



Kelvin Grove

Primary School

School Improvement Plan September 2020 – August 2021

At Kelvin Grove Primary School, we take a holistic approach to our children's needs. We offer our children an excellent education experience which is enjoyable and stimulating, enabling them to achieve their full potential.

We are very proud to be a culturally diverse and fully inclusive school which is committed to "Achieving Success Together"

Priority 1

To raise attainment in reading across the school

Target	Actions	Persons Responsible	When	Success Criteria	Cost Implications
<p>1. To ensure rapid progress in early reading.</p>	<ul style="list-style-type: none"> • Continue to follow Letters and Sounds for phonics teaching in school: <ul style="list-style-type: none"> ○ Letters and Sounds training CPD for new staff/ returning staff ○ EYFS/ KS1 daily sessions ○ Year 2 Phonic teaching/ Year 3 groups for catch up due to COVID19 school closure. ○ KS2 phonic groups Year 3-6 for SEND/ EAL children instead of spelling scheme. ○ Review Nursery phonics provision (phase 1) and ensure relevant CPD for staff on early reading skills. ○ Purchase games and resources to enhance the teaching of letters and sounds and keep it a hands on and practical. • Ensure all children (EYFS-KS2) have a high quality, relevant reading book to sounds taught/ phonemes which are sent home weekly building phoneme/grapheme/ segmenting/blending knowledge. • Purchase reading books for any gaps- particularly in phase 2 due to volume of children at this point. 	<p>English Lead</p>	<p>Termly</p>	<ul style="list-style-type: none"> • All teaching of phonics is good or outstanding • By the end of EYFS 75% to achieve the ELG in reading. • By the end of KS1 73% to achieve expected standard in reading. • By the end of KS2 80% to achieve the expected standard in reading. • By the end of the year an increased percentage of children will be securely working at or exceeding the year group expectation in reading • Phonic screen Y1/2 	<p>English/Library Resources £10,000</p> <p>Licenses £3,362</p>

	<ul style="list-style-type: none"> • New online phonics tracking system to ensure workload reducing and more efficient assessment/ analysis. • Tracking of phonics – half termly meetings to identify where progress not as expected – identify and generate focus children for intervention. • Home school agreement between pupils and parents to ensure they read at least 3 times a week for 20 minutes. • Reading raffle reward system to encourage regular reading. 				
1.2 To improve knowledge and understanding of high-quality reading questions.	<ul style="list-style-type: none"> • Staff CPD/ Training on creating your own high-quality questions using VIPERS/ how to teach shared/ Whole class reading. • Review current guided reading/comprehension lessons and implement a whole class reading model around the ethos of ‘talk for reading.’ And use of VIPERS • Develop a whole class reading spine designed around English writing curriculum/ drawing upon wider reading skills e.g. poetry etc. create a stronger link for staff and children between reading skills taught and how that impacts as a reader. • Implement VIPERS questions within Reading as a reader element of T4W in English lessons. • Audit resources used in school and purchase quality whole class reading resources if necessary. • Reading teaching in Y2 and Y3 to focus on developing children’s decoding and fluency which can then support comprehension. 	English Lead	Termly		Accounted in 1.1

1.3 To develop children's fluency when reading to aid comprehension.	<ul style="list-style-type: none"> • Staff CPD on how to develop fluency/ activities that can support this. • Reading lessons to incorporate echo reading and talk for reading strategies. • Purchase a bank of age related texts/resources for each class • Virtually (COVID19) Parent workshops to be delivered to teach about the importance of fluency when reading. • On website, reading support strategies (booklets handed out also) • Promote use of Accelerated Reader with an in school reward system to promote high scores on comprehension quizzes through AR. • Keep AR titles exciting and engaging covering a range of genres and strategies. Review termly. 				
1.4 To increase parental involvement with reading.	<ul style="list-style-type: none"> • Promote great reads and links to stories through Facebook. • Purchase 100 books per year group of key reading for pleasure titles for the children to become familiar with. • New raffle ticket incentive reward system to promote children reading at home. • Home school agreement between pupils and parents to ensure they read at least 3 times a week for 20 minutes. • COVID19 Dependent- Provide termly stay and read sessions with parents where teachers model how to read and what questions to ask children. 	English Lead	Termly		Accounted in 1.1
1.5 To increase the percentage of children reaching greater depth in reading.	<ul style="list-style-type: none"> • Training given to staff to ensure they understand what greater depth involves. • Ensure children are reading rich, classic literature and poetry through whole class reading 	English Lead	Ongoing		CPD accounted in Strategy 3

	<ul style="list-style-type: none"> • Teachers to ensure questions are differentiated to enable children to reach GDS • Additional quality texts purchased to challenge Greater Depth and encourage reading for pleasure. • AR Reading books purchased to a higher level to challenge GD readers- review. • 20 children from Year 5/6 showing GD potential chosen as Blue Peter Book Award Judges- focus on GD reading skills. Titles used in WCR as a focus. 				
1.6 Develop the love of reading	<ul style="list-style-type: none"> • Reading spine developed from Nursery to Y6 for daily 'story time' at the end of each day. • Reading for pleasure timetabled within whole class reading lessons • 100 books per year group purchased to promote high quality, rich, age appropriate texts- linked to AR quizzes to promote comprehension alongside but not compulsory. • Ensure vulnerable groups and EAL children have access to appropriate books • Community link established with Charity Borderline Books. Half termly classes to generate pupil requests for books/ teachers requests for topic books. Pupils receive 3 free books to keep. Facebook posts promoting any requests from babies to adults to create book rich households. • Whole School Book Events- Dragon Week, Visiting Dragon, Focus for reading and writing. • Assemblies on reading for pleasure, using stories as a stimulus for other topics e.g. Ruby's Worry 	English Lead	Ongoing		Accounted in 1.1

	<ul style="list-style-type: none"> • Blue Peter Book Awards 2021 event to promote being judges across the whole school. • First News children’s newspaper delivered weekly to book corners in classrooms Y2-6 10 copies. • Website- Bedtime Story section with teachers sharing favourite stories/ links to online stories. • Provide regular recommendations of books and events to children in school and to parents through Facebook and the website • Bid for grant – outdoor Reading Hut. • Bid for book grant – Foyle Foundation • World Book Day whole school dress up and reading celebration • National Poetry Day share favourite poems • COVID19 Dependent • (Currently closed) School library redesign and restructure to make inviting and accessible into an enchanted reading garden. Books organised by theme e.g. spooky, funny, poetry to be more user friendly. • Drama performances through Gateshead college- classic books. Link to featured texts in library, classes and Facebook page. • Links with Gateshead library re-established. Each class visiting termly. 				<p>Catch Up Premium budget for English £2,000</p>
Total Budgeted for Priority 1					£15,362

Priority 2

To develop a curriculum that is broad and balanced

Target	Actions	Persons Responsible	When	Success Criteria	Cost Implications
2.1 To have a clear mission statement for our curriculum	<ul style="list-style-type: none"> Curriculum review SLT to draft a new Curriculum policy statement alongside a review of the school Teaching & Learning policy based on developments over recent year Parent and pupil voice Governor consultation Staff consultation Share with parents through website and social media 	SLT	Termly	<ul style="list-style-type: none"> Curriculum statement/policy gives a clear rationale for the school curriculum, setting out aims to meet the needs of all pupils and is bespoke to the context of the school. Knowledge, understanding and skill progression to be gained at each stage made explicit. 	None
2.2 Curriculum has a clear progression of skills and knowledge from Nursery to Y6	<ul style="list-style-type: none"> Progression of skills developed and in place for all foundation subjects (Languages, DT, Computing & RE) LT plans of all foundation subjects reviewed to ensure prior knowledge and skills built upon across the year and across the year groups. Key knowledge identified for each subject topic which builds upon and links prior knowledge. Review nursery coverage 'Knowledge organisers in place to: support staff subject knowledge; support children with LT memory; inform and engage parents. 	All staff	Termly	<ul style="list-style-type: none"> All children experience cultural experiences beginning with their local community. Providing a whole school approach to mental health and wellbeing. Enable pupils to develop and establish social relationships. 	CPD costs accounted in Strategy 3

	<ul style="list-style-type: none"> To ensure consistent coverage - timetables reviewed to include all specific foundation subjects rather than 'topic' and to allocate when and how long subjects are taught for. 			<ul style="list-style-type: none"> Raise aspirations through class visitors/professionals linked to topics taught across school. 	
<p>2.3 The curriculum develops children's creativity, diversity, cultural capital and raises aspirations through enrichment opportunities and visitors.</p>	<ul style="list-style-type: none"> Termly immersive classroom launches for Humanity topics All children to experience a termly trip. 'Non-negotiable' experiences overview created. Subject leads to identify high level topic vocabulary (added to knowledge organisers). All classrooms to display topic vocabulary – training to use the PWP strategies in other curriculum areas to support language development. Extend New Writers North work. Themed weeks – careers, diversity. Identify links with current topics and professional contacts, e.g. science topic on healthy lifestyles have GP/doctor come and visit class. Filter in areas where 'Black History' can weave into current topics and become embedded into the curriculum. All year groups to have at least 2 artist workshops a year. Extend extra-curricular clubs in the arts Develop links with the Little Theatre Develop outdoor learning <ol style="list-style-type: none"> New lead and team identified Research best practice/models OPAL – consult on use of school grounds 	Subject Leads	Termly	<ul style="list-style-type: none"> Developing cultural capital within the school setting through targeted school trips, class visitors and themed weeks 	<p>Topics Budget for classes £2,100</p> <p>Budget for subjects £13,000</p> <p>Educational Visits £10,490</p>

<p>2.4 All children are challenged and supported to achieve their potential</p>	<ul style="list-style-type: none"> • Curriculum itself PP EAL • SEN review • SENDCO to audit provision for SEN across the curriculum • Look into knowledge organisers being differentiated and adjusted to support SEN pupils more effectively. • Behaviour • New behavior procedures – revisit through staff training • All year groups to receive class assembly from HT talking through ‘flowchart’ • Breakfast club – revise staffing to provide extra support and revisit activities • Reflection – review activities to ensure children are calm and ready to learn for afternoon sessions • Welfare • Introduce Jigsaw PSHCE • Values <ul style="list-style-type: none"> ○ Revise assembly timetable and link to class assemblies each week ○ Pupil voice – children’s knowledge and understanding of values ○ Introduce character ‘scripts’ • Rise – new groups identified • ‘Most vulnerable’ monitoring – school overview of all our most vulnerable created and shared with staff. 	<p>Subject Leads, SENCO and FSW</p>	<p>Termly</p>		<p>Pastoral Support £4,127</p> <p>Breakfast club and Homework club £6,323</p> <p>Gateshead Schools Health & Wellbeing support package £950</p> <p>Provision of external and counselling services £16,101</p>
<p>Total Budgeted for Priority 2</p>					<p>£53,091</p>

Strategy 3

To develop staff's pedagogical and subject knowledge and leadership skills to enhance the teaching of the curriculum

Target	Actions	Persons Responsible	When	Success Criteria	Cost Implications
3.1 Subject leaders have a clear understanding of the curriculum in their subject area and how to drive forward their subject	<ul style="list-style-type: none"> New TLR curriculum lead to be mentored by HT – shared observations, monitoring, perf mgt to develop leadership skills. New Dep head and TLR appointed with clear evidence of strong Core subject leadership and teaching and learning Subject leaders matched by experience and specialism where possible Teams identified to support staff Links with other schools to support shared expertise and training LA training with Link Inspector 	HT & DHT	Half Termly	Improvement in the quality of teaching so it impacts on progress from starting points in all subjects from Early Years to Year 6 and that the gap between all pupils and disadvantaged close, in line with the milestone and target.	CPD budget £15,000 Curriculum & Assessment TLR £2,863 30% of Supply budget to cover CPD training and SLT release time. £9,000
3.2 Improve staff's subject knowledge in all subjects taught	<ul style="list-style-type: none"> Knowledge planners in place for all foundation subjects across school Candidates identified to access NPQML Subject links set up with cluster schools for shared training and shared monitoring/exchange of expertise CPD – budget set aside for subject specific CPD 	SLT	Termly		
Total Budgeted for Priority 3					£26,863

Priority 4**Personal Development, Behaviour and Welfare**

No groups of pupils to be disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence to rise quickly towards the national average

Target	Actions	Persons Responsible	When	Success Criteria	Cost Implications
4.1 Restructure Attendance Team	<ul style="list-style-type: none">School Business Manager to line manage office clerk responsible for maintaining daily records of attendance and actions following our agreed protocol.HT to deliver training to DHT and SBM to ensure Pathway followed promptly and attendance spreadsheet updated regularly	HT, DHT & SBM	Autumn 1	<ul style="list-style-type: none">Attendance review carried out every fortnightHoliday referrals made within 2 weeks of unauthorised leave of absenceChildren progress through the pathway with fortnightly actionsPercentage of Persistent absentees lowers to narrow the gap between school and national.	None
4.2 Attendance monitoring to continue	<ul style="list-style-type: none">All chn whose attendance falls below 95% begin the attendance pathway, recorded on Attendance Monitoring SpreadsheetOnce a child joins the pathway, attendance review and next stage actioned as appropriate every 2 weeks.	DHT	Ongoing	<ul style="list-style-type: none">Attendance continues to rise to be in line with national average.Attendance actions are prompt, parents are held to account.	None

4.3 Improve visibility of attendance actions with parents.	<p>Newsletter, website and Facebook regularly displaying</p> <ul style="list-style-type: none"> Attendance expectations, Information about rewards Number of referrals made Continue to include interpreters in attendance governor panels 	DHT & SBM	Ongoing	<ul style="list-style-type: none"> Standing item on newsletter displays updates on attendance including number of referrals made Parents are fully aware of attendance expectations and actions in school 	None
4.4 Vulnerable groups - The number of low attending EAL children to reduce.	<ul style="list-style-type: none"> Expectations added to the induction pack/meetings All attendance letters translated into the main languages Continue to include interpreters in attendance governor panels 	DHT, SBM, EAL Lead	Ongoing	<ul style="list-style-type: none"> EAL parents all have access to translating information/letters EAL children's attendance to rise to narrow the gap to school average 	Interpretation budget £2100
4.5 Vulnerable groups - The number of unexplained absences of EAL children to reduce.	<ul style="list-style-type: none"> Text system – numbered codes to represent reasons for absence. Translated into main languages and distributed to EAL parents. 	DHT, School Office, EAL Lead	Ongoing	<ul style="list-style-type: none"> EAL parents use the coded system to report absence The number of unexplained absences (3.1%) to lower to narrow the gap to the school average (1.8%) 	Text to Parents software £900
4.6 Punctuality	<ul style="list-style-type: none"> Monthly analysis of those children with poor punctuality Punctuality pathway established and in place. 	DHT	Ongoing	<ul style="list-style-type: none"> School has up to date information about punctuality and which children's punctuality is a concern The percentage of children whose punctuality is of concern reduces 	None
4.7 Punctuality – raise the profile	<ul style="list-style-type: none"> Punctuality week Whole school assembly and class assemblies the week before. Charts in classrooms Reward for all children who are in on time each day. 	Class Teachers	Ongoing	<ul style="list-style-type: none"> Parents and children understand the expectation for punctuality. The percentage of children whose punctuality is of concern reduces. 	
Total Budgeted for Priority 4					£3,000