areas of responsibility		Heads and LAC termly
2.	Ensure all subject leads and SLT understand their line management, the scope of their role, and how it will be monitored.	<ol style="list-style-type: none"> Heads produce a table outlining each leader's role and responsibilities and share with all staff. 					Leaders roles and responsibilities are developed and clearly understood. Effective monitoring and evaluation linked to staff appraisals		Heads and LAC

--	--	--	--	--	--	--	--	--

St Martin de Porres School Plan 2022/2023: Action Plan for Priority 3

Priority 3: QoE: To ensure 80% of Y1 & 90% of Y2 pass Phonics screening and all pupils achieve reach fluency by end of Y3

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	To continue to embed successful implementation of 'FFT Success for All' phonics scheme	<p>1. Phonics lead to monitor and support teachers and support staff with the team teaching, resources and assessment to ensure the new phonics scheme is implemented effectively</p> <p>2. A termly schedule for what phonics knowledge should be acquired up to screening to be produced and shared with staff.</p> <p>3. Phonics achievement to be monitored in observations and data checks half termly and use the information to identify members of staff needing focused support.</p> <p>4. To feedback to SLT half termly on progress</p>	Phonics / Reading lead	July 2024			<p>All staff delivering phonics sessions and confident and effective</p> <p>The FFT Success for All is delivered with fidelity by all staff</p> <p>Y2 teaching staff given precise data on gaps in phonics knowledge for those who did not pass Y1 screening</p> <p>80% Y1 pass phonics screening</p> <p>90% Y2 pass phonics screening</p>		Phonics / reading lead to report half termly to SLT And to LAC in Lent term 2024
2.	To deliver KS2 reading scheme in	1. Appropriate books bought					KS2 reading books are matched to fluency and RA so		

St Martin de Porres School Plan 2022/2023: Action Plan for Priority 3

Priority 3: **QoE:** To ensure 80% of Y1 & 90% of Y2 pass Phonics screening and all pupils achieve reach fluency by end of Y3

Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
						Success Criteria	Evidence of impact? Review	Evaluation By? When?
line with KS1 phonics scheme.	2. To monitor through drop ins and pupil voice.					books are appropriate		
3.	<p>To ensure all pupils in KS2 can read fluently</p> <ol style="list-style-type: none"> All pupils in Y3-Y6 who have not passed phonics screening to receive targeted intervention to overcome specific barriers to reading and half termly assessment. All children working below ARE in Reading to be heard reading daily by an adult in school. Rising Stars Fluency test data, for these pupils to be presented to SLT and LAC termly. SMDP Reading Strategy Document amended to set out precise expectations in Reading Provision and Outcomes per year group and shared with all staff 	Phonics / Reading lead	Begin in Advent 1			<p>All staff delivering phonics sessions interventions focus on precisely what a child cannot do</p> <p>Daily readers heard daily</p> <p>Tracking data shows majority pupils are fluent readers by end of Y3 and no child leaves Y6 without being able to read</p> <p>Reading Strategy document presented</p>	<p>Phonics / reading lead to report half termly to SLT And to LAC in Lent term 2024</p> <p>Reading Strategy document presented to LAC Dec 2023</p>	

St Martin de Porres School Improvement Plan 2023-2024: Action Plan for Priority 4

Priority 4: **QoE:** To ensure curriculum planning and implementation in all subjects, especially foundation subjects, support pupils to commit knowledge to long term memory (*e.g. clear LO, sequential, deliberate retrieval practice and not overloading working memory*)

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	Whole school Curriculum intent and individual subject intents are reviewed to ensure they clearly articulate the key drivers for the curriculum at SMDP, including effective pedagogy and effectively inform implementation	<ol style="list-style-type: none"> All SLT review Curriculum Intent and amend if necessary to ensure it effectively informs implementation in the classroom Curriculum lead supports all subject leads to ensure the individual subject intents are in line with the whole school intent 	Curric. Lead	By Easter 2024	Support from JCW if required		<p>Whole school Curriculum intent includes outline of the key curriculum drivers</p> <p>Subject intents in line with the school intent</p> <p>Observations indicates teaching matches intent</p>		Curriculum lead to report half termly to SLT And to LAC in Lent term 2024
2.	Curriculum planning in all subjects supports the setting of clear LO, is sequential, includes deliberate retrieval practice and teaching strategies for not overloading working memory.	<ol style="list-style-type: none"> Curriculum lead to ensure foundation subject planning supports setting of clear LO, is sequential, includes deliberate retrieval practice and teaching strategies that don't overload working memory. Staff receive refresher inset on how to teach so that 	Curric. Lead	By Easter 2024			<p>Observations indicate strategies that support pupils to commit knowledge to LTM are being delivered</p>		Curriculum lead to report half termly to SLT And to LAC in Lent term 2024

		knowledge and skills are committed to long term memory							
--	--	--	--	--	--	--	--	--	--

St Martin de Porres School Plan 2023/2024: Action Plan for Priority 5

Priority 5: **QoE:** To Improve children’s literacy achievement in EYFS by further development of the outdoor area

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	Outside EYFS Learning Area with a specific focus on literacy.	<ol style="list-style-type: none"> Continue to develop EYs outside area to create specific learning areas linked to literacy Develop outside phonic area to support learning. Staff time-tabled to lead adult-led directed learning opportunities. 	Early Years lead - AG	July 2024	Purchase additional outdoor equipment.		<p>Long term planning for all subject areas ensures progression for all children</p> <p>Activities available to EYFS ensure children’s time in school is productive</p> <p>Improved outcomes in ELG Literacy and at least 75% GLD.</p>		Early Years Leader/SLT: LGB & Trust: March 24 & Jul 24
2	The support staff to be involved in literacy planning to inform them of expected outdoor focus.	<ol style="list-style-type: none"> Support staff have monthly training on the EYFS requirements for the focus of the outdoor area Support staff trained in moderation of pupils’ work to support assessment. 	Early Years Leader - AG	Monthly	EYS Lead		Support staff interactions with children indicate good understanding of how to develop literacy		Early Years Leader to report on training

		3. Appraisal objectives linked to literacy development					Outdoor tasks link with curriculum to facilitate learning	
--	--	--	--	--	--	--	---	--

St Martin de Porres School Plan 2023/2024: Action Plan for Priority 6

Priority 6: **QoE:** To ensure all SEND children who have an EHCP or PLSP have targeted and planned interventions.

	Area of Focus	Actions	Led by	Timescale	Resources/CPD	Cost	Self-Evaluation/Impact/Monitoring		
							Success Criteria	Evidence of impact? Review	Evaluation By? When?
1.	All children who have an EHCP or PLSP have targeted and planned interventions that are specific to their individual needs and ensure continued progress.	<ol style="list-style-type: none"> 1. SENCO to monitor PLSP/ EHCP against half termly plans and ensure targets are included/ adapted if needed. 2. Observe targeted children in class regularly and feed back to teacher with next steps. 3. Regularly evaluate activities that are planned for children accessing the Hub to ensure that tasks and outcomes match their abilities and to ensure progress. 4. Schedule team-teaching support for staff who require improvement 5. Evaluate resources and tasks (including FFT phonics) provided for the SEN hub support the children’s learning needs. 	SENCo	July 2024			<p>EHCP or PLSP children are set aspirational targets based on their individual needs and abilities</p> <p>SENCo tracks all SEND pupils attainment towards targets half termly</p> <p>All children who have an EHCP or PLSP make accelerated progress to meet their individual target by July 2023.</p>		<p>Regular half termly reporting by SENDCo to HT.</p> <p>Feedback at Lent or Pentecost LAC meeting</p>

		6. Achievement of EHCP / PLSP pupils linked to appraisal for SENCo and 1-2-1 TAs								
--	--	--	--	--	--	--	--	--	--	--