

Outcomes 2017-2018

Key Stage 2 Maths

95% of children achieved Age Related Expectations and 48% of children achieved the higher standard in maths. Average scaled score was 110. Progress was +5.7 which is significantly higher than national averages.

88% of girls (7 girls) and 100% of boys (13 boys) achieved ARE. 100% of PP children (2 children) achieved ARE with 50% (1 child) achieving the higher standard. Progress of PP children was +9.6

Key Stage 2 Reading

100% of children achieved Age Related Expectations and 52% of children achieved the higher standard in reading. Average scaled score was 109. Progress was +3.7 which was significantly higher than national averages.

100% of girls (7 girls) achieved ARE and 92% of boys (12 boys) achieved ARE. 50% of PP children (1 child) achieved ARE with 50% (1 child) achieving the higher standard. Progress of PP children was +7.4

Key Stage 2 Writing

90% of children achieved Age Related Expectations. 29% of children achieved the higher standard in writing. Progress was +2.4 which was above national averages. 100% of girls (8 girls) achieved ARE and 85% of boys (11 boys) achieved ARE.

50% of PP children (2 children) achieved ARE. Progress of PP children was +1.8

Key Stage 1 Maths

82% of children achieved the expected standard in maths and 23% of children were working at greater depth. 100% of PP children met the expected standard in maths.

Key Stage 1 Reading

77% of children achieved the expected standard in reading. 27% of children were working at greater depth. 100% of PP children met the expected standard in reading.

Key Stage 1 Writing

73% of children achieved the expected standard in writing and 23% of children were working at greater depth. 100% of PP children met the expected standard in writing.

Year 1 Phonics

87% of children met the standard in phonics. 67% of PP children met the standard.

Year 2 Phonics Catch-Up

100% of children achieved the standard in phonics.

EYFS

76% achieved a Good Level of Development.

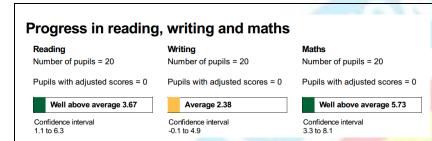
Foundation Stage Profile	2016	2017	2018
FSP Cohort	22	25	25
% achieving GLD	59.1%	76.0%	76.0%
National comparison	69.3%	70.7%	71.5%

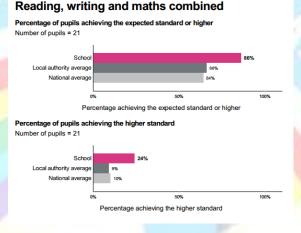
Key Stage One	At	or above ex	p std	Working at greater depth			
Key Stage Offe	2016	2017	2018	2016	2017	2018	
Cohort	24	26	22	24	26	22	
Reading	87.5%	92.3%	77.3%	12.5%	23.1%	27.3%	
National Comparison	74.0%	76.0%	75.4%	24.0%	25.2%	25.6%	
Writing	75.0%	69.2%	72.7%	8.3%	11.5%	22.7%	
National Comparison	65.0%	68.2%	69.9%	13.0%	16.0%	15.9%	
Maths	83.3%	80.8%	81.8%	8.3%	11.5%	22.7%	
National Comparison	73.0%	75.0%	76.1%	18.0%	21.0%	21.8%	

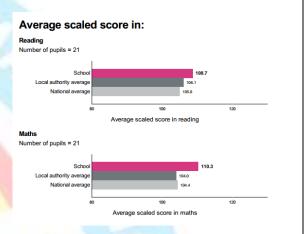
Phonics	2016	2017	2018
Y1 Cohort	23	22	23
Y1 pupils meeting the required standard	91.3%	81.8%	87.0%
National comparison	81.0%	81.0%	82.5%
Y2 Cohort	2	2	3
Y2 pupils meeting the required standard	50.0%	100.0%	66.7%
National comparison	n/a	61.6%	60.8%
End of Keystage Cohort	24	26	22
Y2 pupils meeting the required standard in either Y1 or Y2	95.8%	100.0%	90.9%
National comparison	91.0%	92.0%	91.8%

Key Stage Two	At	or above ex	p std	Worki	ng at greater	depth	Avg scaled score		
Key Stage Two	2016	2017	2018	2016	2017	2018	2016	2017	2018
Cohort	11	20	21	11	20	21	11	20	21
RWM	81.8%	80.0%	85.7%	0.0%	15.0%	23.8%	n/a	n/a	n/a
National Comparison	54.0%	62.0%	64.4%	5.0%	9.0%	9.9%	n/a	n/a	n/a
Reading	100.0%	100.0%	95.2%	63.6%	50.0%	52.4%	111.0	110.3	108.7
National Comparison	66.0%	72.0%	75.3%	19.0%	25.0%	28.1%	103.0	104.0	105.1
Writing (TA)	81.8%	80.0%	90.5%	0.0%	20.0%	28.6%	n/a	n/a	n/a
National Comparison	74.0%	77.0%	78.3%	15.0%	18.0%	19.9%	n/a	n/a	n/a
Maths	100.0%	95.0%	95.2%	27.3%	40.0%	47.6%	109.0	108.9	110.3
National Comparison	70.0%	75.0%	75.6%	17.0%	23.0%	23.6%	103.0	104.0	104.4
SPAG	100.0%	100.0%	95.2%	54.5%	60.0%	76.2%	109.0	110.7	112.4
National Comparison	73.0%	78.0%	77.6%	23.0%	31.0%	34.4%	104.0	106.0	106.2

Key Stage 2 Progress	Value Added (Progress)					
	2016	2017	2018			
Reading	9.0	5.3	3.7			
Writing	0.1	-0.1	2.4			
Mathematics	6.6	4.1	5.7			







Percentage of pupils achieving expected standard in reading, writing and maths, 2016-2018

Number of pupils in 2017 = 20
Number of pupils in 2018 = 21

School

Local authority average
National average

National average

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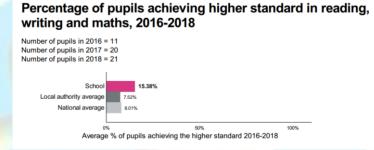
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Average % of pupils achieving the expected standard or higher in 2016-2018

Number of pupils in 2016 = 11



Outcomes for learners: To improve the level of attainment and progress of all pupils within the school across the curriculum Time scale Responsible Milestones Monitorina Focus Area **Actions Outcomes** Resources Status At least 70% of Regular transition Staff have a good Term 6 - CTs meet £300 children will with staff to discuss understanding of the meetings between achieve GLD in school and preschool new intake needs of the children. staff to discuss Term 5/6 GG/EP Children have settled EP/JA/GG **EYFS** Term 6 – SENCOs to development of meet and discuss well into school individual children needs of disadvantaged/vulne rable children EP/JA CTs to track children Term 1 Term 1 – baseline Baseline assessment Non-contact of children completed to ensure good GG ½ day progress from their £100 starting points Quality EYFS training Term 1 EP/JA Term 1 – CTs and TAs are confident in **Training** for new TAs around making observations TAs meet to discuss GG £300 which support pupil observations progress Learning Journey to be Terms 2, 4 and 6 -Children make good Learning regularly updated, progress and the assessments indicate Journeys EP/JA number of children highlighting next steps Weekly those on track and GG £400 achieving GLD is at those who require intervention least 70%. Ensure that children Weekly assessments Children have made Writing have daily and next steps good progress with at resources EP/JA least 70% meeting the opportunities to Daily identified GG £200 develop their ELG in writing. independent writing skills Implement Talk Boost Weekly assessments Children's SEN Network of children's communication has to improve speech and £2000 EP/JA language needs of Weekly improved so that at GG progress least 70% of children children achieve ELG. Regular reviewing of Terms 1, 3 and 5: Children are achieving SSP x3 SSPs for those £600 Review targets their individual targets

Ensure that the focus on	The % of Reception children at least	Termly	EP/JA/GG	Terms 1 – 6: Tracking of pupils to	At least 70% of children achieve ELG		
	Ensure that parents have a clear understanding of how to support their children	Term 2	EP	Term 2: Parents attend Phonics sessions Terms 2 and 4: CTs to report to parents on progress		EP/JA/JW	Release EP for 2 afternoons
	Ensure that all TAs have received appropriate phonics training.	Term 1	EP/JA/JW	Term 1: TAs trained and interventions having a positive impact on progress		GG	Training £200
	Use PP funding to support Year 1/2 children with 1:1 catch-up programme	Terms 3/4/5	EP/GG	Terms 3 – 5:Weekly assessments on progress		EP/GG	
	·	4		Screening Checks Term 3 – 5: EP to carry out weekly interventions and report to GG on impact		GG	Pupil Premium £1000
	Baseline and regular assessment of children's phonic skills	Termly	EP/JA/JW	Terms 1 – 5: GG to assess Year 1/2 pupils using previous	passed the Phonic Screening Check.	TE	3
Phonics Screening Check	interventions			children and implement quality interventions which have a positive impact on progress	Screening is at least 85%. 100% of Year 2 children to have	EP/JA/JW	£200
At least 85% of children will pass the Year 1	Screen all children in EYFS and KS1 and implement quality	Term 1	EP/JA/JW	Term 1: Teachers quickly understand the needs of the	The percentage of children passing the Year 1 Phonic	2	
	disadvantaged children; setting ambitious targets	Termly	GG	EHCP reviews	and make good progress from their starting points.	GG	

reading, including whole class guided reading sessions continues to deliver positive	meeting ELG is above LA and national averages Ensure that at least			be shared with SLT. Interventions to be set up for those pupils who need to catch-up. Terms 2, 4 and 6:	in reading.		
outcomes	80% of KS1 pupils are meeting the expected standard in reading.	Termly	CE/JW/GG	Tracking of pupils who are expected to meet/exceed ARE in Years 1 and 2.			SEN TA £6000 CPG
	Ensure that at least 85% of KS2 pupils are meeting the expected standard in reading.	Termly	IG/GG	Terms 2, 4 and 6: NFER tests for Years 3, 4 and 5. Year 6 to be tested using previous SATs papers. Tracking of pupils who are expected to meet/exceed ARE and those who require intervention. Pupil Tracker as a means of tracking progress.		GG	Resources £250 SPAG.com £200 Reading Scheme £1500
To ensure that that attainment and progress in writing is at least in line with reading and maths.	The % of Reception children at least meeting ELG is above LA and national averages	Termly	EP/JA/GG	Terms 1 – 6: Tracking of pupils to be shared with SLT. Interventions to be set up for those pupils who need to catch-up. Quality writing presentations displayed in each classroom.	At least 70% of pupils meet the ELG in writing.	GG	
	The % of children at least meting the	Termly	CE/JW/GG	Terms 2, 4 and 6: Tracking of pupils	At least 80% of KS1 pupils meet the		Literacy Shed Plus

				C of E	1.7	_	
	expected standard in writing is above LA and national averages			who are expected to meet/exceed ARE in Years 1 and 2. Quality writing presentations displayed in each classroom. Word of the Day.	expected standard in writing.		£200 Dictionaries and Thesauruses £800 LA
		Termly	Teachers	Terms 1 – 6. Moderation of work within school and across the MAT. Identify those children who need further support and ensure interventions are in place which address misconceptions. Quality writing presentations displayed in each classroom. Word of the Day. Pupil Tracker as a means of tracking progress.	At least 80% of KS2 pupils meet the expected standard in writing.		Moderation training £1000
To ensure that the progress of children in Maths is rapid and focused on	The % of Reception children at least meeting ELG is above LA and national averages	Termly	EP/JA/GG	Term 1 – 6: NFER tests in Years 1, 2, 3, 4 and 5. TA assessments (SPTO)	At least 70% of pupils achieve ELG in maths.		Numicon £500
challenging and rigorous assessment	Provide suitable challenges for the more able pupils in the school	Daily	CE/JW/GG	Past SATS papers in Year 6 Moderation of work within school and across the MAT	At least 80% of KS1 pupils meet the expected standard in maths.	GG	CPG Resources £250 White Rose

		65	0)77	Introduce School Pupil Tracker as a means of tracking	TAIL		Resources £100	
		Termly	Teachers	progress.	At least 85% of KS2 pupils are meeting the expected standard in maths.	200	I Can Do Maths £300 Numicon	
Improve the	Teachers have a better				At least 85% of KS2	16	£500	
teaching and learning of SPAG	understanding of the requirements and elements of SPAG are taught through the Writing Scheme of Work.	Termly	Teachers		pupils meet the expected standard in SPAG.	GG	SPAG.com £200	
To accelerate the progress of pupils.	Regular tracking of all pupils informs planning and interventions. Interventions are focused and address misconceptions.	Weekly	Teachers IG/GG		The progress of pupils is significantly above that of national averages.	GG GG	School Pupil Tracker £2000	
Teaching, Learni	ng and Assessment: To	ensure there	are effective p	rocedures in place to	improve standards in tec	aching and learning)	
Focus Area	Actions	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources	Status
All lessons provide evidence	SLT collate PM and informal observations	Ongoing	SLT	By end of Dec 2018 SPTO indicates that	Progress over time is at least good for all	SLT		
that progress over time is at least good for all	and relate to SPTO/Book scrutinities			good progress by all children.	children.	3		
students	Provision map interventions and planning checked to ensure targeted		ati	/a la	armin			

	children (LA) are receiving appropriate support		0777				
Effective strategies and interventions planned to accelerate progress of vulnerable groups. Effective use of	All staff are aware of those children in receipt of Pupil Premium and those who have Single Support Plan or EHCPs	Term 1	GG	Term1: PP and SEND policies reviewed and updated. Termly tracking of pupils and reported to LGB and MNSP. Interventions in place and outcomes closely monitored.	Intervention ensures that outcomes for disadvantaged pupils are at least in line with other children in the school and nationally.	GG/LGB	Focused SEN TA support £6000
TA support for target teaching	SENCo holds regular meetings with teaching staff, parents and outside agencies, reviewing and updating individual targets and plans	Three times a year	GG	Terms 1, 3 and 5: SSPs are reviewed and intervention programmes are in place to support progress	Tracking of children shows that they are making progress that is at least in line with children nationally.	GG	SEN Network £2000
Develop an effective Feedback and marking policy based on EEF research which supports pupil progress and	Incisive feedback is given and response from pupils is required to strengthen learning process to accelerate and deepen learning.	Daily	CTs	Terms 1 – 6: Monitoring of lessons, scrutiny of work, drop-ins, pupil Progress meetings.	Children act on feedback given. A higher proportion of children will meet Age Related Expectations.	EP/IG/GG	MAT Moderation events Staff meetings
reduces teacher workload	Ensure that marking and feedback is based on success criteria	Daily	CTs	Success criteria is shared with the children at the beginning of each lesson.	Children understand what is expected of them during each activity. Children can articulate		£600
	Staff evaluate the work that children undertake in lessons, and use information obtained from this to	Daily	СТѕ	Learning walks, lesson observations and book scrutinies indicate that immediate,	Greater emphasis is placed in Immediate and summary feedback as these have the greatest	SLT	

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	allow them to adjust their teaching. Feedback will occur at one of three common stages in the learning process: Immediate feedback (at the point of teaching), Summary feedback (at the end of a lesson/task) or Review feedback (away from the point of teaching).			summary and review feedback are used effectively.	impact on progress.		
Our broad and balanced curriculum inspires children to learn.	Staff to define the type of curriculum we want for the children. To improve the quality and understanding of vocabulary. To develop a system of Knowledge Organisers which will support planning and assessment across subjects. To ensure that the high standards in the core subjects are replicated across the curriculum.	Ongoing	CTs	Term 1: Topic cycle is reviewed. Term 2: Work alongside MAT colleagues to deliver shared resources. Term 3: SLs to develop a manageable assessment system Staff to develop Knowledge Organisers for each of their topics. Lesson observations, book scrutinies and learning walks indicate that there is a greater degree of consistency across the school and across subjects.	The school's curriculum meets the needs of the children at High Littleton. Staff and governors can articulate its practical impact in the classroom.	SLs/SLT/LGB	

Personal Development, welfare and behaviour: To ensure that the children's personal development, and the behaviour and welfare of pupils makes a positive contribution towards the overall effectiveness of the school

Focus Area	Actions	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources	Status
Showing respect for others' ideas and points of view	Ensure that children develop an understanding of democracy	Term 1	GG/EP	Term 1: Election of School Council and House Captains Term 3: Local MP to visit school Term 4: Register for UNICEF Rights Committed School Term 6: Year 6 to visit Houses of Parliament	Children can explain the process of elections and how this is reflected in school and within the wider community. School achieve Rights Committed School status.	GG	£600	
	Ensure that all children have the opportunity to visit a place of worship other than their own	Once a year	GG/JB	RE Subject Leader to liaise with other MAT RE leaders and Diocese.	Children have a greater understanding and appreciation of the faith of others.	GG	£600	
	Ensure that PSHE SoW, lessons and circle time effectively deal with difference	Term 3	JA/LT	Review SoW. Support from BANES to improve Equalities Team.	Children in the school are accepting of others and that instances of bullying are rare.	GG	Training £200	
	Ensure that children explore their own cultural identity as well as that of others	Term 2	GG	Term 1: To	Children have a better understanding of their own identity and can show empathy towards others.		Training £600	

Ensure that	Daily monitoring by		- 1 × 1 - 1	Terms 1 – 6: Parents	Children value their		EWO
attendance for	office staff.	95.3	* J. A.	receive regular	education and rarely		£400
all groups is at	Weekly reports given	C - 20 M		reminders in	miss a day at school		
least 98%	to HT. Teachers			newsletter. GG	Attendance continues		
	receive regular	YX		meets with EWO.	to be well above		
	updates, including			Vulnerable children	national averages.		
	attendance figures for			highlighted and			
	groups, especially	On-going	GG/EWO	reminders sent to	Attendance issues are	GG	
	vulnerable groups.			parents	dealt with which has a		
			1	Terms 2, 4 and 6:	positive outcome on		
				Monitoring of	pupil progress.		
				attendance and			
				termly certificates			
				given to pupils who	The second second		
				achieve 100%			'.MA
				attendance			
				GG to report to LGB.			
Promote high	Review current	1		Termly review of	Behaviour is judged to	GG	Behaviour
standards of	behaviour policy			behaviour. A	be outstanding.		Panel
behaviour across	during staff	Term 1	GG	reduction in the			£6000
the school	meetings and			number of	Childr <mark>en</mark> are confident		
	judge its			red/yellow cards	and se <mark>lf-assured</mark>		
	effectiveness.			given out in each	learners. They have		
	Monitor the number			class.	excellent attitudes to		
	of red/yellow cards.				their learning which		17
	Attend Emotion	Term 1	Staff	Strategies	has a positive impact	GG	
	Coaching INSET and			i <mark>mple</mark> mented	on their progress.		
	implement strategies			successfully and			
	to support children			staff/children are	There is an		£500
	with particular needs.			able to res <mark>olve</mark>	improvement in		
				issues.	behaviour of the most		
					vulnerable children.		

	Seek views of all stakeholders about behaviour using the school's questionnaire to parents and children.	Term 3	LGB			LGB	Parent and Children's Questionnaire
Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.	Ensure that children's mental health and wellbeing are catered for. Concerns are discussed with HT and referrals are written in partnership with parents. Outside agencies are deployed effectively based on the needs of individual children.	March 2019	JW	Term 1: JW to liaise with JA and produce action plan Term 1 and 2: MR to work with identified children to promote wellbeing and mindfulness Term 1 – 6: Each class to receive weekly input from Yogadoo to improve wellbeing. GG to liaise with School Nurse Term 1 – 6: WPA to work with identified children.	Healthy Outcomes completed and school achieves Healthy Schools status. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.	GG	PE and School Sports Grant
	Improving playtime and lunchtime provision	Term 1-6	IG	Term 1: Play Policy in place. Play Leader recruited. Action plan updated. Term 2: OPAL project introduction to staff and produce action plan Term 3 - 6: Implement action plan Term 1 - 6: OPAL Team to meet and	School achieves OPAL recognised status and improved behaviours during less structured times. Fewer instances of playtime issues spilling to the classroom. Feedback from children, staff and parents is positive.	IG	£4000

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Improving the quality of provision and outcomes in PE and school sports.	Term 1	IG	Term 1: Review of PE Premium spending and impact. Term 2: Ensure that PE Premium is costed Term 3: Monitor provision to ensure that all children attend at least one sporting activity.	PE and School Sport Premium is spent and the impact on the provision. PE Premium document articulates outcomes achieved.	GG	PE Premium Grant £16000
To ensure that children feel safe and secure at school.	Term 1 – 2. Ongoing reviews	GG/IG	Review Anti-bullying policy and action plan Engage in Anti-Bullying Week's "All different, all equal" Term 2: School Council to discuss and produce a school Anti-Bullying Charter which will be displayed in each class.	Reduced instances of bullying. Children can articulate that they feel safe at school and know what to do if they are worried.	GG	On-going CP training for a staff
Improve children's understanding of online safety.	Termly	GG/CE/IW	Engage in Safer Internet Day. Weekly class discussions during computing lessons. Online safety training for parents. Online Safety training for teachers.	Children are able to articulate how to stay safe online.	GG	Staff training £400

Leadership and Management: To inspire the school community to share a strong sense of purpose which involves work towards meeting and sustaining ambitious targets for all pupils

Focus Area	Actions	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources	Status
Ensure that safeguarding is highly effective and that policies and procedures ensure that adhered to.	Audit current Child Protection training.	Termly	GG	Termly monitoring of SCR by Safeguarding Governor. Term 1: New staff to receive MNSP training. All teachers to receive updated Level 1 Safeguarding training from LA throughout the year.	Safeguarding is effective and children feel safe at school. All staff and governors have received up-to- date training, including that of CSE, FGM and Prevent.	GG/SE	Level 1 LSCB training for teachers £1000 Deputy DSL training £300	
	Review Child Protection and Safeguarding Policies	Annual	GG/LGB	Term 1: CP and safeguarding policies shared with all staff. Relevant documents read and signed. SCR updated. Termly review of staff files.	All staff have read and understood all relevant documents that are in line with current guidance.	GG/SE	Termly review of SCR with SE	
	Complete annual Safeguarding Audit and action plan	Term 3	GG/SE	Term 1: Ensure that all action points from previous action plan are addressed Term 2: Safeguarding audit reviewed and shared with staff and LGB.	Action points from audit are addressed. Regular review of action plan to ensure that safeguarding is effective.	LGB	LSCB Safeguarding Audit	
	Ensure that Safeguarding Governor reports to LGB on safeguarding and CP	Termly	SE	SE to meet with SLT to discuss safeguarding and CP issues. Review the school's action plan	LGB carry out their statutory responsibilities and are aware of safeguarding concerns	LGB	Safeguarding Governor to meet termly with DSL. Updated	

				and report on progress towards	that the school has. Actions taken by the school are monitored and are robust.		Headteacher's Reports at LGB meetings
Ensure that Pupil Premium pupils are achieving in line with their peers nationally	Ensure that LGB are monitoring PP outcomes.	Termly	LGB	Review progress of PP children using HT reports and compare PP data with using ASP. Evaluate impact of provision and decide upon PP spending for 2017-2018	LGB can confidently articulate how PP income is spent and how this impacts on the progress of PP children.	GG	Pupil Premium grant £30000
		١		Termly updates from HT about PP attainment and progress.			
LGB play an integral part in ensuring that the school is effective in driving improvement	Staff and governors understand school, local and national data. Governors to receive SPTO training so that they can understand and articulate attainment and progress during meetings and can confidently challenge the school's SLT.	Termly	LGB	GG to lead training on the new Analyse School Performance data for new governors. ASP and SPTO reports sent to LGB and analyse termly data to ensure that interventions are effective and hold the school to account.	LGB can confidently articulate attainment and progress of pupils in the context of local and national data.	GG	School Improvement Partner £1500
	Improve the role of Governor monitoring. Governors are able to articulate the quality of teaching and learning within the school.	Termly	LGB	Review staff and governing body's roles and responsibilities and establish timetable for Governor visits	Governors are able to articulate the quality of teaching and learning across the school	GG	

			monitor	UNITED STATES		
	P30 V		implementation of			
	7.367		SDP and action			
			plans.	700000		
All staff will be			Maths and English	Subject Leaders can		
responsible for leading			Subject Leaders to	evaluate, articulate		
subjects across the	Termly	SLs	monitor the quality	and improve outcomes		
school and have			of teaching through	across the school.		MAT INSETs
Middle Leadership			pupil conferencing,	Staff are confident in		Moderation
responsibility and are			lesson observations,	articulating strengths		events
able to articulate			scrutiny of work and	and areas for	GG	
progress.			planning, and	improvement.		£500
			disseminate the			
			information to	The state of the s		
			Governors			> III.
	1		Terms 1 – 6: Staff			
			engage with LA and			100 TH
			MAT CPD and are	3411		
			able to share best			
			practice.			

Christian Founda	ition : To improve the di	stinctiveness (and effectivene	ess of High Littleton Cl	hurch of England School	l as a Church scho	ool.	
Focus Area	Actions	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources	Status
The school has	Ensure that the	Term 2	GG/LGB	End of T2: All staff	All stakeholders can			
developed and	school's vision and its			and Governors know	articulate the school's		7	
implemented an	associated values are			what the vision is	distinctively Christian			
inclusive and	grounded in a clear			and can discuss it.	vision and how this is			
distinctive	theology firmly rooted			T2: KS2 pupils can	reflected on a daily	A 188		
Christian vision	in a Christian			talk about the vision	basis.			
and can monitor	narrative.	11/17		of the school in their				
its impact.				own way. The vision	- 2 0 F. M.			
-				is displayed on the				

The school's staff and leaders apply their Christian vision to ensure curriculum and extra—curricular opportunities meet the academic and spiritual needs of all children	Ensure that leaders can demonstrate that the school is effective in meeting the academic needs of all children as well as their spiritual development.	Term 1	All staff LGB	school website and weekly newsletters. Pupil conferencing to discuss how the school's values impact on themselves. Term 2: Displays around the school reflect the values and what it means to the children. Complete SIAMS Self Evaluation Form. The school's data and academic progress is above average for all groups of children. The school will have a clear and secure understanding of its spiritual development.	Staff and governors can show how the curriculum is tailored to meet the needs of all the children that the school serves. They make bold ethical arguments for the inclusion and support of vulnerable pupils, including those with learning		
-							
The school's Christian vision supports the character and moral development of all children,	The school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the	Term 2	All staff/LGB	Pupil conferencing to ask the children how the school's values and vision help them in school. Ensure that curriculum planning	Children can explain how the school's values give them confidence to listen, question, explore and challenge themselves in pursuit of their		

giving them aspiration for themselves and hope for the communities of which they are a part.	perseverance to overcome barriers to their own learning and to make positive choices.			allows for children to question and debate injustices.	learning. The school provides quality opportunities for pupils to explore situations of injustice and inequality so opening pupils' horizons, giving them a concern for others.		
The school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.	Ensure that the school's Christian vision and associated values underpin relationships at all levels in the school community, enabling children to disagree well and to practice forgiveness and reconciliation. Ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference.	Term 2	All staff/JGB	Staff, pupil and parental questionnaires feedback based on relationships, mental health and difference and how the school supports these. Outside agency involvement for families who require support.	The school is recognised by the wider community as a centre of reconciliation and support. It is a place where pupils are given and take second chances. Pupils will talk about forgiveness and reconciliation as a worthy way of living. Adults talk of support they have received from the church school community.		
The school's Christian vision creates an environment that embraces difference where all children, whatever their background or	Ensure that the school's Christian vision and associated values uphold dignity and value all God's Children, ensuring through its policy and practice the protection of all members of the	Term 1	All staff/LGB		Leaders ensure that any barriers to inclusion that might limit the life chances of pupils are significantly reduced. Pupils talk of the school being a hospitable community		

ability, can flourish because all are treated with dignity and respect.	school community. Ensure that our curriculum provides opportunities for all children to understand, respect and celebrate difference and diversity	On-going			where they are encouraged to fulfil their potential. The school's policies are successful in preventing incidents of prejudicial behaviour creating a culture where pupils whatever their are comfortable as the person God made them to be. Pupils take a lead in challenging prejudicial behaviour and		
Collective worship is an expression of the school's Christian vision.	Ensure that the experiences of prayer, stillness, worship and reflection are an integral part to the school's Collective Worship. Ensure that children and adults appreciate that Christians worship in different ways. Ensure that children as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice	Termly	GG	Ensure that a daily act of Collective Worship is timetabled and that there is a clear focus for each worship. All staff and children understand their responsibilities and can use the school's vision and values as a basis for each worship. The Church Hall clearly reflects it as ab area for worship. Children can articulate why worship is important to them.	Ianguage. The school community recognises and values worship as the heartbeat of the school. School leaders work with the local church community who provide appropriate support for collective worship. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive.	GG	Resources £400 RE SL training and resources £200 SIAMS training £200

The school is	Ensure that the new	Term 1	JB	RE co-ordinator to	Children are inspired	JB/GG		
effective in	agreed RE syllabus is		* /LASS	attend Diocesan	by RE and recognise it			
ensuring pupils	implemented	T 730.3		training around the	as a challenging but			
flourish through				new syllabus.	safe space to explore			
the provision of		V X X		RE co-ordinator to	their own and others'	F . 4 3 (S)		
high quality				lead staff meeting	religious, spiritual and	M M PA		
religious				and introduce new	philosophical			
education.				SoW.	convictions critically	100		
			100	Staff to plan and	and responsibly.			
				implement new RE	Pupils confidently give			
				curriculum based on	age appropriate			
		$\rho = \rho$		the school's long	theologically,			
				term planning.	philosophically and			
				Purchase resources	sociolo <mark>gically</mark>			
				to reflect the new	inform <mark>ed</mark> accounts of			
				requirements	Christianity and other			
		Term 3	VIII (RE co-ordinator to	religious traditions.		- 111	
				m <mark>onitor</mark> and	1341.7			
				evaluate impact				

Focus Area	Actions	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources	Status
Raise	Target children not on	October	EP/JA to	T1: Identify children	Targeted children	GG through		
attainment and	track to meet ELG in	2018	plan	using observations	achieve	monitoring of		
progress in	reading, writing or		targeted	and	the ELG in reading,	quality		
EYFS so they	maths.		support.	SPTO TAs	writing and in SSM	of T&L		
are at least in	Ensure that children			Daily 1:1 time for	and number.	SLT – termly		
line with	have daily	A	TAs to work	targeted ch <mark>ildren for</mark>		progress		
national	opportunities		1:1	10min		analysis.		
averages at the	to develop their			Fine motor				
end of the	blending			intervention 3x	100			
stage	for reading			weekly		100		
	independent			Fine motor	A Design of the last			
	writing skills, fine		10 H 37	intervention 3 x a	- 1 to 1 to 1 to			
	motor		DEATH AND A	week-number				

To ensure high	control, number formation and number correspondence. Baseline and regular	Ongoing	All EYFS staff	formation Extra support with EYFS for number correspondence T1: Teachers quickly	% of children	GG through	
quality and rigorous phonics teaching	assessment of children's phonic skills Screen all children in EYFS and implement quality interventions Ensure that all TAs have received appropriate phonics training. Ensure parents have a clear understanding of how to support their children.			understand the needs of the children and implement quality interventions which have a positive impact on progress T2: TAs trained and interventions having a positive impact on progress T2: Parents attend Phonics sessions T2,4: Class teachers to report to parents on progress	achieving ELG in reading will be at least in line with national averages.	monitoring quality of teaching of phonics	
Ensure assessment is accurate and used to inform planning and future teaching	Baseline assessment of children SPTO and Learning Journeys to be regularly updated, highlighting next steps. Targeted planning and teaching for any gaps or children making little or no progress. Ongoing moderation of assessments.	Ongoing	EP/JA	T1: Baseline completed Ongoing monitoring	Assessment data informs planning and future teaching. All groups have made good progress from their starting points and gaps are closed for vulnerable pupils. All staff able to assess accurately.	Observations and assessment moderated externally via the Trust and by LA. SLT to monitor ongoing progress data with a focus on SEN/PP. Planning linked to SPTO gaps for individuals and groups.	