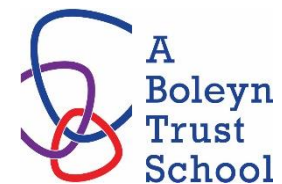


School Development Plan

2019 / 2020



School Improvement Plan Contents 2019-2020

Tollgate Key Priorities 2019-2020

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

To maintain a curriculum that is broad, balanced, rigorous and challenging.

- All curriculum areas continue to be sequenced logically and progressively.
- All Leaders can speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced to meet the needs of the pupils.
- Each subject area is written so that basic skills are repeated and rehearsed - A progression model curriculum ensuring knowledge and skills embed into long term memory.
- Children are able to rehearse key knowledge and skills and fact and apply them to future learning in a variety of contexts.
- All subjects are monitored rigorously and robustly by undertaking work and planning scrutinise, lesson visits and most importantly discussions with children.
- Lessons and planning are monitored carefully, pupils know more and remember more through rehearsal.
- To provide strategic CPD to further enhance subject leaders knowledge.

To consolidate clear and progressive reading strategies across the school.

- The Head teacher and senior leaders understand the importance of the teaching of phonics and reading on standards across all subjects.
- All staff understand the importance of sharing their love of reading with the children.
- The phonics programme has a clear structured and rigorous progression from Nursery to year 2. The teaching of phonics starts on day 1.
- All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability.
- Clear intervention strategies are put in place across the school for those children who fall behind in their phonics learning.
- Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.

To embed the new Assessment tracking system across the school.

- Tracking progress and attainment of key skills in the wider curriculum.
- Staff training on the new system of tracking progress and assessment.
- Move to three assessment points a year to cut teacher workload.
- Leaders are able to analyse data and evaluate impact so that all learners are make rapid and sustained progress.
- Strategies for diminishing the difference are discussed at pupil progress meetings and then implemented across the school.

Family Centre – Early Intervention to meets the needs of the community – This will include focus on:

- Mental Health and resilience.
- Keeping safe in the community and making responsible choices to drugs, gangs and knife crime in the local area.
- Family Centre and Early Help team must ensure that they prepare children for school readiness, that they provide early help intervention and SEND groups such as speech and language.

Priority One: To continue to develop a curriculum that is broad, balanced, rigorous and challenging.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	Improve learning and teaching				
A 1.1	To ensure that each subject has been allocated the correct amount of curriculum hours by each class teacher.	HT & DHTs	N/A	Timetables are scrutinised every six weeks by the HT and DHT Focus of scrutiny will be range of subjects and correct amount of hours.	The children are receiving a broad balanced and challenging curriculum with high standards and a range of key skills embedded.
A 1.2	To ensure that the delivery and execution of all curriculum lessons include these key pedagogies: <ul style="list-style-type: none"> • Pace • Progress • Questioning • Variation • AFL <p>The first 6 weeks of CPD will focus on embedding these.</p>	SLT and curriculum leads.	N/A	All staff to have lesson observations every 6 wks. NQTs will be observed twice every six weeks	Teaching timeline executed effectively embedding key skills while allowing sufficient independent learning time. 90% of lessons observed are good or better.
A 1.3	To deliver and embed a curriculum that is intended to be a progression model that attends to the needs of the local and wider community through: <ul style="list-style-type: none"> • Well-structured sequenced lessons • Clear learning objectives • Clear learning goals • Repetition and rehearsal of key facts and knowledge. 	SLT Curriculum Leads	N/A	Through careful tracking of planning books and timetables, curriculum leads can see where/how	Children can: <ul style="list-style-type: none"> - recall key fundamental concepts in their subject areas - apply knowledge to tasks

				these skills are being taught.	- develop building blocks to learning and build on these throughout the year. - develop fluency across a range of subjects
A 1.4	<p>To ensure that the Tollgate curriculum is engaging, relevant and exciting through:</p> <ul style="list-style-type: none"> • Use of good quality resources particularly in Geography, History, Science and RE. • Children are taken on educational visits on half termly basis. • Appropriate visitors are brought into school. For example visitors to support the new PSHE curriculum around mental health. • Opportunities to see how this learning will help them in future • Teachers showing appropriate subject knowledge to enhance that all learners can achieve greater depth. 	EO'C JB NJ Curriculum Leads.	Each stated curriculum area will receive £500 to 'improve' standards and outcomes.	<p>NJ will monitor educational visits to ensure that every class has one booked each half term.</p> <p>JB will monitor the use of resources through weekly planning scrutiny.</p> <p>Through lesson observations SLT can track the use of resources etc.</p>	Children are receiving an engaging challenging and broad curriculum
A 1.5	<p>To ensure the curriculum is fluid, presents opportunities for cultural capital and that it prepares students and for life in modern Britain through:</p> <ul style="list-style-type: none"> • Well sequenced lessons that show progression • Relatable topics • Achievable but challenging curriculum aims • Educational visits to enhance life experience 	E'OC JB Curriculum leads	N/A	<p>Review of the planning weekly by DHT JB</p> <p>Curricular leads monitor planning and teaching boards</p>	<p>Children are taught lessons that bare succinct and build on prior learning in order to achieve a curriculum goal.</p> <p>All children are challenged and</p>

				Curriculum leads review medium terms plans a half term in advance and adjust where necessary. Curriculum leads plan educational visits that will enhance children's life experiences	pushed to achieve their goals. Children are learning a curriculum that will help them succeed in modern Britain. Children are exposed to a wide range of cultural knowledge and experiences
A 1.6	To plan and deliver lessons that show parity across the year group, challenge, variation, and progression through well-structured planning meetings that ensure a uniform approach across the school	E'OC DHT SLT Curriculum leads	N/A	Planning meetings occur every Thursday afternoon across the school, SLT and curriculum leads are on hand to assist if needed. Teachers assess the weeks learning and use this to direct next week's teaching	There is parity, challenging, well-structured, varied and progressive lessons taught across Tollgate Primary school

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	To track coverage, expectation and pitch and challenge of the curriculum through a new planning pro - forma that outlines the key components of a lesson such as: <ul style="list-style-type: none"> learning objectives and success criterias 	JB	N/A	JB will monitor whole school planning every Monday morning.	Children are receiving a curriculum that has high expectations,

	<ul style="list-style-type: none"> • Variation • AFL • Sequence of learning (what do they already know, what will they learn, what they should know to progress). 			<p>Feedback will be given to staff on a weekly basis.</p> <p>SLT will evaluate the new planning pro-forma based on feedback from staff as well as the impact on workload and teaching and learning.</p>	pitch, fluidity and challenge.
A 2.2	<p>To ensure that all curriculum Leads are held to account regarding standards in their subjects through:</p> <ul style="list-style-type: none"> • Regular ELT meetings. • ELT meetings that assess and consider pupil voice • ELT meetings that honestly assess curriculum progression and sequence • SLT book and planning analysis (Curriculum leads will be given the opportunity to sit in on these) • Pupil progress meetings to assess progress • Timetable analysis • Curriculum leads learning walks • SLT learning walks. • HT and DHTs to provide strategic CPD to support and enhance subject's leader's knowledge. 	EO'C SLT	N/A	<p>ELT meets at least every half term to discuss standards in their subject.</p> <p>Curriculum leaders to be asked to attend SLT book monitoring occasionally</p>	<p>Every subject is monitored weekly either by SLT or the curriculum leads.</p> <p>Curriculum Leads are fully aware of the strength and weaknesses of their subject. They can use data effectively to support these judgements. They have a clear vision of how to development their subject over the course of the academic year.</p>
A 2.3	To continue to develop the curriculum as a progressive model and develop automaticity from Nursery to Year 6 through curriculum leads rigorous review of the curriculum.	EO'C JB Curriculum leads	N/A	Curriculum leads to work with curriculum lead JB to review curriculums six	Children receive a curriculum that is broad and challenging

	The learning is sequenced appropriately to enable the children to achieve automaticity.			<p>weeks in advance of teaching to discuss the fluidity of the upcoming half terms curriculum</p> <p>Curriculum leads assess the half terms learning and adapt their curriculum after monitoring of planning and books and lesson observations as well as discussions with year groups.</p>	<p>Children receive a curriculum that is fluid and coordinated</p> <p>Children to develop automaticity through learning, repetition and practice</p>
A2.4	<p>HT and DHTs monitor and evaluate the Curriculum through:</p> <ul style="list-style-type: none"> • Weekly learning walks. • Half termly timetable analysis. • Fortnightly book analysis. • Half termly lesson observations. • Lesson demonstration when necessary. • Rolling programme of CPD. • Discussion with children and teachers about the 'connectedness' of the curriculum. 	EOC SLT	N/A	<p>Over the course of the half term SLT have:</p> <ul style="list-style-type: none"> - Monitored the planning 4/5 times. - Observed every teacher. - Monitored the books. -Analysed timetables. -Responded to any issues with CPD support. 	<p>Teachers are given clear feedback on their planning, books and teaching and offer support where necessary</p> <p>Teachers/Curriculum Leads are supported with CPD and Inset based upon findings from SLT monitoring. HT and SLT will provide demonstration</p>

					lesson were appropriate.
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	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Improve Assessment				
A 3.1	Assessment lead to implement new assessment tracker 'Educator' across the school and monitor that it is being used accurately in all curriculum areas.	SP	N/A	Assesment lead to work with curriculum leads to monitor all data on Educator	Children will have clear curriculum goals and targets. All children except those with complex needs expected to achieve 'ARE' by end of year and new tracking system will help teachers/curriculum leads identify end of topic goals and try to exceed these.
A 3.2	Assessment Lead to track and monitor outcome from end of term assessment week. They must ensure that the end of term targets are being met across the curriculum. Targets are: <ul style="list-style-type: none"> • 25% of chn are at ARE by December. • 50% of chn are ARE by Spring. • 95% + are at age related expectations by Summer. These percentages also correlate to the Standardised Scores that are formulated from PIRA, PUMA and GAPS.	EO'C SP Curriculum Leads	N/A	Termly ELT for each subject show which classes/yearly are meeting the termly targets. Assessment Leads data report to show that SS of chn at 100+ are meeting the termly targets.	Targets have been met across the school. Each curriculum Lead produces 3 data report for their curriculum. Each report will detail the progress of all DTD groups.

A 3.3	<p>To plan and implement Pupil Progress Meetings every 6 weeks to:</p> <ul style="list-style-type: none"> Track pupil progress across the curriculum. Track all 'Diminishing the Difference' groups: Lowest 20%, More able, More Able Disadvantaged and Pupil Premium. Explore and decide ways to ensure that the lowest 20% continue to make sustained progress in order to reach greater depth. Set targets with the class teacher so that 25% of chn reach ARE by December, 50% by March and 90% by July. 	EO'C SP	N/A	<p>PPM dates have been set.</p> <p>Teachers have a clear understanding of who their focus ch are and can explain how to move them forward.</p>	<p>DTD chn are making progress across all areas of the curriculum.</p> <p>Lowest 20% chn are receiving the support needed overseen by the DTD lead and Inclusion manager.</p> <p>Children with SEN are pushed to achieve similar goals as their peers.</p>
A3.4	<p>To track formative assessment so it underpins planning and curriculum progression through:</p> <ul style="list-style-type: none"> DHT monitoring AFL on planning weekly Curriculum leads monitoring AFL fortnightly on planning Lesson observations AFL in books through strategic marking When children are asked their targets, but more importantly how to achieve them Evidence of revisiting lessons and concepts so gaps are addressed in learning 	JB SLT Curriculum Leads	N/A	<p>Curriculum leads monitor and evaluate through planning, books and lesson observations</p> <p>SLT evaluate AFL through book monitoring</p> <p>SLT assess gaps in learning through learning walks and assess the teachers approach to addressing these.</p>	<p>Children receive constant feedback on their learning and know how they can improve to help them achieve their goal</p> <p>All children are pushed to succeed through rigorous AFL and target setting</p> <p>Children repeat concepts to ensure they have built the necessary knowledge in order to progress.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	<p>To improve breadth and knowledge, skills and experiences through</p> <ul style="list-style-type: none"> - Embedding a knowledge and skills based led curriculum that is progressive from EYFS to year 6 - Embedding the use of technologies - Making home school links with parents. - Lessons that embed 'Cultural Capital' - essential knowledge. - High quality educational visits, including visits outside of Great Britain - Inviting visitors in to engage, motivate and educate pupils 	<p>JB NJ Curriculum Leads</p>	N/A	<p>NJ to evaluate the value of educational visits and the promote various visits</p> <p>JB and curricular leads to monitor breadth, depth and knowledge learned from EYFS and evaluate its progression</p>	<p>Parents and children can work together at home working on key homework skills.</p> <p>Children are exposed to a wide range of experiences outside of their local area</p> <p>Children learn about a range of roles inside and outside of their community.</p>
A 4.2	<p>To ensure that resourcing is of high quality in order to enable teachers to deliver an enriched curriculum.</p>	<p>JB Curriculum Leads</p>	£1000 - to improve key areas	<p>Each subject has a range of quality that supports outstanding teaching and learning.</p>	<p>The chn are able to handle, discuss, apply and write the resources available. They understand how the resources support the LO.</p> <p>Lowest 20% are given concrete resources to aid learning where possible</p>

A 4.3	<p>To continue to develop the curriculum as a progressive model, giving opportunities to revisit concepts at different times of the year through:</p> <ul style="list-style-type: none"> Careful medium term planning Strategic curriculum design by curriculum lead Transference of key skills and concepts across the curriculum. Repetition and rehearsal of key skills and knowledge. Cultural Capital (essential knowledge) is embedded. 	<p>JB Curriculum leads</p>	<p>NA</p>	<p>Curriculum leads work with JB curriculum lead to place topics strategically throughout the year.</p> <p>Curriculum leads give opportunities to revisit key concepts and recall key knowledge.</p> <p>Curriculum leads design a progressive model curriculum</p>	<p>Children are taught key knowledge needed in order to succeed</p> <p>Children revisit knowledge repeatedly in order to store it in their long term memory.</p>

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	<p>To use the pass survey to identify current themes and attitudes that influence classroom practice</p> <ul style="list-style-type: none"> completion participation of pass survey Data collection and identification of both positive /negative aspects related to classroom delivery Sharing these aspects with leaders and subject leaders. 	<p>RB</p>	<p>N/A</p>	<p>Pass Survey has been completed and analysed.</p> <p>Negative aspects of the curriculum has been addressed by SLT.</p>	<p>Aspects of the curriculum that were not popular have been addressed.</p>
A 5.2	<p>To ensure the developing curriculum enables children to be independent, enquiring and motivated participants.</p>	<p>WS JB</p>	<p>N/A</p>	<p>Consult with the school council with</p>	<p>Chn are engaged and challenged in</p>

	Allowing children's feedback, use of success criteria and setting next steps as an informative avenue for curriculum development.	JR		regards to how engaging the children think the curriculum is.	all lessons across the curriculum.
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Priority Two: To consolidate clear and progressive reading strategies across the school.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	Improve learning and teaching				
A 1.1	Careful monitoring of timetables to ensure that Guided Reading, Shared Reading, Phonics and Comprehension lessons are given the correct number of sessions per week.	LC JB	N/A	Timetables	Reading skills/ Phonic knowledge are reinforced throughout the week.
A 1.2	Implementation and monitoring of a new planning pro forma which ensures that reading lessons are taught with the key skills in mind.	LC JB SLT	N/A	Monitoring of planning Outcomes in books	Lesson sequencing is carefully considered on order for children to know more and remember more.
A 1.3	Systematic and rigorous phonics curriculum redesigned across EYFS, KS1 & LKS2 to ensure that lessons are suitably structured, contain appropriate challenge for all learners and is progressive across year groups.	TB	N/A	Lesson observation feedback	Develop subject knowledge of all staff resulting in improved teaching and learning.
A 1.4	Review Shared and Guided Reading recording with a focus on: Comprehension Vocabulary Fluency Phonemic Awareness Responding to the Text	LC TB	n/a	Scrutinise folders. Learning Walks Observations	Identify gaps in knowledge.
A 1.5	Curriculum Lead to monitor phonics and early reading lessons to ensure that lessons are suitably structured and contain suitable challenge for all learners.	TB	N/A	Lesson observation feedback	Improved learning and teaching.
A1.6	To ensure that effective high order questioning develops reading skills and comprehension.	LC JB	N/A	Question stems provided to ensure that a range of	

				questions are being asked.	
A1.7	Review and develop engaging book corners, libraries and displays across the school in order to raise the profile of reading at Tollgate.	TB LC Classroom Teachers	£5000	Reading journals to be monitored.	Improved opportunities for reading through engaging texts.
A1.8	Monitor the texts sent home to ensure that they match children's reading abilities.	All staff	Included in £5000	All staff	Improved opportunities for reading.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	Curriculum Lead to carefully monitor the impact of teachers and support staff on progress.	LC SLT	N/A	Lesson observations TA Observations	Across the school, reading lessons contribute well to delivering the curriculum intent. Pupils continue to make good progress and % at ARE increases.
A 2.2	To continue to review the design, structure and sequence of the English Curriculum to ensure that skills are taught, tested and rehearsed leading to automaticity.	EO'C JB LC KF	N/A	Curriculum feedback Book scrutinies Lesson Observations Pupil Voice	Book scrutinies show increased depth of learning for all pupils. Transferable skills being applied across the curriculum.

A 2.3	To monitor the way in which the English /Reading Curriculum is taught across all key stages in order to support pupils to build their knowledge and to apply that knowledge as skills.	LC KF TB JB	N/A	Lesson Observations Book scrutinies Pupil Voice Discussion with children	Lessons are sequenced and planned carefully.
A 2.4	English Curriculum Lead to deliver Reading CPD to all teachers focussing on: Key components of a lesson Checking pupils' understanding systematically Identifying misconceptions Providing clear, direct feedback in lessons	LC TB	N/A	Tracking and monitoring of English across the school.	Coherently planned and sequenced reading lessons are being delivered across the school.
A2.5	English Curriculum Lead to continue to track the progress of all children but with a greater emphasis on the Lowest 20% Readers in each class.	LC SP	N/A	Standardised Scores and TA are tracked, monitored and discussed in Pupil Progress Meetings. Wave 3	Raising of reading standards across the school.
A2.6	To ensure that all classroom based teachers and teaching assistants are set reading targets in their Professional Development Meetings.	EO'C LC KP	N/A	Autumn PDIs have been set for 17 th and 19 th September, 2019.	High Quality First teaching is in place.
A2.7	To ensure that the delivery and execution of all reading lessons include careful sequencing and consideration is given to pace, progress, questioning, variation and AFL.	SLT and Curriculum leads.	N/A	All staff to be observed by SLT every term.	Teaching timeline executed effectively allowing sufficient independent learning time.

					90% of lessons observed are good or better.
A2.8	<p>The headteacher and SLT continue to prioritise reading across the school by:</p> <ul style="list-style-type: none"> - ensuring that the culture of reading developed by the school extends into the home - equipping staff with the skills and knowledge they need to teach children to become accomplished keen readers - harnessing the enthusiasm of parents - understanding the role that book areas, libraries and displays (corridor and classroom) can play in teaching children to be readers - Using a wide range of different genres and reading material to teach children to become readers - Involving the school community in special events to raise the profile of reading and engage all our pupils. 	EOC SLT	Curriculum budget	<p>Learning Walks</p> <p>Reviews</p> <p>Book scrutinies</p> <p>Reading records</p> <p>Displays</p> <p>Libraries</p> <p>Assemblies</p> <p>World Book Day</p> <p>Library Visits</p>	Curriculum intent and implementation are embedded securely and consistently across the school.
A2.9	English Curriculum Lead to attend Reading Network Meetings to share good practice with colleagues within the MAT.	LC	N/A	<p>Lesson Observations</p> <p>Book Scrutinies</p>	Drive continuous improvement in pedagogy and subject knowledge.
A2.10	To develop staff understanding and confidence in delivering greater depth opportunities to challenge the Most Able in Reading.	LC TB SLT	N/A		A greater percentage of children achieve GDS at the end of each year.
A2.11	<p>Promote opportunities for increased involvement of parents in their children's reading through:</p> <ul style="list-style-type: none"> -Clarification of the expectations for books at home and reading journals -Coffee Mornings -Parent Workshops 	TB LC EOC	N/A	Parent Feedback	Continue to foster a love for reading. Develop confident articulate learners.

	-Parents' Evenings				
A2.12	Reading and Phonics Leads to liaise with the Inclusion Team to track the reading and phonic development of children with SEND and ASD.	LC TB KF KP	N/A	Assessments Book Scrutinies Red Folders Pupil Progress Meetings Inclusion Meetings	School-led improvement to transform the outcomes of children with SEND and ASD.
A2.13	Curriculum Lead to increase the opportunities for reading for vulnerable pupils through additional support and intervention.	SLT	N/A	Timetables Meetings	Improved outcomes in reading.

Phonics	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Improve Assessment				
A 3.1	To develop teachers understanding of Regular, ongoing and accurate Reading Assessment in order to: <ul style="list-style-type: none"> - achieve accurate assessment levels - inform planning - ensure that all children are making progress 	EO'C LC TB KF SP	N/A	Assessment data Book scrutinies	Identification of gaps in knowledge.
A 3.2	To plan and implement Pupil Progress Meetings with the DTD Curriculum Lead every 6 weeks to: <ul style="list-style-type: none"> • Track pupil progress in reading. • Track all 'Diminishing the Difference' groups: Lowest 20%, More able, More Able Disadvantaged and Pupil Premium. • Explore and decide ways to ensure that the lowest 20% continue to make sustained progress in order to reach greater depth. 	EO'C SP LC	N/A	PPM to commence on 26 th September, 2019. Pupils in the Lowest 20% have a clear path to reaching ARE and Greater Depth.	All children, including the lowest 20%, are reaching age related expectations and progressing onto greater depth in reading.

	<ul style="list-style-type: none"> Set targets with the class teacher so that 25% of pupils reach ARE by December, 50% by March and 90% by July. 				
A3.3	Phonics Lead to carry out baseline assessment in Reception and Nursery to identify lower attaining children. Intervention put in place and progress to be tracked through the year.	TB Year 1 Staff	N/A	Phonics Folders	Ensure that pupils are making continued progress.
A3.4	Year 6 group to be assessed in reading every 6 weeks to identify misconceptions and gaps in learning. Intervention put in place and progress to be tracked.	Year 6 Class Teachers	N/A	Assessment Assessment Data	Ensure that pupils are making continued progress.
A3.5	Monitoring of Reading Journals ensuring that children are reading at home and a reading dialogue between home and school achieved.	Class Teachers	Cost of Reading Journals TBC	Reading Certificates Reading Journals	Improved reading fluency.
A3.6	Half termly assessments for all year 1 children and children retaking the phonics screening check. Progress will be monitored through the year and tracked to ensure all children make progress.	Year 1 teachers TB	N/A	Screening check materials and tracking sheet.	Lower attaining children identified and tracked to ensure they make continued progress.
A3.7	Phonics folders to be in year KS1 classrooms, containing lists of individual sounds. Children to be assessed during assessment week to identify any gaps in phonemic knowledge.	KS1 teachers TB	N/A	Phonics folders	Gaps in phonemic knowledge identified and addressed.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	Continue to reevaluate the English curriculum as a progression model ensuring that it provides a breadth of knowledge and skill.	SLT LC	N/A	Curriculum Overview Evaluation from Deep Dives in reading	Ensuring that the English curriculum design meets the needs of our learners and bridges the cultural knowledge gap that exists

					within our local context.
A 4.2	Early identification and intervention for students at risk of not meeting expectations.	LC SP KP	N/A	Monitoring of Wave 3 sessions and 1:1 Support. Pupil Progress Meetings.	Disadvantaged /SEND pupils are making good progress and achieving highly.
A4.3	Review and refresh phonics curriculum to ensure the sequence of sounds is progressive and that pupils are given the opportunity to revisit sounds to develop a deeper understanding of word and reading structure.	TB	N/A	Assessment every half term.	Greater understanding of word structure.
A4.4	Educational visits by reception with a focus on revisiting and embedding Phase 1, environmental sounds.	TB	N/A	Pupil/Teacher Feedback	Pupils develop detailed knowledge and skill.
A4.5	Review and refine reading books across the school to ensure that they properly matched.	TB JA	Included in £2500 KS1 book order.	Parent questionnaire	Parents embed the words taught within school.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	Plan and deliver year-group specific workshops for parents to develop strategies for reading at home.	TB LC	N/A	Parent feedback	Improve home reading outcomes.
A 5.2	Promote reading through World Book Day assembly.	TB LC	N/A	N/A	Promote a love of reading.
A5.3	Promote a range of texts and authors that celebrate and challenge through a range of texts.	TB KB	Included in art budget	Learning walk	Promote a love of reading.
A5.4	Plan educational visits to local libraries.	LC NJ	N/A	Feedback from children	Promote reading and the understanding of

					the writing process.
A5.5	Continue to promote Tollgate Reading Champions.	All Staff LC	£400	Certificate and stickers are awarded in assembly	Promotes reading beyond school.
A5.6	Phonics Lead to order additional phonics resources and games to enrich the subject and foster a love of reading.	TB	£500 - phonics budget	Learning Walks Lesson Observations	Improved attitude towards reading.

Priority Three: To embed the new Assessment tracking system across the school.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	Improve teaching and learning				
A 1.1	<p>To further develop teachers understanding and confidence of educator:</p> <ul style="list-style-type: none"> Teachers are assessing against the curriculum statements and using these to inform future lessons Teachers are assessing all children at the end of every term during assessment week Teachers are confident at using their assessments to determine whether a child is low, mid or high <p>Teachers to become fluent by the start of the spring term after initial training and using the system for the first assessment point.</p>	SP	<p>Training course - 19/9/19</p> <p>Drop in sessions in place for less confident users</p>	<p>Assessment lead to monitor the use of Educator - are teachers using statements correctly and achieving an accurate assessment.</p> <p>Educator updated and analysed every term.</p>	Teachers are using the tracker to inform their teaching and level of work set.
A 1.2	To ensure teachers are confident with AFL and how to variate work around the key components of learning, scaffolding the work where necessary.	SP Class teachers	N/A	SP to conduct learning walks PPMs	A continuous model means teachers are constantly assessing and supporting their children effectively
A 1.3	<p>Children's data is to be tracked across key stages and from previous year - allowing teachers to identify and target specific ability groups.</p> <p>New teachers will use the data from the previous year to inform their targets for the year - Children well above expected in KS1 SATs should maintain this through to KS2 SATs.</p>	SP Class teachers	N/A	SP to assess data termly	Children are set the correct work and grouped accordingly
A 1.4	Teachers, curriculum leads and DTD lead to track children's progress and use this to identify focus children that need extra support in subjects.	SP JR Curriculum leads	N/A	JR to set up interventions for children that suits their needs	All children are supported correctly

	<p>Vulnerable groups:</p> <ul style="list-style-type: none"> • Gender • EAL • SEN • Pupil premium • Free school meals • ASD • Child Protection 	Class teachers			
A 1.5	<p>To ensure pupil premium children, especially those working below age expected should be supported in all areas of their learning that they struggle with.</p> <p>DTD lead to assess their data at the three data points and talk through their progress and what support is in place for those who need it in PPMs</p>	<p>SP</p> <p>Class teachers</p>	N/A	SP at PPMs	Pupil premium achieve at a level similar to their peers

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	<p>Assessment lead to have access to all subjects and the data, allowing them to track how the school is doing in each subject, identify strengths and weaknesses, and track focus groups or individual children. Also allows to focus on specific groups such as boys, girls, PP etc</p> <p>Targets are to be met in every subject and tracked by assessment lead at the three data points in the year:</p> <ul style="list-style-type: none"> • 25% at high in autumn term • 50% at high in spring term with 10% at GD • 95% at age expected (high) in the summer term with 30% at GD 	SP	N/A	Assessment lead to use Educator and the reports to ensure all classes are on track. Any that are not are discussed in PPMs to see why they are not	Targets have been met across the school
A 2.2	Pupil premium lead to analyse the data for boy's v girls and PP v NPP to identify any trends that exist. Then put strategies in place				

A 2.3	Allows subjects leaders to have an overview of the assessments for their subject and generate reports on how their subject is doing and whether targets are being met. Also allows for them to identify strengths/weaknesses and focus groups/children to track/ put interventions into place.	Curriculum leads	N/A	At the end of the three assessment points in the year	Targets have been met across the school
A 2.4	Ensure that teachers and curriculum leaders are fluent in the use of Educator and know how to use reports to assist their leadership	SP Curriculum leads	Training by outside agency - booked for Sept 2019	SP to attend all training and continue to assist leaders/teachers in the use of educator	All staff to continuously use Educator to ensure they are fluent with assessment across their areas

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Improve Assessment				
A 3.1	<p>Pupil progress meetings to be held every 6 weeks to ensure that are children are on track and allow DTD/ SENCO leads to put interventions in place for specific children.</p> <p>Target/ vulnerable groups to look at will be:</p> <ul style="list-style-type: none"> • PP • Gender • Lowest 20% • FSM • SEN • ASD • GD • Middle attainers • Mid phase admissions 	SP EOC JR	Cover for SP	Every 6 weeks	Focus groups/children are identified as early as possible
A 3.2	Teachers to use EYFS, KS1 and previous data to ensure that children are grouped accordingly and they are focusing on relevant children	SP Class teachers	N/A	SP to monitor at PPMs and on learning walks	All children working at correct levels

A 3.3	Assessment lead/ curriculum leads and teachers have access to relevant groups that allows them track their areas and identify strengths/weaknesses	SP Curriculum leads Class teachers	N/A	Curriculum leads and SP to evaluate termly and discuss at ELTs	All children working at correct levels in all subjects
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	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	To ensure that core and foundation subjects have the same level of expertise in assessment.	SP Subject leaders	N/A	ELTs SP to meet with subject leads, regularly	Fluency across all subjects with assessment
A 4.2	The curriculum assessment points on the system identify key skills for year groups, teachers will have access to these when planning and will support their curriculum development in their year group.	SP Subject leaders Class teachers	N/A	SP to monitor and talk through with teachers at PPMs	Children will have the correct access points to topics that allow them to progress and not hinder

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	Pupil voice and an annual PASS survey will be used to analyse how children are feeling about school and their areas of learning and whether they can access their learning	SP Curriculum leaders Class teachers	N/A	Pupil voice by curriculum leads	Children to have good attitudes to their learning and the school
A 5.2	Teachers share targets with the children and allow them to be more independent, resilient learners, giving them the opportunity to identify how they will meet their own targets.	SP Curriculum leads Class teachers	N/A	Learning walks by SP and relevant subject leads focusing on targets within classes/ blocks of lessons Pupil voice	Children to become more independent, resilience learners that know how they are going to improve their skills.

Priority Four: Family Centre – Early Intervention to meets the needs of the community – This will include focus on:

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 1	School Community				
A 1.1	To ensure that good mental health and wellbeing are part of a consistent whole school approach and that expectations of behaviour are reinforced with highly consistent consequences.	All Staff	N/A	Lesson Observations Sanction Logs Behaviour Policy	Promote wellbeing of all children.
A 1.2	To deliver knife-crime prevention training to KS2 children through Safer London.	SD JAJ LC EO'C	£500	Feedback from children	To continuously inform about the dangers of knife crime.
A 1.3	Wrap Around Services to be provided in the form of Breakfast Club, TAP and After School Clubs.	GA AM Support Staff	On Costs	Feedback from parents/support staff	
A 1.4	Ensure that children are educated on the dangers of crime and gang culture through: PSHE Lessons Comprehensions A series of workshops delivered by the Metropolitan Police Safer London assembly for both KS1 and KS2.	All Staff	£500	Ben Kinsella Exhibition Centre	Awareness of gang culture and grooming. Q&A with a former gang member.
A 1.5	To continue to develop the use of Early Help processes and tools in order to improve outcomes for children and reduce risk factors and increase protective factors.	SD JAJ	N/A	Progress of Early Help records. Home Visits Mentoring	Increasing the number of families who have made and sustained improved outcomes.
A1.6	Pre-nursery group to run between May and July, 2019 offering support to families whose children will begin nursery in 2020.	Family Centre Team FA	N/A	Nursery and Reception team to offer support when sessions are being planned.	EYFS Curriculum used to plan sessions.

A1.7	Family Support Officers to work alongside KS1 and KS2 learning mentors to offer support for most vulnerable children.	NJ WS LC	N/A	Support measures to be evaluated termly.	
A1.8	To apply the assess - plan - do -review approach to support a child with suspected mental health problems.	LC NJ SD JAJ	N/A	Inclusion Meetings Strengths and Difficulties Questionnaire.	Identification and support of children with mental health problems.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 2	Leadership and Management				
A 2.1	To ensure that the Family Support Officers continue to put children and their families at the heart of care by providing interventions at the earliest point of identified need. This will be in the form of: <ul style="list-style-type: none"> - Advice - Support - Direct intervention - Referral to specialist services 	LC EO'C	N/A	Monitoring of Early Help Forms and continued dialogue with parents.	Promote systematic, sustainable progression for families
A 2.2	To continue to build partnerships with Newham Safeguarding Children's Partnership (NSCP) to strengthen and expand the services provided by the Family Centre.	LC SD JAJ	£500	Parent Feedback	Continue to strengthen the services that we provide.
A 2.3	DSL/DDSL to monitor the effective liaison with Safeguarding Team though weekly meetings.	SD JAJ LC KP NJ	N/A	Monitoring of Early Help Forms and continued dialogue with parents.	Continue to strengthen the services that we provide.
A 2.4	Continued CPD for staff that informs them about the early signs of mental health problems, what is and isn't a cause for	LC NJ	N/A	Monitoring of behaviour logs	Provide interventions for pupils and staff.

	concern, and what to do if they think they have spotted a developing problem (pupils or colleagues)	MP Family Centre		Conversations with teachers Cause for concern forms	
A2.5					

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 3	Wider Community				
A 3.1	Local Councillor to deliver drop-in surgeries for any local resident. Topics to be addressed: Gang Crime, Drug Crime and Knife Crime.	SD JAJ	N/A	Parent Feedback	Engagement and community support
A 3.2	Moneyworks to deliver drop-in surgeries for any local resident. Topics to be addressed: Debt relief, Smarter Spending, Affordable Loans and Universal Credit.	SD JAJ	N/A	Parent Feedback	Engagement and community support
A 3.3	Plaistow South: Big Local to deliver drop-in surgeries for any local resident. Topics to be covered: Youth Engagement and Mental Health Services for young children.	SD JAJ	Charity	Parent Feedback	Engagement and community support
A3.4	To provide a support network for families with SEND children via Coffee Mornings. (ASD, S&L, SCERTS)	SD JAJ KP	N/A	Parent Feedback	Engagement and community support
A3.5	Young Carers Group to offer support services for young carers.	SD JAJ	Charity	Discussions with families.	Engagement and community support
A3.6	Core Offer to include: Messy Play, Family Play, Singing and Active Tots in order to promote the key skills of toddlers.	SD JAJ	Resources	Discussion with families.	Development of key skills of toddlers
A3.7	To continue to communicate effectively to the wider community via: Leafleting, the Tollgate website and newsletters.	SD JAJ	Cost of printing	Monitoring of communication being sent out.	Parents are informed with any upcoming events.
A3.8	To provide Music Therapy sessions to children under 5 through the 'Discovery' Programme.	SD JAJ BB	N/A	Monitor sessions being delivered. Parental feedback	Promote mental and emotional health.

A3.9	To offer ESOL workshops for babies in order to develop English language proficiency.	NJ	N/A	Monitor sessions being delivered. Parental feedback	Develop skills in oracy.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 4	Improve curriculum and opportunities for learning				
A 4.1	To ensure that lessons on keeping safe are delivered across the school in different curriculum areas such as PSHE and Computing.	JB MC All Staff	N/A	Pupil Voice Lesson Plans Lesson Observations	Children are better informed on how they can keep themselves safe.
A 4.2	Ensure pupils adopt healthy lifestyles and understand the need for an active life.	All Staff	N/A	Lesson Observations Science / PSHE Curriculum	Children are better informed on how they can keep themselves healthy.

	Details of action to be taken:	Lead responsibility	Resource implications	Monitoring & Evaluation	Impact on Standards
A 5	Improve pupils' attitudes and personal development				
A 5.1	To promote high aspirations and high expectations of all our children across the school through: <ul style="list-style-type: none"> - An Engaging Curriculum - Educational visits - Enrichment opportunities - Celebratory Assemblies - Awards / Certificates 	SD JAJ	N/A	Early Help Intervention monitoring Behaviour Awards Stars of the Week	Support is provided at the earliest point of identified need.