



St Ives Primary and Nursery School

Main priorities for 2021-2022

- 1. To raise standards, attainment and progress through further embedding mathematical fluency across the school and EYFS**
- 2. To further promote a love of learning and enjoyment of the arts and culture through a range of opportunities firmly embedded within the curriculum.**
- 3. To further extend learning opportunities and provision throughout EYFS**

'Inspiring bright futures and minds'

To raise standards, attainment and progress through further embedding mathematical fluency and early number sense across the school and EYFS	Strategic Lead: Sarah Wanless	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm	
Outcomes: What success will look like for children <ul style="list-style-type: none"> • Identification and removal of barriers • Increased opportunities to display fluency • All children to achieve Multiplication Tables at Y4 • 100% of children to be fluent in the addition and subtraction facts by the end of Y2 (and Year 3 2022) • Consistency of approach to fluency across all year groups • Children will be able to make connections between their knowledge and how they can apply this to different mathematical problems • Positive attitudes of specific groups towards maths and arithmetic • Teacher feedback enables children to make progress 			
Target	Actions	Monitoring and Evaluation	Funding
1.To identify and remove barriers in mathematical fluency	1.1 Analysis of internal/external barriers for individual/groups of children 1.2 Identify common barriers across the school/families/locality 1.3 Early identification of barriers/learning needs 1.4 Develop the role of Maths Ambassador in Y6 1.5 Use of assessment/data checks to ensure interventions are applied in timely manner	Analyse impact of interventions over different time frames: short, medium and long Staff meetings Pupil voice meetings Analysis of termly assessments / data Maths ambassadors to meet with individuals / groups / SW Termly feedback to local governing committee	Subject leader time £1000
2. Enhance staff mathematical subject knowledge on progression with a particular focus on arithmetic and automaticity	2.1 Introduction of programme of Arithmetic across KS1/2: Number Sense and Fluent in Five/Rapid Reasoning 2.2 Staff training on Number Sense and Fluent in Five programme 2.3 SW complete 'Getting Going' training and feedback to staff 2.4 Staff to familiarise themselves with the programme, watch No. facts session videos 2.5 Staff to complete Numbersense training and CPD 2.6 Develop a whole school progression of number automaticity from Early Years throughout the school	Staff meetings – Teaching and support staff SW to ensure online training has been completed Lesson observations Analysis of termly assessments SW to monitor impact of interventions through data and ensure early intervention is in place Termly feedback to local governing committee	NS £200 TTRS £200 F in 5 £100
3. To increase arithmetic fluency and speed of recall of key facts	3.1 Introduction of programme of Arithmetic across KS1/2: Number Sense R-Y3 and Fluent in Five and Rapid Reasoning (KS2) 3.2 Daily Number sense/Fluent in 5 sessions/RR 3.3 Agree whole school approach to dedicated time spent daily on fluency programme 3.3 Children to be fluent in +/- facts, these to be displayed round classrooms 3.4 Teach rapid reasoning/problem solving alongside 3.5 Number day/Money sense, Supermovers: opportunities to utilise key arithmetic skills	Termly assessments / data analysis Staff meetings – teachers and support staff Lesson observations / drop-ins Learning walks Maths ambassadors to meet with pupils and feedback to SW Monitor progress of SEN/disadvantaged children Termly feedback to local governing committee	

	<p>3.6 Analysis of times table knowledge, preparation for TT test Y4. Include practise of times tables including Y5/6</p> <p>3.7 Regular assessment of pupil progress using NS/TTRS assessments</p> <p>3.8 Teachers to complete 1:1 conferencing assessment with MA children prior to starting Number sense unit</p> <p>3.9 Support staff complete training to support children from falling behind within the sessions</p>		
4. Children across the school to have high expectations/opinions of themselves as mathematicians	<p>4.1 Pupil questionnaire to find out the barriers</p> <p>4.2 Focused teaching opportunities to develop mathematical resilience</p> <p>4.3 Targeted Interventions for underperforming pupils to support learning: catch up maths, plus 1, power of 2, booster group, 1:1 support, Numbersense intervention for KS2</p>	<p>Analysis of pupil questionnaire</p> <p>Termly pupil voice meeting – led by maths ambassadors / SW</p> <p>Monitor progress of SEN/disadvantaged children</p> <p>Termly feedback to local governing committee</p>	<p>Subject leader time out to observe and feedback</p> <p>£1000</p> <p>Catch Up Funding £80 per pupil</p>
5. To further embed the progressive early years maths curriculum using the new EYFS to prepare children for KS1.	<p>5.1 Whole school progression of number facts from EYFS – Y6</p> <p>5.2 Ensure a progressive early years maths curriculum in line with new ELG and development matters guidance.</p> <p>5.3 Ensure all early years' staff are familiar with the new ELG and the steps needed to achieve it.</p> <p>5.4 Maths subject leader is aware of curriculum changes and involved in planning curriculum.</p> <p>5.4 Assess frequently to ensure children are making progress and adapt teaching accordingly.</p> <p>5.5 Home learning opportunities for YR over the year linked to skills needed to meet ELG.</p> <p>5.6 Early identification and intervention to support underperforming pupils</p>	<p>SW to support EYFS staff</p> <p>SW to monitor that progression is embedded through observations/staff meeting/book looks</p> <p>Termly feedback to local governing committee</p>	<p>CPD training</p> <p>£300</p>

‘Inspiring bright futures and minds’

To further promote a love of learning of the arts and cultural education through a range of opportunities firmly embedded within the curriculum	Strategic lead: Laura Crossley/Louise Hammond	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm
--	---	---

Outcomes: What success will look like for children

- Successfully complete Arts Mark Gold Award
- 100% of children to participate in a performing arts/musical performance throughout the school year
- Increased engagement in DA and SEND children
- Opportunities to perform outside the school to wider audiences
- Children to successfully complete Discover Art Award from Trinity College
- Children will have a greater understanding of how the Arts and Cultural Education increases opportunities for them

Target	Actions	Monitoring & Evaluation	Funding
1. Successfully complete Arts Mark Gold Award	1.1 Subject leader to research specific criteria for the Arts Mark gold award 1.2 Register school for Arts Mark 1.3 SL to attend Development Day 1.4 Complete Self-Assessment Framework 1.5 Complete audit with staff and children 1.6 Attend LGC meeting to share progress towards Arts Mark 1.7 Year 4 to complete Arts Award with Trinity College (LM to print off in preparation)	LGC monitor progress towards Arts Mark though feedback at LGC meetings Gain feedback from parents regarding the arts and cultural education SL to evaluate progress towards award	£1000 £500 for Arts Mark reistration SL time £1000
2. Maintain high quality arts and cultural education	2.1 Deepen staff knowledge and confidence in delivering art and cultural education 2.2 Developing further musical opportunities within school and further afield 2.3 Embed and enhance opportunities throughout the school through productions/musical/dance/arts 2.4 Complete a pupil voice questionnaire: what do children want to achieve from art and cultural education 2.5 LGC and staff to complete Arts and Cultural Education module	LGC monitor how arts and cultural education can be used for school improvement Greater contribution to the curriculum and school improvement Impact on outcomes Feedback outcomes from pupil questionnaire	
3. To further enhance provision and resources for the arts	3.1 SL to complete an audit of resources within school and provide an inventory of where these are 3.2 Source and invest in arts and cultural education reading books and materials 3.3 Specific focus on the use of technical vocabulary 3.4 Use of knowledge organisers 3.5 Develop children's knowledge of artists	Feedback to staff outcomes of questionnaire Evaluate children's knowledge of the artists through quizzes/knowledge organisers	
4. Promoting arts and cultural education within the school community and beyond	4.1 Links with artists/designers to further embed art and cultural education in school 4.2 Further deepen understanding that arts and cultural education links to skills for life and employment through discussions with children 4.3 Enhanced opportunities to increase parental engagement: art workshops/performance/assemblies/dance 4.4 Questionnaire to parents to ascertain what they would like for their child from the arts and cultural education	SL to feedback to LGC opportunities and impact of these LGC to monitor art though learning walk/digital art gallery SL feedback the analysis of questionnaire regarding the health and wellbeing of pupils	

	<p>4.5 Set up a digital art gallery on the school website</p> <p>4.6 Creativity and independent outcomes firmly embedded in planning</p> <p>4.7 Deepen understanding of how the arts and cultural education contribute to the health and wellbeing with children</p> <p>4.8 Showcase children's work to a variety of audiences within the school and community</p> <p>4.9 Develop links with outside agencies: BSO/Lighthouse/Rotary Photography competition</p>		
<p>5. Sustain the rich and diverse music vision throughout the school and further enhance opportunities</p>	<p>5.1 Increase music tuition take up across KS2 and aspiration of outcome/grades/</p> <p>5.2 Encourage take up of local music opportunities throughout Dorset/Hampshire Questionnaire to children and parents regarding what musical instrument they would like to learn</p> <p>5.3 Further embed school choir/Samba band to perform at events and perform to audiences within the school and community</p> <p>5.4 Increase DA and SEND engagement through pre teaching the opportunities</p> <p>5.5 Further develop the role of Music Ambassadors within Y6: opportunities to lead singing/warm ups for younger children</p> <p>5.6 Increase opportunities to perform to audiences within different settings</p> <p>5.7 Enable visiting musicians/BSO/theatre groups to visit school</p>	<p>Feedback impact of music tuition to LGC</p> <p>LGC and SLT to evaluate impact of ambassadors</p> <p>Increase engagement for DA and SEND pupils</p> <p>Feedback from questionnaire</p>	
<p>6. To further embed Dance and performing arts opportunities both within the school and community for children to showcase their performing art skills</p>	<p>6.1 Engage in local opportunities for children to showcase their dance skills within school and beyond 'thegreatbigdanceoff' event</p> <p>6.2 School to take part in the great dance off national event and local dance events/class assemblies and school events</p> <p>6.3 All children to have the opportunity to perform a dance to an audience</p> <p>6.4 Developing dance skills through further enhancing the teaching and learning</p> <p>6.5 Developing local networks through links with Wave Cultural Hub</p>	<p>Feedback outcome of Dance event</p> <p>Greater level of engagement from all pupils</p> <p>SLT and LGC to evaluate the impact of wider opportunities</p> <p>Feedback from parents and staff</p> <p>Increased take up of performing arts inside and outside school</p>	<p>£1000</p>
<p>7. To further embed Arts and Cultural opportunism within the Early Years</p>	<p>8.1 Develop opportunities for EYFS within the arts and cultural education</p> <p>8.2 Create opportunities for outside agencies to come in to school to provide music and movement sessions for children and CPD for staff</p> <p>8.3 Improve teaching opportunities in nursery to teach art skills eg drawing, using tools, collage, weaving</p> <p>8.4 Increase parental involvement by sharing songs, skills that are being taught via the curriculum newsletter, twitter, end of term learnings eg songs learnt</p> <p>8.5 Enhance vocabulary when teaching new skills</p>	<p>SLs to monitor EYFS teaching and learning through discussion with staff, review of planning and 'drop ins'</p> <p>Feedback from parents and children</p>	<p>£500</p>

'Inspiring bright futures and minds'

To further embed learning opportunities and provision throughout EYFS	Strategic Lead: Louise Kirk	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm
--	------------------------------------	---

Outcomes: What success will look like for children

- 100% of children to make at least expected progress from their starting point.
- Children will be prepared for the next stage of their education in KS1.
- Increased parental engagement
- Increased subject leader knowledge of EYFS and how it fits in with the whole school
- Specific areas of need are identified early.
- Increased staff confidence with the new framework and development matters.
- Clear progression through EYFS in every subject

Target	Actions	Monitoring & Evaluation	Funding
To provide a progressive early years curriculum using the new EYFS to prepare children for KS1	1.1 Subject leaders to ensure a progressive early years curriculum in line with new framework and development matters guidance. 1.2 Ensure all early years' staff are familiar with the new framework, ELGs and the steps needed to achieve it. 1.3 Weekly planning meetings in nursery. 1.4 Early years' staff to ensure they know the new early years framework and curriculum plans in their 'off the floor' time.	LK to check all subjects have a progression of skills from N0 to YR and gave staff clear deadlines to ensure this is done. LK to drop in and monitor nursery planning meetings and ensure planning meets the needs of the curriculum. LK/ LC to monitor learning in nursery and reception by speaking to the children about their learning and staff about what they are teaching. Ensure all staff have a clear idea of the outcome they are trying to achieve and how it fits in with the curriculum. Termly feedback to LGB	EYFS leader time Cover for planning meetings
Subject leaders to monitor their subjects effectively	2.1 Subject leaders to liaise with early years' teachers and staff to ensure correct knowledge and skills are being taught. 2.2 Subject leaders to provide appropriate support to early years' teachers and staff to enable them to feel confident to deliver the curriculum. 2.3 Subject leaders to challenge staff if any parts of the curriculum is not being taught and problem solve together to ensure it is.	Subject leaders to monitor learning in nursery and reception by speaking to the children about their learning and staff about what they are teaching. Ensure all staff have a clear idea of the outcome they are trying to achieve and how it fits in with the curriculum. LK/LC to monitor subject leaders engagement with nursery and reception.	SL time £500
Teaching and learning opportunities are maximised	3.1 Ensuring the continuous provision in the environment is engaging and inspiring to enhance learning opportunities in the absence of an adult. 3.2 Early years' staff to use quality questioning to deepen and extend children's thinking.	Staff discussions in planning meetings of the impact of the environment and acting on reflections made. LC/LK/EW to observe questioning and support staff in the use of blooms taxonomy.	£500 CPD planning meetings

	<p>3.3 Early intervention for SEN pupils.</p> <p>3.4 EYPP children identified and opportunities in place to overcome any barriers to learning.</p> <p>3.5 Visits to other nursery settings to share good practice focussing on ways to plan, assess and create high challenge but supportive environment</p> <p>3.6 Ensure all staff are aware what teaching is taking place for 2 year olds and what teaching is taking place for 3/ 4 year olds.</p>	<p>EW/KC to liaise with SW and LK regarding SEN need and support that is in place. SW to review support plans.</p> <p>LK to review nursery PP plans. LC to review reception PP plans.</p> <p>LK to support EW in organising visits with other settings and ensuring it is possible.</p> <p>LK/LC to monitor planning, teaching and assessment. Visit nursery ad hoc and ask about the teaching and learning taking place.</p> <p>Termly feedback to LGB</p>	
Opportunities for increased parental engagement their children's journey through EYFS	<p>4.1 Share next steps regularly so parents are aware of what their children are working towards and can support them at home.</p> <p>4.2 Send curriculum newsletters out half termly to share theme learning.</p> <p>4.3 Create opportunities to share group learning with parents half-termly, e.g. parents come in for 15 minutes at the end of the day or videos sent out remotely of children's songs they have learnt etc.</p> <p>4.4 Create a new way to seek parents voice in their child's development, e.g. send out a slip half termly about any particular interests their child has, anything they are finding particularly difficult, any recent outings/ holidays they've been on, any recent family members they've seen. Staff will then use this to support planning.</p> <p>4.5 Send out parent questionnaire to gain parent's views.</p>	<p>LL/EW to check Tapestry to ensure this is happening. Is Tapestry the best way to share next steps?</p> <p>LK to check newsletters before they go out to parents.</p> <p>LK to ensure this is happening and there is something planned for each half term.</p> <p>LK to monitor how these are being used and whether every opportunity is being made to extend children's learning through their interests and support children's next steps.</p> <p>LC/LK/EW to review questionnaires and respond to feedback accordingly.</p>	Tapestry cost
Extend the environment to enhance children's learning	<p>5.1 Ensuring the continuous provision in the environment is engaging and inspiring to enhance learning opportunities in the absence of an adult.</p> <p>5.2 Use Leuven scale to assess chn's involvement levels in different areas of the environment.</p> <p>5.3 Order display boards and create some engaging displays to celebrate children's learning or create working walls.</p> <p>5.4 Create areas in each room with a clear focus.</p>	<p>All staff to observe chn's behaviour and involvement levels in the environment and communicate and act on reflections made.</p> <p>Staff discussions in planning meetings of the impact of the environment and acting on reflections made.</p>	£1000

	5.5 Complete resources audit and order/ make resources needed.		
--	--	--	--

‘Inspiring bright futures and minds’