

Kings Avenue Primary School



School improvement plan

2022-2023

Indicators	2018	2019	2020	2021	2022	Lambeth 2022	National 2022
Roll (School Census)	374	316	266	235	191	348	277
Teaching Staff (FTE)	22.0	19.8	14.8	14.8	10.6	20.8	13.6
Pupil Teacher Ratio (PTR)	17.0	15.9	22.5	15.9	18.0	18.6	27.1
Average Class Size	25.1	22.8	25.0	24.3	20.6	24.6	26.6
EHCP	2.1%	1.9%	1.9%	3.0%	4.2%	3.8%	2.3%
SEN Support	24.3%	24.1%	22.6%	21.7%	16.2%	13.2%	13.0%
FSM (%) - Current	29.9%	36.1%	41.7%	49.8%	59.2%	34.8%	23.1%
Pupil Premium	56.7%	56.6%	55.6%	60.7%	64.9%	37.6%	24.5%
EAL Stage A-D	60.7%	25.8%	57.5%	52.8%	59.2%	33.0%	n/a
EAL Stage A-E	60.7%	42.6%	57.9%	57.4%	59.2%	41.2%	n/a
Inward Mobility Rate (%)	6%	5%	8%	5%	12%	8.9%	n/a
Budget Share (£)	£ 2,044,552	£ 1,754,861	£ 1,507,103	£ 1,420,044	£ 1,280,704	£ 2,041,367	n/a

Key Ofsted actions from last report	<ul style="list-style-type: none"> • While the curriculum is well thought out, teaching does not always respond to pupils who make mistakes. This means that some misconceptions go unaddressed. Teachers must ensure that they are following the school's policy Inspection report: Kings Avenue School 9 and 10 March 2022 4 and approaches when correcting pupils' work and identifying misconceptions, whether in books or in lessons. • Pupils can recall key concepts and prior learning across a range of subjects. At times, their fluency of this recall, particularly linking to key subject-specific terminology, is not as clear as it should be. Leaders must continue to identify and address these gaps in learning.
Key staffing areas of issue (e.g. temporary posts, staff receiving support)	Staffing stable, very strong succession planning in place
Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)	Healthy surplus
Key performance indicators for the next 3 years	<ul style="list-style-type: none"> • Proportion of children achieving a good level of development at least in line with national average • Proportion of children achieving expected and greater depth standards in key stage 1 at least in line with national average in reading, writing, and mathematics • Proportion of pupils achieving expected and greater depth standards in key stage 2 to be above national average in reading, writing, and mathematics. Progress in all subjects not below the national score.

OBJECTIVES FOR 2021-2022

Achievement gap issues	Record details of any gaps between pupil groups (e.g. groups by gender, ethnicity, disadvantaged/non-disadvantaged). Objectives need to close these gaps
Objective 1	To ensure pupils are developed as fluent readers by the end of Year 2
Objective 2	To address the gaps created by the COVID19 Pandemic
Objective 3	To ensure pupils achieve well across the curriculum
Objective 4	To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
Objective 5	To ensure that attendance is in line with, if not exceeding, national average of 96.4%

OBJECTIVE 1 To ensure pupils are developed as fluent readers by the end of Year 2

Article 28: You have a right good quality education. You should be encouraged to go to school to the highest level you can.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Continue to implement the school's phonics programme from Reception to Year 2	September 2022 to July 2023	Phonics Leader	£500 to train new members of staff	Phonics Leader- On going HOS- Half termly EHT- Half-termly	Phonics Screening Check remains above 85% year on year Proportion of pupils meeting expected standards in Reading by the of key stage 1 not lower than 75%	Quality of Education- Early Reading (SEF) GB Priority 2
Ensure those who have responsibility for teaching & leading of Reading receive high quality training in the teaching of Early Reading	September 2022 to July 2023	AHT for CPD + Phonics Leader	£1500 CPD budget	CPD + EHT	All senior leaders, including teachers and support staff who deliver phonics across the school receive the same training by the end of the first term, on the new	Quality of Education- Early Reading (SEF) GB Priority 2

					validated scheme	
Develop pupils' love of reading across the school	September 2022 to July 2023	Phonics leader + English leaders	£2000 for books	Phonics Leader + English leaders- on-going Phase Leaders- on-going HoS Half-termly EHT- half-termly	<p>Pupils have access to decodable books</p> <p>Daily story time for all classes in key stage 1, at least 2x a week in key stage 2</p> <p>Clear system of home reading for pupils, parents are supported to deliver this</p> <p>All pupils receive daily Active Reading sessions</p>	Quality of Education- Early Reading (SEF)

OBJECTIVE 2 To address the gaps created by the COVID19 Pandemic

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 12: You have the right help from the government if you are poor or in need.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
<p>Early identification of and effective interventions for disadvantaged pupils in the EYFS, especially those whose achievement was adversely affected by the COVID19 pandemic</p> <p>Planned intervention: Train adults to implement the Nuffield Early Language Program</p>	<p>September 2022 to July 2023</p>	<p>Admission officer + EYFS Phase Leader + EHT</p>	<p>Training + materials + staffing cost</p> <p>£10,000</p>	<p>EHT + SENDCOs</p>	<p>Disadvantaged pupils identified at the point of admissions</p> <p>Gap between proportion of DA and other children achieving a good level of development in the EYFS, not more than 10%</p>	<p>Quality of Education –Curriculum Impact (SEF)</p> <p>Leadership & Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>
<p>Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in KS 1, especially those whose achievement was adversely</p>	<p>September 2022 to July 2023</p>	<p>KS1 Phase Leader +HOS</p>	<p>Tuition cost, subsidy from DfE</p> <p>£8000</p>	<p>EHT + SENDCOs + Pastoral Manager</p>	<p>Gap between proportion of DA and other children achieving the expected and greater depth standards in reading, writing, and mathematics by the end of key</p>	<p>Quality of Education –Curriculum Impact (SEF)</p> <p>Leadership & Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>

<p><i>affected by the COVID19 pandemic</i></p> <p>Planned intervention: Provide small group tuition to identified pupils</p>					<p>stage 1, not more than 5%</p>	
<p>Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in KS2, <i>especially those whose achievement was adversely affected by the COVID19 pandemic</i></p> <p>Planned intervention: Provide small group tuition to identified pupils</p>	<p>September 2021 to July 2022</p>	<p>LKS2 and UKS2 Phase Leaders +EHT</p>	<p>Tuition cost, subsidy from DfE</p> <p>£7000</p>	<p>EHT + SENDCOs + Pastoral Manager</p>	<p>Gap between proportion of DA and other pupils achieving the expected and greater depth standards in reading, writing, and mathematics from Years 3-5 not more than 3% term on term.</p> <p>No gap between proportion of DA and other/all pupils nationally achieving the expected and greater depth standards in reading, writing, and mathematics by the end of Key Stage 2.</p>	<p>Quality of Education –Curriculum Impact (SEF)</p> <p>Leadership & Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>

OBJECTIVE 3 Our pupils achieve well across the curriculum

Article 29: *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
<p>Teachers implement the clear progression of knowledge and skills in individual subjects consistently.</p> <p>Curriculum prioritization in subjects where implementation was impeded by the COVID19 pandemic.</p>	September 2022 to July 2023	Subject Leaders + Hos and EHT as leads for Curriculum	Curriculum Budget for subjects (E19)	EHT + HOS + Phase Leaders	<p>Staff implement the curriculum intent and the intended outcomes for each of the individual subjects</p> <p>Staff follows the content and sequence in every individual subject that are clearly mapped out across the year, by year group.</p>	Quality of Education Curriculum (SEF)
Deploy expertise to enable pupils to become subject experts in all areas of the curriculum	September 2022 to July 2023	Subject Leaders + Hos and EHT as leads for Curriculum	£20,000.00	EHT + HOS + Phase Leaders	Specialist teachers to implement the planned curriculum in the following subjects: PE. Music, Art,	Quality of Education Curriculum (SEF)
Pupils in all year groups achieve well in all	September 2022 to July 2023	Subject Leaders + AHT/EHT lead for curriculum	Curriculum Budget for subjects (E19)	EHT + HOS + Phase Leaders	Proportion of pupils making expected progress in all	Quality of Education Curriculum (SEF)

<p>subjects within the wider curriculum</p>					<p>subjects not lower than 95% term on term</p> <p>Work in books show a clear progression in terms of pupils' gains in knowledge and skills across all subjects. Quality of pupils' work reflect how they built on prior learning and reflects teachers' high expectations</p>	
<p>Curriculum is enriched by a wide range of co-curricular and extra-curricular activities, including home learning</p>	<p>September 2022 to July 2023</p>	<p>Subject Leaders + AHT/EHT lead for curriculum + Phase leaders+ EVC lead</p>	<p>Curriculum Budget for subjects (E19)</p>	<p>EHT + HOS + Phase Leaders</p>	<p>Pupils across the school participate in at least one educational visit per term.</p> <p>Individual subject leaders to have prepared and implemented one focus day a year.</p> <p>Quality home learning produced by pupils, featured in one exhibition per term.</p>	<p>Quality of Education Curriculum (SEF)</p>

OBJECTIVE 4 To provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
<p>Pupils enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>September 2022 to July 2023</p>	<p>RRSA/PSHE co-ordinators/ Phase Leaders</p>	<p>Curriculum budget (E19)</p>	<p>HOS + Pastoral manager</p>	<p>Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.</p> <p>Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.</p> <p>Most children and young people know and trust that the school will act upon any concerns a child has about their rights not being met.</p>	<p>Personal Development (SEF)</p> <p>Behaviour and Attitudes (SEF)</p> <p>GB Priority 1</p>

<p>Ensure relationships in school are positive and founded on dignity and a mutual respect for rigEHTs.</p>	<p>September 2022 to July 2023</p>	<p>RRSA/PSHE co-ordinators/ Phase Leaders</p>	<p>Curriculum budget (E19)</p> <p>Emotional Literacy Support Assistant funded work 5 afternoons a week, supported by the Pastoral Team.</p>	<p>HOS + Pastoral manager</p>	<p>Relationships are identified by most children, young people and adults as mutually respectful.</p> <p>There is evidence that respectful relationships are strengthening consistently over time.</p> <p>School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.</p>	<p>GB Priority 1</p>
<p>Ensure pupils who were affected by the COVID19 Pandemic, directly or indirectly, are supported emotionally and their mental health and well-being monitored and supported</p>	<p>September 2022 to July 2023</p>	<p>Pastoral Team, SENDCo, EHT</p>	<p>Two Emotional Literacy Support Assistants trained and funded funded work 5 afternoons a week, supported by the Pastoral Team. £5000</p>	<p>HoS, EHT, SENDCo, Pastroral Team</p>	<p>Pupils needing additional mental/ emotional support received appropriate therapy, counselling. Those pupils needing early intervention completed at least 6</p>	

			Agreement with Unlocking Potential to make available a group of therapists for pupils in school 5 days a week. £30000		sessions with an ELSA	
Pupils have taken action to participate in the school's decision making, and to contribute to campaigns on global and local issues.	September 2022 to July 2023	RRSA/PSHE co-ordinators/ Phase Leaders/ School Council co-ordinators	Curriculum budget (E19)	HOS + Pastoral manager	School council in place, record of regular meetings. Evidence of leaders taking into account pupils views when making decisions and record of actions on recommendations of the school council Pupil-led campaigns on local and/or global issues, including charitable work	Personal Development (SEF) Behaviour and Attitudes (SEF) GB Priority 1

OBJECTIVE 5 To ensure that attendance is in line with, if not exceeding, national average

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ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Implement the Lambeth Attendance Toolkit faithfully	September 2022 to July 2023	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HOS+ EHT	Warning Letters issued on time in accordance with the toolkit Persistent absence rate reduces term on term, never above national average for primary schools	Leadership & Management (SEF) Behaviour & Attitudes (SEF) GB Priority 1
Convene Attendance panels promptly to intervene for pupils who at risk of being persistently absent	September 2022 to July 2023	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HOS+ EHT	PA rate below national average for primary schools term on term	Leadership & Management (SEF) Behaviour & Attitudes (SEF) GB Priority 1
Reduce the number of Holidays/Unauthorised absence at the start and end of terms	September 2022 to July 2023	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HOS+ EHT	Reduce numbers of pupils who reach 10% threshold for persistent absence by at least 3% term on term	Leadership & Management (SEF) Behaviour & Attitudes (SEF) GB Priority 1

