



School improvement plan

2023-2024

School and local context

School characteristics

	2020	2021	2022
School number on roll	Close to average 266	Close to average 235	Below average 191
School % FSM	Well above average 56	Well above average 61	Well above average 62
School % SEND support	Well above average 23	Well above average 22	Above average 16
School % EHC plan	Above average 1.9	Above average 3	Well above average 4.2
School % EAL	Well above average 59	Well above average 57	Well above average 60
School % stability	Close to average 84	Above average 87	Close to average 79

OBJECTIVES FOR 2023-24

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	Narrow the gap between disadvantaged and other pupils
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

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

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.

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 2023 to July 2024	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 2023 to July 2024	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 2023 to July 2024	Phonics leader + English leaders + Phase Leaders + Reading champion	£500 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>	<p>Quality of Education- Early Reading (SEF)</p> <p>GB Priority 2</p>

OBJECTIVE 2 Narrow the gap between disadvantaged and other pupils

Article 28: You have 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 to 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/
Early identification of and effective interventions for disadvantaged pupils in the EYFS.	September 2023 to July 2024	Admission officer + EYFS Phase Leader + EHT	Training + materials + staffing cost £10,000	EHT + SENDCOs	Disadvantaged pupils identified at the point of admissions Gap between proportion of DA and other children achieving a good level of development in the EYFS, not more than 10%	Quality of Education –Curriculum Impact (SEF) Leadership & Management-Progress of pupils who are in receipt of Pupil Premium (SEF)
Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in KS 1.	September 2023 to July 2024	KS1 Phase Leader +HOS	Intervention cost £2000	EHT + SENDCOs + Pastoral Manager	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	Quality of Education –Curriculum Impact (SEF) Leadership & Management-Progress of pupils who are in receipt of Pupil Premium (SEF)

					stage 1, not more than 5%	
Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in KS.	September 2023 to July 2024	LKS2 and UKS2 Phase Leaders +EHT	Intervention cost £2000	EHT + SENDCOs + Pastoral Manager	<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
Teachers implement the clear progression of knowledge and skills in individual subjects consistently.	September 2023 to July 2024	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)
Pupils in all year groups achieve well in all subjects within the wider curriculum	September 2023 to July 2024	Subject Leaders + EHT lead for curriculum	Curriculum Budget for subjects (E19)	EHT + HOS	<p>Proportion of pupils making expected progress in all subjects not lower than 95% term on term</p> <p>Work in books show a clear progression in terms of pupils'</p>	Quality of Education Curriculum (SEF)

					gains in knowledge and skills across all subjects. Quality of pupils' work reflect how they built on prior learning and reflects teachers' high expectations	
Curriculum is enriched by a wide range of co-curricular and extra-curricular activities, including home learning	September 2023 to July 2024	Subject Leaders + EHT lead for curriculum + EVC lead	Curriculum Budget for subjects (E19)	EHT + HOS	<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>	Quality of Education Curriculum (SEF)

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 2023 to July 2024</p>	<p>PSHE co-ordinators/ Phase Leaders</p>	<p>Curriculum budget (E19)</p>	<p>HOS + HT</p>	<p>Most children and young people can 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>Ensure relationships in school are positive and founded on dignity and a mutual respect for rights</p>	<p>September 2023 to July 2024</p>	<p>/PSHE co-ordinators/ Phase Leaders</p>	<p>Curriculum budget (E19)</p>	<p>HOS + AHT</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>Pupils have taken action to participate in the school's decision making, and to contribute to campaigns on global and local issues.</p>	<p>September 2023 to July 2024</p>	<p>PSHE co-ordinators/ Phase Leaders/ School Council co-ordinators</p>	<p>Curriculum budget (E19)</p>	<p>HOS + AHT</p>	<p>School council in place, record of regular meetings.</p> <p>Evidence of leaders taking into account pupils views when making decisions and record of actions on</p>	<p>Personal Development (SEF)</p> <p>Behaviour and Attitudes (SEF)</p>

					<p>recommendations of the school council</p> <p>Pupil-led campaigns on local and/or global issues, including charitable work</p>	
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OBJECTIVE 5 To ensure that attendance is in line with, if not exceeding, national average

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.

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 2023 to July 2024	Pastoral Manager + Senior School Administrator	Admin Budget	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)
Convene Attendance panels promptly to intervene for pupils who at risk of being persistently absent	September 2023 to July 2024	Pastoral Manager + Senior School Administrator	Admin Budget	HOS+ EHT	PA rate below national average for primary schools term on term	Leadership & Management (SEF) Behaviour & Attitudes (SEF)
Reduce the number of Holidays/Unauthorised absence at the start and end of terms	September 2023 to July 2024	Pastoral Manager + Senior School Administrator	Admin Budget	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)

