St Clare's Primary School
School Improvement Plan 2023-24

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School context				
Number of pupils on roll	**316**	Number of pupils eligible for pupil premium	**127**	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan: **11 EHCP (or Needs Assessments)** / **1** IPRA funding
Percentage of pupils with English as an additional language (EAL)	4%	Most recent Ofsted grade	Good	Staff turnover over the previous year: 3 members of support staff left. 1 has left to take up a role outside of education, 1 left after MAT leave , 1 left to pursue a different role in secondary setting. 3 replacements are being sought.
Overall absence	**7.9%**	Persistent absence	**26.8%**	
Key Ofsted actions from last report	To develop extended writing across the curriculum To develop reasoning and problem solving in maths particularly in MA and LA learners.			
Key areas to improve	Extended writing in foundation subjects and RE Mastery maths- to embed in KS1 and to develop in KS2 To close the gap in reading for VUL and SEND pupils with non-VUL and SEND pupils.			
Key staffing areas of issue	One Y1 ECT Two Y2 ECT			
Budget information	Our reserves have been reduced this year due to successful CIF bids on the nursery and building works wherein we have paid a percentage to these which has come from reserves.			

	Our carry forward is still healthy but staffing cost increases (support staff pay rises) and high food and energy costs have impacted us. Additionally, we have taken on more staff to help support pupils struggling with complex SEMH needs last year. We have a green rating.

Objectives for 2023-24	
Objective 1	To improve writing using consistent spelling teaching and phonics strategies.
Objective 2	To improve SEND pupil progress in line with non-SEND pupil progress.
Objective 3	To improve PPG pupil progress in relation to non-PPG pupils
Objective 4	To support mental health of pupils through specific strategies and therapeutic approaches.
Objective 5	To raise children's fluency in targeted areas of rapid recall.

Objective 1	To improve writing using consistent spelling teaching and phonics strategies. Lead: Angela/Julia						
Action	**Timescale**	**Person responsible**	**Budget/resource implications**	**Monitoring (who by and how often)**	**Success criteria**	**September 2023**	**May 2024**
New spelling scheme introduced		Angela	* Resourced from previous years budget * Staff training inhouse	Angela- half termly to begin with then termly	Spelling results will improve		

Objective 2	To improve SEND pupil progress in line with non-SEND pupil progress LEAD: Izabela						
Action	**Timescale**	**Person responsible**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Success criteria**	**September 2023**	**May 2024**
to review the identification and assessment of children with SEND	by end of 2023	Rowe	none	HT - termly	Reviewed SEN register; robust use of the SEMH assessment tools (including Boxall profile and 6 core strengths)		
in-house CPD for One Planning	Spring 2024	I.Rowe	none	H. Smith PP meetings,	Pupils with SEND will make progress		

				SENCO (One Plan Reviews)	that is similar to pupils with no SEND (+/- 1 step)		
review intervention programmes for literacy (in line with My Letters and Sounds)	Summer 2024	Rowe, J. Murray	none	J. Murray	a number of pupils will be accessing appropriate intervention as evidenced in weekly monitoring and One Planning.		
introduce a stringent system of monitoring interventions	Summer 2023	I.Rowe, J.Murray, A.Rees	none	J. Murray A. Rees Rowe	Regular monitoring of interventions		
To enhance the provision for children with SEMH.	Summer 2023	Rowe	£ 150 (nurture room furniture) £295 (Widgit licence)		1 improvements made to the nurture room (new furniture and play equipment supporting emotional regulation). 2. All teachers use visual timetable regularly for all children. 3. All teachers providing all children with appropriately adapted work. 4. Review of the TPP training in staff (November 2023).		

					5. School take part in a pilot behaviour management programme informed by TPP.		

Objective 3	To improve PPG pupil progress in relation to non-PPG pupils Lead: Hannah/SLT						
Action	**Timescale**	**Person responsible**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Success criteria**	**September 2023**	**May 2024**
To work with Tendring partnership to review the schools PPG provision and action the development points.	1 year	Jamie Whiteside Hannah Smith	release time	Hannah Smith	Identify areas of improvement for the school Action the points created Share the learning with the partnership		
To enhance and personalise our curriculum through the advantaging the disadvantaging programme.	1 year	**Hannah Smith**	Release time	Hannah Smith	To create curriculum links relevant for our children.		

| Focus group on PPG during Pupil progress | Termly | Hannah Smith Class teachers | NA | Hannah Smith | Teachers track the progress of the PPG children in line with others. | | |

Objective 4	To support mental health of pupils through specific strategies and therapeutic approaches. Lead: Jamie/Justyna						
Action	**Timescale**	**Person responsible**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Success criteria**	**September 2023**	**May 2024**
To appoint a Wellbeing Champion in school.	September 2023	Izabela Rowe	none	Izabela Rowe Every half term	Identified children are more confident and have strategies to help them	Mrs Robinson continues to provide ELSA support across the KS2. Play therapy is also provided for the most complex children. Due to the increased severity and volume of SEMH across the school, we have focused on updating our whole school behaviour management system. This has been done alongside continuous input from Trauma Perceptive Practice and supported by a number of outside agencies, including EP, IP and NHS. The TPP involved supporting both children and the staff. We have been using frequently and regularly the safe	

						spaces for the children, including the Rose Cottage, the Nurture Room Mrs Konikowska has been appointed Mental Health Lead and attended training using the mental health grant. The School will take part in a pilot TPP-led behaviour management programme.	
To link wellbeing to Real PE.	September 2023	Adam Frost	None	Adam Frost/SLT		Real PE is working very well and continues to be a focus for next year	
To increase awareness of what are the key indicators for being 'healthy' through developing the 5 'B's - Be yourself - Be grateful - Be mindful - Be kind - Be resilient	September 2023	Izabela Rowe/Amy Robinson	None	I.R/SLT	Children know the 5 'B's and what they mean.	Review of the TPP approach completed by the school's Inclusion Partner and a TPP specialist Helen Strutt	

Objective 5	To raise children's fluency in targeted areas of rapid recall.						
Action	**Timescale**	**Person responsible**	**Budget/resource implications**	**Monitoring (Who by and how often)**	**Success criteria**	**September 2023**	**May 2024**
To make staff aware of the Key Instant Recall Facts relevant to their year group.	September 2023	**JL**	None	**JL**	Staff know what the fluency focus is for their year group.	Staff have been given the KIRF yearly overview document as well as access to the KIRF pdfs that are given as homework.	
To engage parents with the teaching of KIRFs.	Autumn 1 2023	JL	None	JL	Parents understand the importance of fluency and are engaged with supporting their child.	Parents will be invited to a developing fluency meeting after school to explain the KIRFs and to find out how they can help at home	
To embed the teaching and assessment of KIRFs across the school.	Summer 2024	JL	None	JL half termly	Staff are using Daily Maths Meetings to reinforce fluency facts Staff use homework to develop fluency facts	KIRF sheets have been sent home Homework will be set regarding the KIRFS Baseline and end of term assessments will be written Baseline and end of term assessments will be conducted to monitor progress	

						Staff engage with parents to support and remind them of the importance of fluency.	Daily maths meeting books will be monitored for evidence of teaching of KIRFS	
To provide CPD on developing fluency in maths facts.	Continuous 2023/2024	JL	None	JL		Staff are able to successfully design their own lessons to incorporate fluency sessions.	Staff will be trained to understand their role in developing fluency in their class Staff will be supported to design their own fluency planning based on the RTP criteria	
Number fluency interventions to be run with a focus on: a) number bonds and composition of number b) addition and subtraction facts c) times tables	Continuous 2023/2024	JL All Staff	Subscription to Number Stacks	JL during PPA time with teachers.		Successful and targeted interventions are set up. Assessments are in place to monitor progress. Staff in KS1 are confident using number stacks Staff in KS2 are confident bringing in other manipulatives into	KS1 use mastering number to identify children who would benefit from Number stacks intervention. KS2 staff have set up interventions for targeted children. KS2 staff are able to make better use of resources such as rekenreks and tens frames. KS2 staff are more knowledgeable about the KS1 number objectives including number bonds.	

					their lessons to support fluency.		