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CCI School improvement plan 2022-23



Summary

- To raise the attainment of children who are in receipt of pupil premium (focusing on 3/6 children who didn't achieve GLD now in Y1)
- To improve parental engagement with learning at home to increase rehearsal of skills at home
- To provide pre-teaching experiences for vulnerable children to enable them to access the whole curriculum at a more equal starting point
- To improve children's ability to draw on previous learning so that it is retained long term

SCHOOL CONTEXT 2022-23 (ANY DATA IS TAKEN FROM THE END OF 2021-22)

Number of pupils on roll	225/225	Number of pupils eligible for pupil premium funding	EYFS 6, Y1 6, Y2 7	Number of pupils with an EHCP	4
Percentage of pupils on track to meet expected standard/attainment targets	EYFS 80% GLD Y1 R80%, W82%, M85% Phonics 90% Y2 R85%, W85%, M88% Phonics 97%	Percentage of pupils on track to exceed expected standard/attainment targets	EYFS – Unknown	Staff turnover for the previous year	2 LBS left, 2 appointed. 3 new Apprentice TAs added to the team.
Gender attainment:	EYFS R - B83% G77% W - B83% G77% M - B89% G82%	Y1 R - B78% G86% W - B78% G86% M - B84% G81%	Y2 R - B89% G81% W - B83% G88% M - B89% G88%	Pupil progress points by vulnerable groups	EYFS – PP R5.5, W5.3, M6.2/ SEN R5.8, W5, M5.9/ EAL R5.8, W5.4, M5.8 Y1 - PP R5.5, W5.6, M5.8/ SEN R4.7, W5.3, M5/ EAL R6, W5.5, M6 Y2 - PP R6.1, W6.3, M6.8/ SEN R5.6, W5.1, M5.7/ EAL R6.6, W7.3, M7
Percentage of pupils with English as an additional language (EAL)	EYFS Y1 6.6% (5 ch.) Y2 2.7% (2 ch.)		Pupil progress points for whole cohort	EYFS R6, W6, M6.1 Y1 R6.1, W6.1, M6 Y2 R6.8, W6.8, M6.9	Persistent absence 13.3%
Most recent Ofsted grade	Good – April 2017		Overall attendance	94.6%	Statutory Late 0.93%
Key Ofsted actions from last report	<ol style="list-style-type: none"> Leaders and those responsible for governance should ensure that; 'Recent changes to leadership and the initiatives which have been introduced during the past year become firmly rooted in everyday practice.' 'Administrative systems for recording the recruitment and vetting of staff are maintained in a systematic way and regularly checked for consistency.' 				
Key areas to improve	<ul style="list-style-type: none"> To raise the attainment of children who are in receipt of pupil premium in the EYFS (focusing on 3/6 children who didn't achieve GLD now in Y1) To improve parental engagement with learning at home to increase rehearsal of skills at home To provide pre-teaching experiences for vulnerable children to enable them to access the whole curriculum at a more equal starting point To improve children's ability to draw on previous learning. 				
Key staffing areas of issue	None				
Budget information	2022/23 No Deficit budget, £13,093 in year surplus				

OBJECTIVES FOR 2022-23

Achievement gap issues		Attainment for PP children who were in EYFS in 2021-22, reading and writing for girls who were in EYFS in 2021-22 and reading and writing for boys who were in Y1 in 2021-22
Quality of Education	Objective 1	To ensure equality of opportunity to enable vulnerable children to gain the necessary knowledge and cultural capital.
	Objective 2	To ensure that all pupils remember their learning in the long term through the introduction of learning loops.
Personal Development	Objective 3	To provide a broad and balanced enrichment curriculum that offers all pupils regular opportunities to help them broaden their interests and talents, developing their character and providing them with the skills needed to contribute positively to society.
	Objective 4	To develop children's understanding and appreciation of diversity, celebrating what we have in common and the differences between people. To work with the whole school community to encourage everyone to treat people's values, beliefs, cultures and lifestyles with respect.
Behaviour & Attitudes	Objective 5	To support learners to develop positive attitudes towards their learning and take on challenges effectively – celebrating mistakes
	Objective 6	To support children who find unstructured times in the day overwhelming, providing a personalised approach.
Leadership & Management	Objective 7	Leaders to prioritise the long-term development of all staff, providing opportunities for succession planning, regular CPD and challenge. This will aim to widen subject and pedagogical knowledge and improve appropriate assessment and monitoring (with a focus on children working in the bottom 20% of each class in all subjects)
	Objective 8	Leaders to re-establish and strengthen parental engagement, following an unsettled period due to COVID, to support parents with learning at home and to help parents understand the key role they play in their developing their child's character, mindset and attainment.

QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE	MONITORING
To ensure equality of opportunity to enable vulnerable children to gain the necessary knowledge and cultural capital	To share milestones required to achieved GDS in Writing – particularly focusing on any vulnerable children who may achieve this.		CM/SD	T2	N/A		Writing Lead
	EYFS staff to carry out an audit of experiences once children start school. This should be carried out 1:1 and before each new enquiry.		GR/HS/CM/RJ	Before each enquiry	N/A		SLT
	Planning of additional EYFS opportunities for adults to play alongside vulnerable children, building talk and language in play.		GR/HS/CM/RJ	Throughout T1 and 2	3Xnew Apprentice TAs in EYFS £21,000		SLT
	Planning opportunities for EYFS children to be read to so that they can pause the story and ask questions, building their vocabulary. This can also include listening to audiobooks.		CM	By T2	N/A		SLT
	Weekly enrichment opportunities planned for vulnerable children to include daily life skills that they may not have experienced – all year groups but esp. EYFS and Y1.		GR	From week 5 in T1	N/A		SLT S&C Govs
	Use additional adults to pre-teach daily with EYFS and Y1 vulnerable children before lessons in English and maths.		CM/HS	From week 5 T1	3Xnew Apprentice TAs in EYFS £21,000		SLT

	Pupil conferencing with PP children is used to identify gaps in children's experiences and the school has a collective approach to addressing these.		SD	By T2	N/A		SLT S&C
	Providing TAs with strategies and prompts to ask open-ended questions and challenge vulnerable children to move their learning on.		HS	T2	N/A		SLT
	Pre-teaching of vocabulary and oracy skills in small intervention groups with vocabulary and keywords shared with vulnerable families.		CM/SD	T3	N/A		SLT
To ensure that all pupils remember their learning in the long term through the introduction of learning loops.	Review teaching milestones to ensure opportunities to revisit and practice taught skills.		All subject leads	T2	TA/teacher supply cover £250		S&C
	In Maths reasoning activities, teachers to use prior learning to create meaningful learning loops.		HS	T1	N/A		S&C
	Increase opportunities for learning for a purpose e.g. writing letters in English, problem solving in maths.		CM/HS	T2	N/A		SLT
	Staff will explain the purpose behind key skills and their importance for everyday use.		JR/GR	T3	N/A		SLT
	The start of every lesson links back to answer the question from a previous session. Review and recap previous learning.		GJ	T2	N/A		S&C

PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE	MONITORING
To provide a broad and balanced enrichment curriculum that offers all pupils regular opportunities to help them broaden their interests and talents, developing their character and providing them with the skills needed to contribute positively to society, making the world.	Develop community links to enhance enquiry provision in EYFS and KS1 with a focus on ensuring equal opportunity for more vulnerable children.		JR/GR/SD	T6 2022/Term 1 2022/23	N/A		SLT
	Promote and encourage a range of opportunities for vulnerable children to stay physically and mentally healthy – this will benefit all children.		EB/SD/GR/KJ/JR	T1 onwards	N/A		Staff meeting Sports Premium governor
	Further develop use of technology to support and enhance learning across the curriculum preparing children for a technological world.		SE/GJ	T3	N/A		Staff meetings
	Children will be given increased opportunities to contribute their ideas to wider school life and community through team membership (such as eco team & school council etc)		AM/SD/RC/GJ	T1	N/A		Staff meetings
	Develop community links to enhance enquiry provision in EYFS and KS1 with a focus on ensuring equal opportunity for more vulnerable children.		JR/GR/SD	T2	N/A		Staff meetings
To develop children's understanding and appreciation of diversity, celebrating what we have in common and the	Promote and celebrate our diverse school and wider community through engaging parents, celebrating festivals, sharing children's beliefs and experiences so that children broaden their view of the world and develop greater respect.		KKJ/AM	Term 1 onwards	N/A	p.10	SLT

differences between people.	To hold 3Xcurriculum evenings to support parents to help children to learn at home. To include, phonics, reading, writing, maths, online safety and wider curriculum		GR/JR/AM	T1, 3 and 5	N/A		S&C
	Give all children the opportunity to read for pleasure and develop a love of learning by using the new Library for weekly whole class reading sessions, lessons and break times, learning that leisure time can also be used to read.		JR/AM	T1	N/A		Staff meetings
	Broaden the religious and non-religious festivals and celebrations that we teach the children about to give them a more diverse and respectful understanding of the world.		AM/KJ	Termly	N/A		Staff meetings

BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE	MONITORING
To support learners to develop positive attitudes, towards their life-long learning, take on challenges effectively enabling them to feel safe and	Continued work on developing the practice stage of the curriculum, being encouraged to practise, evaluate and improve in a safe environment.		GJ	T2	N/A		
	Introduce phrasing of 'x class never give up' such as Pandas never give up and this being a mantra across the school.		AM	T1	N/A		Staff meetings

secure to take risks and embracing mistakes.	Deliver planned opportunities for teaching children about growth mindset and how to apply this in their learning and wider opportunities.		SD	T1, 3 & 5	N/A		FGB
	Inform parents of changes to language used and approaches so that these can be supported at home.		AM/SD	T3	N/A		SLT
	Continue to embed the use of Zones of Regulation as a whole school approach for managing emotions and problem solving.		SD	T2	N/A		FGB
To support children who find unstructured times in the day overwhelming, delivering a personalised approach.	Establishing a routine for a nurture group at lunchtimes designed to improve welfare and wellbeing, with a clear focus, criteria for who can attend and the expectations of children and staff there.		SD/AM	T1	£500 resources £2668 for LBS 5 days per week		FSP
	Use the library space to offer children who find playtimes challenging and conflict hard to resolve and encourage the use of books as a way of calming and reflecting.		SD/AM	T1	As above		FSP
	For gardening to be used at lunchtimes to promote wellbeing and welfare as an alternative option for children who can be identified by staff or choose to do something quieter, making a difference to the environment. Staffing to be planned for this.		SD/AM	T1 and then T4,5 & 6	N/A		FSP

	Refresh playtime equipment and train staff in how to use these so that anxious children are better supported to get along with friends and staff outside at playtimes, improving their wellbeing and welfare.		SD/GR/AM	T3	N/A		FSP
	Develop a wider range of alternative clubs that are available at lunchtimes as well as after school such as choir, gardening, bible, playing an instrument Lego & reading to improve children's wellbeing and welfare. Children with limited experiences will be prioritised.		SD/AM	T1	N/A		FSP

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE	MONITORING
Leaders to prioritise the long-term development of all staff, providing opportunities for succession planning, regular CPD and challenge. This will aim to widen subject and pedagogical knowledge and improve appropriate assessment and monitoring (with a focus on children working in the bottom 20% of each class in all subjects)	To use DFE funded NPQ leadership training to upskill staff and provide succession planning and challenge staff.		AM	T1	N/A		SLT
	Staff and governors given opportunities to shadow and work alongside people in more senior positions to upskill and plan for succession.		AM/JW	T4	N/A		FGB
	Hub networking commitments to be strengthened for all leaders, allowing opportunities for sharing good practice and effective moderation.		AM	T2	N/A		SLT

	Subject leaders to be supported to accurately identify the bottom 20% in every subject and to effectively identify what actions will be taken to help them to make accelerated progress.		AM/GJ	T1	N/A		Staff meetings
Leaders to re-establish and strengthen parental engagement, following an unsettled period due to COVID, to support parents with learning at home and to help parents understand the key role they play in their developing their child's character, mindset and attainment.	Pre-planned subject curriculum evenings to make end of year expectations clear.		AM/GR/JR	T1, 3 & 5	N/A		SLT
	Survey parents to identify barriers to supporting with learning at home and address this through curriculum evenings and bespoke workshops to enable parents to support children more effectively at home.		AM	T2 and 4	N/A		SLT
	Introduce regular informal sessions and drop-ins for parents to come into school, watch teaching inputs and support children in class so that they can apply what they have seen when supporting learning at home.		AM/GR/JR	T3	N/A		Staff meetings
	Clear expectations from the school about what needs to be done at home, with support and challenge for those who struggle with this.		AM/JR/SD/GR	T1	N/A		SLT