

Elm Tree Primary School



School Development Plan
2021-2022

Contents

Area	Target	Lead
Quality of Education	To improve standards in Mathematics	Demi Harrison
	To improve the outcomes for pupils within the Computing Curriculum	Martyn Taylor
	To develop the quality and outcomes for children in Phonics across school	Charlotte Walker
	To improve standards in Reading	English Lead
Behaviour & Attitude	To provide a whole school individualised intervention to support pupils social, emotional and mental health development.	Jane Brownbill
Personal Development	To establish four unique Pathways to further improve pupil outcomes	David Lamb
	To provide opportunities to participate in a variety of activities both individual and group to aid the development of physical, intellectual, social and personal development accessing activities and venues that provide unique learning experiences.	Stuart Brown
	To create a new Holiday Club proposal to increase our school offer to all pupils at Elm Tree Community Primary, in particular those children that are looked after and in care.	Chris Owens
Leadership & Management	To have a live all encompassing, holistic, effective individualised Pupil Passport document.	David Lamb
	To ensure clarity of vision, ethos & strategic vision at Governance level by holding executive leaders to account.	David Lamb

Overview

Elm Tree's vision is to be the best provider of outstanding provision for special needs pupils in the country.

Such provision is characterised by quality experiences, creative, engaging and personalised curriculum provision that is different to previous failed placements, and a range of supportive systems and processes that are qualified as exceptional and innovative. In short, the best provision possible and with a national reputation for such quality and outcomes.

We aim for every child to experience an outstanding education whilst at Elm Tree ensuring that they make progress in every area of their development. We will achieve this by:

- ✓ By providing a dynamic and flexible curriculum that meets needs and develops alongside the children.
- ✓ Ensuring that every child has a strong and respectful relationship with the adults that work with them.
- ✓ Providing a safe and secure environment which allows children to relax, have fun and enjoy themselves.

All members of Elm Tree community are valued.

- ✓ By challenging children to succeed in all areas of school life
 - ✓ Ensuring that pupils understand that we all make mistakes and that success comes in many forms. This may include improved behaviour, subject progression, and could be related to relationships and trust.
 - ✓ By employing and developing high quality staff that are dynamic, flexible, creative and determined to meet the needs of pupils in all situations and at all stages of development
 - ✓ By working with other parties to ensure we get the very best out of the children in our community and beyond. This includes parents, other professionals such as the Educational Psychologist, School Nurse, SEN Officers and Speech and Language & Occupational specialists.
 - ✓ We model the fact that we never stop learning and engender a love of learning for all, as this is vital for our children and us in the ever changing society that we live in.

Strategic Development Priorities

Elm Tree's key drivers are:

Progress

Ensuring that the vast majority of our learners make outstanding progress when compared to starting points and context. Progress will take into account a range of measures which may include academic levels/results, behavioural improvements, engagement, attendance, social interaction, mental health and family related measures.

Well-Being

All members of our community will have access to support and advice, when they need it. Our provision makes an incredible difference and is monitored, tracked and evaluated. For many it is life changing!

Sustainability

Growth and expansion bring challenges that we must plan for, deliver and adapt as events unfold.

Evolution

This is an essential feature of our leadership strategy so that we met the needs of our pupils today but also in the future.

Staff Development

The key component to our success is our staff. We want the best to be able to deliver the best experience! There is a need to developing support, challenge and an adaptable mindset for change.

Curriculum Innovation

In order that our pupils may have successful lives in the locality or further a field, they need the knowledge skills, motivation, resilience, independence and adaptability for current and future situations. Our annual 'refresh and re-think' process related to all aspects of school life including the curriculum, will allow our school to be at the forefront of best practice in the country.

Area: Quality of Education - Mathematics			Target: To improve standards in Mathematics					
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes		Evaluation

To train teachers to ensure they are up to date with the current teachings of mathematics.	Online Training and training which is accessible in school or on training days.	DH	All year	£5000	SDP	- Staff will have increased confidence in teaching a mastery approach to mathematics. - Staff will have ongoing access to support - The quality of teaching will increase.	
Ensure that the school has sufficient resources for Mathematics and that the resources are being used effectively.	Give each department a yearly budget for maths equipment & create a form for them to fill in when they want to complete an order. To assign a TA to complete this termly.	DH	Autumn 2	£3000	Maths	- Coverage is appropriate across all areas of Mathematics curriculum. - All resources are in place to teach each unit & follow CPA approach. - Resources are then used effectively towards a mastery approach.	
Ensure the maths policy is implemented across school in each pathway.	Termly maths meeting with teachers to discuss.	DH	Autumn 1	N/A	N/A	- Teachers will have a flexible yearly overview to follow. - Staff will understand how mathematics lessons are run across school. - Children will have a consistent approach to mathematics.	
To ensure all staff are being consistent across school in their teaching of maths.	Observe staff once per term to ensure we are being coherent across school.	DH	Autumn 2	N/A	N/A	- Teachers will understand what is expected of them. - Children will be taught in a consistent way (White Rose maths, CPA approach, use of key vocab, use of manipulatives)	
To ensure the curriculum is taught in a logical order ensuring children are building on their skills and revisiting throughout the year.	Discuss the week by week in the policy meeting and address any concerns there.	DH	Autumn 1	N/A	N/A	- Children will make outstanding progress from their individual starting points - Children will be able to access learning at an appropriate level.	
To understand where we need to improve within mathematics.	Compare BSquared and EfL data for maths and pinpoint weak topics- investigate why we don't do as well in mathematics across the year. Implement strategies where needed from these results. Children to complete white rose assessments to inform teachers assessment input.	DH	Spring 2	N/A	N/A	- Subject leader will understand where we do well in the mathematics curriculum. - Subject leader will identify where we need to improve in mathematics. - Teachers will be aware of improvements which need to be made. - Teaching of mathematics will improve. - Assessment data will improve.	
Monitor mathematics progress across the year and moderate alongside another school.	Whole school moderation with teachers termly. Organise moderation with another primary school to compare levels and steps. Daily TT practice. Daily basic maths practice. Model strategies and present to them.	DH	Summer 1	N/A	N/A	- Children will make excellent progress from their starting points to the end of the year- child dependent. - Staff will understand what is expected of each step. - Share comparison data from both schools with staff.	

Identifying mathematical vocabulary to be used consistently across the school.	List of Key vocab is on the drive. Teachers to display upon working walls throughout the year within class for pupils to refer to- this can be observed on learning walks.	DH	Summer 2			- Staff will have increased knowledge of the vocabulary need to be used within mathematics. - Children will start to use the vocabulary in their mathematical thinking and reasoning.	
To understand what is 'excellent progress'.	Ensure children are correctly challenged during a lesson- focus at this was a target from OFSTED. Children to make effective progress within a lesson and are correctly challenged.	DH	Spring 1	N/A	N/A	- Teachers are competent in challenging children (problem solving & reasoning). - Adequate challenges are visible for all children of all levels within each mathematics lesson. - Children's mathematical reasoning and problem solving will develop throughout the course of the year. - Teaching for Mastery for all levels of children. - Understand the needs of the child- what barriers to learning do they have? How can we overcome this?	
All children receive quality teaching from the teacher and not support staff.	Children need to be taught by the teacher to ensure sound pedagogical knowledge & TA's are there to support where needed, building on what has already been taught.	DH	Autumn 1	N/A	N/A	- Children are receiving input from the teacher. - Children will make more progress. - Teachers are able to address misconceptions where they arise.	
Procedure for monitoring progress: lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation.							

Area: Quality of Education - Computing		Target: To improve the outcomes for pupils within the Computing Curriculum					
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To Provide the required resources needed by each pathway to deliver the Kapow curriculum	- Introduce staff to the Kapow Scheme of work - Purchase resources to allow delivery of the scheme - Organise new scheme to start where children are currently baselined in B-Squared	MT	Autumn Term	£4,000	ICT curriculum	- Teachers have a structured scheme of work to follow. - Coverage is appropriate across all areas of computing curriculum - All resources are in place to teach each unit	

To ensure there is a clear progression across skills in all strands across all pathways	<ul style="list-style-type: none"> - Work with team leaders to ensure appropriate coverage across each pathway - Ensure staff can identify what elements of computing are being taught discreetly and what is being covered by cross-curricular learning - Ensure the wider curriculum offers opportunities for children to practice their skills and knowledge 	MT	Autumn Term	£0	N/A	<ul style="list-style-type: none"> - Progression will be clear across all pathways - Children will have time to demonstrate their computing skills outside of dedicated lessons. 	
To increase staff knowledge and understanding towards the new computing curriculum	<ul style="list-style-type: none"> - Deliver training to staff about the new Kapow computing curriculum - Ask staff to complete a knowledge audit to identify training gaps - Signpost staff to tutorial videos available in Kapow - Deliver training to whole school or departments where appropriate - Work with team leaders to structure the computing curriculum so we have an agreed whole school focus each term 	MT	Ongoing throughout the year	£0	N/A	<ul style="list-style-type: none"> - Staff will have increased confidence in teaching computing - Staff will have increased knowledge and understanding about teaching computing - Staff will have ongoing access to support - The quality of teaching in Computing will increase and have a positive impact on pupil progress. 	
To ensure we are covering online safety in line with the updated RSE curriculum	<ul style="list-style-type: none"> - Introduce staff to the new Kapow RSE curriculum - Provide all staff with a copy of Education for a connected world - Provide all staff with the coverage document from Kapow that links Computing and RSE for online safety - Take part in Safer Internet Day 2022 Tuesday 8th February 	MT	Autumn Term	£0	N/A	<ul style="list-style-type: none"> - Online safety objectives will be covered across school - Staff will have a clear understanding about how and when online safety is covered within the curriculum 	
To provide parents and carers with information and support regarding online safety outside school	<ul style="list-style-type: none"> - Audit parents to see what support is needed - Provide a contact point in school for online safety advice and support - Where appropriate provide training and support for parents and carers 	MT	Spring Term	£0	N/A	<ul style="list-style-type: none"> - Parents will feel supported with matters of online safety - Parents will have a single point of contact 	

Procedure for monitoring progress: Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader file, Team leader meetings, staff feedback, pupil interviews, Evidence for learning, floor books.

Area: Phonics			Target: To develop the quality and outcomes for children in Phonics across school					
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation	
To improve the leadership of Phonics.	1. Set up a subject leader folder to showcase evidence towards improving Phonics across school. 2. Sign up to school portal for updates on Phonics in Lancashire and nationally. 3. Keep up to date with current development in Phonics and early reading and writing and feed into development of the subject and CPD throughout the academic year.	CW/S H	Autumn term 2021	£0	n/a	<ul style="list-style-type: none"> - Teachers will all plan and deliver Phonics as directed on the timetable to all children who are at a level for which Phonics is appropriate, using the Phonics scheme and in line with the Phonics policy. - Teachers will assess Phonics half termly. - Monitoring will take place termly. 		

	4. Create monitoring schedule and share with staff. 5. Establish an effective assessment system to record progress in Phonics.						
To train school staff in basic knowledge and terminology used in Phonics and the use of the Letters and Sounds programme (and any further programme as a result of DfE guidance on Phonics scheme validation) including sequence of lessons and progression through the phases.	1. Staff training sessions – department specific 2. Make staff aware of the expectations of Deep Dive's into early reading and keep staff updated with Ofsted guidance, EEF recommendations and best practice in Phonics, early reading and writing. 2. Make resources available on G drive	CW	Autumn term 2021	£0	n/a	- All staff will access departmental Phonics training. - All staff will be able to use Phonics terminology in class with children and children will be able to explain such terminology. - Staff delivering Phonics will understand 'rules and exceptions' when teaching Phonics. - Staff will plan Phonics lessons in the correct sequence and structure to ensure progression in reading and writing skills. - Staff will use half termly assessments to ensure that children are on track and to identify those who require additional intervention (lowest 20%).	
Following DfE guidance on validation, explore how to improve current practice in line with the recommendations made.	1. Read DfE guidance on phonics validation scheme. 2. Look into Lancashire's stance on guidance. 3. Ensure all aspects of the recommendations are addressed through thorough research and implantation of a number of actions. - Research a series of full SSP schemes to ensure that they meet all DfE criteria for validation as well as being appropriate for the needs of the children in school. - Compare a number of full SSP programmes and speak to SLT and teaching staff regarding the pros and cons of each programme - Decide how to move forward to ensure a full SSP is going to be implemented.	CW/S H	Autumn term 2022	£0	n/a	- SLT member and Teachers will be presented with a series of full SSP programmes to compare. - SLT will vote on which programme to use based upon the feedback from teachers. - Phonics lead to ensure purchase of programme and resources is made ready for September start. - Phonics lead to ensure all staff have access to in house training or external training on the new SSP to be used (whichever is most appropriate).	

Purchase an appropriate scheme (if appropriate) which meets all the DfE criteria for a full SSP, one which passes validation to ensure a quality approach to phonics to delivered in school.	1.Complete order form for programme and order with SBM 2. Complete order form for any programme specific resources with SBM	CW/S H	Autumn term 2021	£2000	SDP	-A full SSP will be in place with training undertaken and resources ready to go for September start.	
Ensure individual reading books match phonic ability.	1.Audit books and subscriptions to e-books 2. In line with the Phonics scheme school chooses to go ahead with, ensure progression and order to the sounds taught so that children read fully decodable books which focus on the sounds they are learning.	CW/S H	Ongoing	£2000	SDP	- Staff will match children's individual reading books to the phonic sounds they are learning. - Staff will ensure that books maintain high levels of interest for the children and that there is variety in the books available. - Staff will alert the Phonics lead should additional books be required to support children's learning.	
To develop a monitoring schedule for the delivery of Phonics.	1. Liaise with the SLT calendar of events to find appropriate opportunities to add phonics monitoring across the year. 2. Compile a list of dates and forms of monitoring and distribute to teachers and SLT 3. Add monitoring dates to whole school calendar.	SH	Autumn 2021	£0	n/a	- Teachers and SLT will have a list of dates and monitoring activities emailed to them at the start of the year. - Monitoring dates will appear on the whole school calendar. - Phonics lead to carry out termly monitoring and develop actions to improve based upon what has been observed/information collected.	
To analyse Phonics data	1. Alert teachers to carry out Phonics assessments at the end of the ½ term. 2. Collect in data from class teachers. 3. Identify groups of children who have not made sufficient progress and plan intervention where necessary. 4. Support teachers in adapting class Phonics groupings where needed.	All	½ termly	£0	n/a	- Teachers will be aware of how to group children for Phonics in the next half term so that continued outstanding progress is made. - Phonics intervention is planned for where needed and carried out in afternoon sessions with appropriately trained members of staff including but not exclusive to the bottom 20% of attainers.	
To effectively resource Phonics provision across the school.	1. Phonics resources already in school will be audited 2. Order chosen SSP programme specific resources for all classes where required 3. Provide access to a range of appropriate resources, tools and subscriptions to support the delivery of a full SSP programme.	SH	Termly	£1000	SDP	- All classes will have appropriate planning and teaching resources to effectively deliver chosen full SSP programme. - Additional resources will be stored in the PPA room.	

Procedure for monitoring progress:

Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SLT Meeting, staff feedback, pupil interviews

Intended Impact:

The teaching of Phonics throughout school will be efficient, progressive and pitched appropriately so that teachers and teaching assistants can move on children's learning rapidly so that outstanding progress will be made in Phonics and additionally early reading and writing. In addition, the relationship between Phonics and books aims to ignite and inspire a love of reading and stories in children.

Area: Behaviour & Attitude - Thrive			Target: To provide a whole school individualised intervention to support pupils social, emotional and mental health development.					
Objective	Actions	Lead	Time	Cost	Source	Success Criteria/Intended Outcomes	Evaluation	
To implement the Thrive approach across school and evaluate its impact.	-Monitoring and tracking individual/groups of children over time in relation to the social emotional and wellbeing needs. - Track assessment across whole school -Collect case studies to monitor impact	JB/TL	Sept/July	£1000 resources	SENCO/Thrive team	-Crisis intervention reduction -Restraint reduction -Better relationships across school. -Increased engagement in learning		
To complete whole class screening for right time learning	-Teachers to assess 3 times per school year -Generate right time leaning action plan targets -Identify vulnerable children from online screen	JB	3 Times per year Oct April June	£600 Thrive online subscription	Thrive team	- Teachers will be able to assess and produce class actions plans to support children's social and emotional wellbeing -Identify and support vulnerable children -Monitor right time progress		
Identify vulnerable	-Online Thrive assessment	JB/TL	ongoing	N/A	Senco/Thrive	-Most vulnerable children identified and access to Thrive		

children for the Thrive pathway	-Use information gathered on pre entry to identify and vulnerable factors/aces -Use a Thrive concerns sheet for internal referrals -Create strong communication links with class teachers' home and Thrive team. -Analise CPOMS for patterns of behaviour					-Better relationships formed -Reduction in crisis situations -A streamlined approach is created to support the child	
Have a structured delivery of the Thrive approach.	-Use RAG rating to identify most vulnerable -Have identified Thrive worker to time JB table a programme of sessions -Use Thrive online to assess and create action plans	JB	Ongoing to meet climate demands	N/A	Thrive team	-Thrive team members to deliver 1:1/group sessions using structured timetable -Thrive action plans completed reviewed and adjusted on 6-8 weeks basis to develop progress -Consistent approach to Thrive sessions	
Procedure for monitoring progress: Children's information will be analysed pre entry to Elm Tree to establish the correct pathway of support. A RAG rating will be developed and will be used weekly to inform of vulnerable children and crisis situations and their effects on the child. RAG will also be used to assess therapeutic pathways. Thrive online assessments will take place for whole classes individuals and groups. These will be completed and reviewed on structured time schedules to monitor progress throughout the year.							

Area: Whole School			Target: To establish four unique Pathways to further improve pupil outcomes				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
The school to have four distinct discrete 'pathways' based around Key Stage, Cognition and specific SEN type.	To understand the pedagogy in teaching the full range of children attending Elm Tree. To analyse the various needs of different children and the most effective way to engage, teach and care for children at Elm Tree. Form discrete Pathways to maximise outcome for children.	DL TL's	Autumn 2021	£0	n/a	To form four Pathways <ul style="list-style-type: none"> • Establish • Endeavour • Evolve • Enlighten 	
To maintain a strong whole school foundation based on 'The Elm Tree Way' & developing distinct 'pathways' having closely matched Intent & Impact but Implementing in their	The Elm Tree Way is imbedded as the 'foundations' of the school. This is applicable to all children. Pathways to develop their own Intent, Implementation and Impact. Pathway Leaders to formulate their own Booklet for each area:	DL TL's	Autumn 2021	£0	n/a	All children attending Elm Tree have the same 'foundation' but distinct Pathway. Each Pathway has their own Booklet – to publish on the website.	

own unique, individual way.	<ul style="list-style-type: none"> • Establish • Endeavour • Evolve • Enlighten 						
Ascertain a formulation to project 'features of child' for each Pathway.	Each Pathway ascertain the characteristics of a child that their area. Four areas to have a range of data available that are strong indicators to which Pathway would be 'best fit' for a particular child. Use of previous assessment data and EP report integral part to this process.	DL TL's	Autumn 2021	£0	n/a	To understand 'why' a child is placed into certain Pathway.	
Key Characteristics of a Learner.							
Establish Pupil Progress meetings to monitor and project individual pupil progress, achievement and attainment.	To diary termly pupil progress meeting with Team Leaders and individual teaching staff To recognise pupil achievements and progress. To develop robust pupil target setting goals that are individualised depicting high expectations for all pupils.	TL's	Autumn 2020	£0	n/a	Pupils are set goals and targets that are achievable but equally challenging based on their unique and individual characteristics. Pupils make outstanding progress from their starting points at Elm Tree school.	
Team Leaders to use Learning Walks, Lesson Obs, Evidence for Learning, Book Scrutiny, Environment Checklists (a full 360°). To monitor Pathway progress, achievements and areas for development.	To diary a full range of monitoring activities throughout the year including (but not exclusive to): Learning Walks Lesson Observation Environment Walk Pupil Engagement Impact of Support (TA) Effectiveness Therapy in the Pathway Use of ICT To ensure that all monitoring is purposeful, discussed with staff and has an intent and impact. All monitoring to be shared with senior leaders.	TL's	Ongoing	£0	n/a	Monitoring allows feedback. Appropriate, challenging and robust feedback allows an organisation to grow and develop. Team Leaders to play 'Critical friend' role. Improved impact from monitoring feedback.	
Pathway leaders to develop an 'Annual Summary' and 'Development Plan' to share their	To have a plan of action. To analyse : What has worked well ?	DL	Summer 2022	£0	n/a	Monitoring allows feedback. Appropriate, challenging and robust feedback allows an organisation to grow and develop.	

effectiveness, impact and areas for development.	What has not worked well ? What could be improved ? What needs to change ?					Headteacher to play 'Critical friend' role. Improved impact from monitoring feedback.	
---	--	--	--	--	--	--	--

Area: Personal Development - Citizens of the future			Target: Develop awareness and participation in citizenship across the school, within individuals, classes, local community and the wider world.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
Introduce and educate pupils from both Key Stages about citizenship.	Developing confidence and responsibility and making the most of their abilities and making democratic choices through classroom discussions and activities. Cross curricular links in with topics over the year.	CW/SB	Spring Term 2021			Pupils to be confident to discuss and understand and be aware what a good citizen is. Weekly/Half termly awards.	
Participate in school based citizenship events	Flower planting, school litter picking, poster making, classroom/school awards for citizenship	CW/SB	Whole year	£100 Resources and Equipment	SDP	Classroom and school focused projects implemented around school. Include on school website	
Learn about the wider world opportunities for citizenship	Participation in annual events such as Children in Need, school charity events and community days.	CW/SB	Termly			Raising awareness and money for charity, participation in at least 3 events over the course of the year. Raise awareness for school and website	
Participate in school and	KS2 – Classroom and Community based activities independently and through links with SHARES.	SB	Termly			Individual, class and school recognition for impact and participation.	

community based citizenship events	Food banks, litter picking, community clean ups and					Displayed on school website	
Topic links with the wider world.	KS2 – Water aid charities, OXFAM and Fairtrade built in to the topic curriculum with liaison of the class teachers.	SB	Termly			Awareness in school of solid links with charities from around the world and a recognition board in school changed termly for each activity to display activities and impact.	
Procedure for monitoring progress: ½ Termly liaison and assessment of impact with class teachers and SMT							

Area: Personal Development - Enrichment			Target: Provide opportunities to participate in a variety of activities both individual and group to aid the development of physical, intellectual, social and personal development accessing activities and venues that provide unique learning experiences.				
Objective What positive influence plans	Actions How I will do this	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
Focussed impact of the enrichment scheme at Elm Tree	Staff training session focussed on the aims and outcomes for pupils of the enrichment programme. Reference to pupil development and enjoyment.	SB	Before end of summer term			Positive impact on staff education of understanding, delivery and support of the enrichment programme	
Create a stable base of class rules/behaviour expectations for enrichment	All classes to base their enrichment around Commando Joe's scheme and principles to establish a code of behaviour/respect and compliance within classes for individual pupils	SB/ Teachers	First ½ term			Each class to conduct Commando Joe influenced sessions using the Muga and local amenities during the first ½ term of Autumn.	
Provide a vast resource bank of options for enrichment possibilities all key stages.	Create a detailed guide of activities suitable for key stages and link with the appropriate times in the year to access i.e. Autumn/Spring/Summer term options	SB	End July 2020			All classes will have a selection of appropriate venue/activity choices to suit the needs of their class.	
Separate activities/visits/experiences into	Research enrichment placements, link with key stage topic focus/groups and liaise with	SB	End of			All classes to have accessed age appropriate enrichment to help personal, social, physical and intellectual develop over the course of the year.	

appropriate age groupings.	individual class teachers as to the need/ability of their cohorts. Make decisions on whether a selection is appropriate for that cohort.		July 2020				
Facilitate the management of contact/booking and administration of enrichment for all key stages.	Contact all identified/agreed provided to help negotiate sessions/visits when teachers have selected relevant options.	SB/LR	4 weeks before the start of each ½ term	TBC		All groups booked on time with a 'Plan B' option in case of cancellation. Smooth delivery of Enrichment for all key stages throughout the school.	
Manage the agreed budget for individual classes with agreement from SMT.	Give support and advice on using the class budget with forethought to activities/time of year and availability. produce a table of costing per session per average group size to provide an informed choice for teachers	SB/SMT	Over the course of each term	TBC		Enrichment delivered within budget agreed at the start of the school year.	
Consider potential issues due to current Covid -19 distancing restrictions.	Outdoor activities such as walking, forest school, geocaching, cycling, nature walks, baking/shopping that can be accessed directly from school to negate transport issues.	SB/SMT	End of July 2020			All children having some access to enrichment activities that will benefit and make valuable experiences/memories over the course of the year in spite of the Covid - 19 restrictions.	

Area: Personal Development – Holiday Club			Target: To create a new Holiday Club proposal to increase our school offer to all pupils at Elm Tree Community Primary, in particular those children that are looked after and in care.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To review and analyse current holiday club arrangements and policy	-To evaluate current holiday club arrangements (i.e. process, execution/delivery) -To review current holiday club policy	LR	Summer Term 2020	£0	Holiday Club Policy	Will have increased knowledge our current arrangements which will inform new directions and decisions into how Holiday Club can move forward and develop across school.	
Reflect on current pupil demographic, and aims and objectives of holiday club	-Identify and review current pupil demographic who typically attends holiday club -Identify and review current holiday club aims and objectives (are they fit for purposes? Are they being achieved? Are they assessed?)	LR	Summer Term 2020	£0	Holiday Club Registers and Holiday Club Policy	Will have better understanding of current pupil demographic that access Holiday Club. Will have considerations as to whether aims and objectives are fit for purpose and link to pupil demographic.	
Review current holiday finances and funding streams, in particular staff expenditure and activity expenditure	-Review current holiday club finances, in particular staff and activity costs	LR	Summer Term 2020	£0	N/A	Will have increased knowledge of current and future funding streams and expenditures of Holiday Clubs. Will allow comprehensive decisions to be made regarding future Holiday Club funding and budget pathways.	

To put forward revised holiday club funding streams, staff expenditure, and activity costs	-Present new and potential funding avenues for Holiday Club arrangements -Present revised staff pay structure -Present revised budget	LR	Winter Term 2020	£0	N/A	To present a new, self-sustained budget formula utilising funding avenues which will cover staff expenditure and activity costs.	
To introduce and put forward a new pupil demographic focus (e.g. CLA), and formulate new holiday club aims and objectives	-Present revised Holiday Club target audience which is supported by evidence and justification. -Present new Holiday Club aims and objectives which correspond to revised demographic who will be accessing Holiday Clubs	LR	Winter Term 2020	£0	N/A	To have in place specific pupil demographic who will be targeted to attend Holiday Club. To have in place revised Holiday Club aims and objectives which link to pupil focus.	
To produce a new holiday club policy template	-Design, create and present new Holiday Club policy template	LR	Winter Term 2020	£0	N/A	Have in place a new and revised Holiday Club policy	

Area: Whole School			Target: To have a 'live' all encompassing holistic, effective individualised Pupil Passport document				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To have one document that has all the formative and summative data and up to date information required to fully support a pupil attending Elm Tree school.	<p>Develop a single document that encompasses all the information required to successfully educate and care for the pupils attending Elm Tree.</p> <ol style="list-style-type: none"> 1. Passport 2. Assessment Data & Strategies from Educational Psychologist 3. Provision Map and Banding Request 4. Important Information About Me / One Page Profile 5. EHCP & Annual Review Targets 6. Short Term Targets (PLPs) 7. Risk Assessment 8. Behaviour Plan 	DL	Autumn term 2021	£0	N/A	<p>All encompassing individualised Pupil Passport Document.</p> <p>To have a document that is fit for purpose, clear, useful and informative.</p> <p>A document that is supportive of a child's emotional, social wellbeing.</p> <p>A document that is clear of child's background.</p> <p>A document that supports the child's learning and academic needs.</p>	
To develop an effective individualised Pupil Provision Map inclusive of individual Banding, Pupil Premium, PEPs.	<p>Link Banding to Provision within the pupil's EHCP.</p> <p>Link to which therapies the pupil has access.</p> <p>Link to any additional support.</p> <p>Link to Pupil Premium (if appropriate)</p>	DL	Autumn term 2021	£0	N/A	<p>Provision Map that is supportive to the child's individual needs.</p> <p>Link between funding and what the child actually receives.</p> <p>Link to EHCP Provision and EHCP Target Setting for the child.</p>	

	Link to PEP (if appropriate)						
Overview of the EHCP Targets – linking to Annual Review process filtering to the pupil's PLP / IEP demonstrating effective termly targets	<p>Review EHCP Targets to are relevant and appropriate to the pupil.</p> <p>Annual review targets to be matched to individual pupil progress records detailed in assessment section.</p> <p>Targets achieved will be analysed at the end of year by Team Leaders.</p> <p>PLP/IEP's to be updated on a termly basis by teachers.</p>	DL TL's	Annual Review & Summer term 2022	£0	n/a	<p>An EHCP that is fit for purpose.</p> <p>An EHCP that is reflective of the child's needs.</p> <p>Annual Review process that has impact of the child's EHCP</p> <p>Effective target setting process.</p> <p>Outstanding progress across all areas demonstrated.</p>	
'Live' Assessment section to include (if appropriate): B-Squared Progression Steps, Reading & Spelling Ages, Thrive Assessment, Educational Psychologist Assessment, Therapy Data – SALT & OT, Counselling, Dog, Autism Progression Guidance	<p>All summary assessment data held in section.</p> <p>Assessment data to be reviewed on a termly basis.</p> <p>Target Setting & Progression to be clear, expectations to be high but not too aspirational.</p>	DL TL's	Autumn term 2021	£0	n/a	<p>Assessment data effective in supporting teaching and learning.</p> <p>Assessment depicting outstanding pupil progress and areas for development.</p> <p>Assessment to support next steps in learning.</p>	
Monitoring of Passports to ensure consistency and high standards.	<p>Peer to Peer Monitoring to occur across the department.</p> <p>Team Leaders to monitor across departments.</p> <p>Evidence to be collated as part of Learning Walk cycle – next steps to be a critical part of the monitoring exercise.</p>	TL's	Termly	£0	n/a	A summative document that shows an up to date pupil profile effective in supporting (holistically), the child, on their Elm Tree journey.	

Area: Leadership and Management : Governance	Targets: Ensure clarity of vision, ethos & strategic vision. Hold executive leaders to account.						
Objective	Action	Lead	Time Scale	Cost	Source	Success Criteria/Intended Outcome	Evaluation
Improve understanding of individual roles and responsibilities of each and every Governor. Shared vision of each role.	Clear roles and responsibilities shared at FGB. Clear and definitive actions required from each role.	DL	Autumn 2021	Nil	n/a	Each Governor links with a member of staff associated with their area of responsibility. Half termly meetings.	
Improve knowledge and understanding of individual roles and that of others.	Complete an annual training programme – as individual governors on individual needs and as a Full Governing Body. Access to courses for CPD. Access to online e-learning and face to face.	DL	Autumn 2021	Nil	n/a	LR to send out regular training platforms. Governors to have access to on-line training. Internal training specific to Elm Tree	
Clear and concise plan of action for each academic year.	Annual plan shared at Autumn Full Governing Body. Expectations shared and understood.	DL	Autumn 2021/22	Nil	n/a	Shared vision and consistent approach to monitoring of area of responsibility. Verbal / written feedback to all at FGB. Feedback encouraged to be supportive but equally challenging.	
Improve communication & use of ICT to increase attendance and participation at all meeting and training events.	Purchase an online virtual meeting app. Ensure that all Governors are competent in the usage of ICT and how necessary equipment. .	DL/MT	2021/22	£200	School Budget	Virtual meeting where possible. On line training accessible Increase attendance of all Governors.	