



School Development Plan 2022-2023

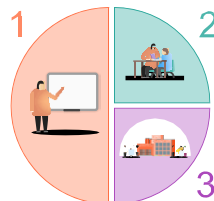


EEF – Moving Forwards, Making a Difference

Ellistown Primary School Development Plan 22 23



This tiered model is designed to enable school leaders to consider where best to invest time, energy and resources for the benefit of their particular pupils.



This development plan is based on the planning template recommended by the EEF 22 23 and championed by Professor Becky Francis CEO



"Schools should treat implementation as a major commitment and prioritise appropriately. Schools should probably make **fewer, but more strategic**, choices and pursue these diligently. Reviewing and stopping some existing practices may be required before delivering new ones." **Putting Evidence to Work: A School's Guide to Implementation—EEF**



1. HIGH QUALITY TEACHING

To ensure access to high quality teaching, we plan to...

- Invest in quality CPD for our staff, using the Walkthrus CPD programme as a structure for this, with a focus on '5 a day' to promote good teaching for all of our pupils including SEN [WalkThrus](#)
- Achieve excellent English outcomes by focussing upon high quality phonics and spelling teaching and building upon the work that went into designing a high-quality reading and writing curriculum in 21 22. Embed new government endorsed phonics programme [Twinkl Phonics Scheme](#).



- Improve Maths outcomes by focussing upon key number skills such as number bonds and times tables – improving fluency and quick recall – to include continuing the NCETM maths number sense project in EYFS and KS1



- As part of a tailored CPD programme explore the effectiveness of the diagnostic assessments we use – using evidence from the EEF to inform discussion and improve upon practice

2. TARGETED ACADEMIC SUPPORT

To deliver impactful targeted support, we plan to...

- Ensure that our phonics catch up programme is embedded across the school for those children who need it and is closely monitored by SLT

[Twinkl Phonics Scheme](#)

- Provide targeted pre and post teaching for children who need additional support to access the curriculum alongside their peers.

- Provide targeted support finely tuned to the needs of students with SEN needs to ensure that they make good small steps progress against their starting points. Over seen by the SENDco and SLT

- Provide targeted group support for students in need of additional support.



3. WIDER STRATEGIES

To remove non-academic barriers to attainment, we plan to...

- Further improve upon our pastoral offer – developing the role of our ELSA and pastoral lead, ensuring that children and their families are supported with their social and emotional needs, so that children can achieve well.

[ELSA](#)

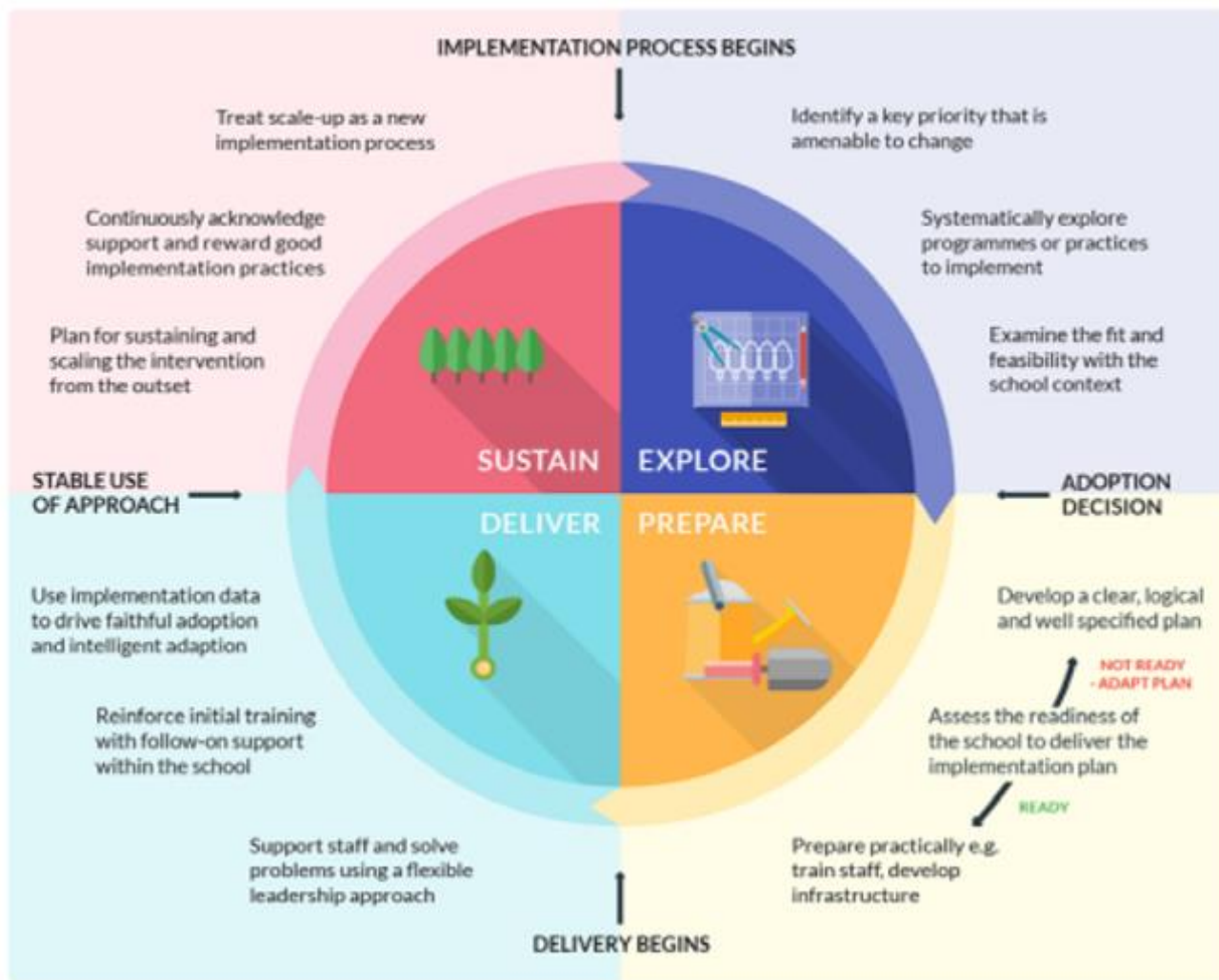


- Work closely with families to improve attendance across the board, supporting the removal of barriers to attendance whatever those barriers might be.



The process we follow at Ellistown School when planning for sustained progress.

The implementation process diagram



School Priority Target 1-High Quality CPD for Staff

Key Success Criteria	Actions	Deadline	Impact
<p>a) The Walkthrus CPD programme has been embedded for staff CPD with a focus on '5 a day' to promote good teaching for all of our pupils including SEN</p> <p>b) Using evidence from the EEF to inform discussion the effectiveness of the diagnostic assessments has been explored and acted on where necessary.</p>	<p>Explore and Prepare</p> <ul style="list-style-type: none"> SLT to take part in Walkthrus training during the 1st half term and put together a clear timetable for Walkthrus training, linked to the EEF's 5 a day. 1st 5 a day focus to be decided upon based on an identified area of need when observing lessons/ learning walks etc. <p>Deliver</p> <ul style="list-style-type: none"> Initial short training session takes place for staff - including support staff - focus on Cognitive and metacognitive strategies. During Autumn 2 staff will have time to plan with colleagues for triad observations to research this in their classrooms with feedback January training day to be devoted to further work on cognitive and metacognitive strategies, working as a team to plan the next steps in implementation including a focus on current research. Triad visits repeated with a focus on individuals area of subject leadership. What strategies are particularly suited to certain subject areas? How can we use what we have learnt already to develop teaching and learning in our subject area? Each subject leader to produce an appendices to the curriculum document offering suggestions for the best ways to develop cognitive and metacognitive strategies in the subject area with a focus on children doing and remembering more. <p>Sustain</p> <ul style="list-style-type: none"> Look at impact on teaching and learning as an SLT. What worked/ didn't work Celebrate what has worked well in this area during 22/23 and what still needs development next year. How do we ensure that the positive impact continues into 23/24/ is cascaded to new staff/ is future proofed incase key staff leave - for instance ensuring agreed non negotiables are highlighted in the staff handbook Begin to plan Walkthrus training for 23/24. Which of the EEF 5 a day will be the key focus this school year? Who will lead on Walkthrus next year? <p>Prepare</p> <ul style="list-style-type: none"> Lead person to carry out focused research in the light of the agreed next CPD 5 a day focus ready for sharing and feeding into the prepare stage on return to school 	<p>Oct half term 22 SLT</p> <p>Dec 16th 2022 Whole staff</p> <p>3rd January 2023 Whole staff</p> <p>26th April 2023 Subject leaders/ whole staff</p> <p>June 2023 SLT and subject leaders</p> <p>26th August 2023</p>	



Target 2-Develop teaching of phonics and spelling at Ellistown

Key Success Criteria	Actions	Deadline	Impact
<p>a) The new DFE approved systematic synthetic phonics scheme (Twinkl phonics) is embedded across EYFS, KS1 and KS2.</p> <p>b) The teaching of spelling and phonics is consistently at least good across the school.</p> <p>c) Internal and external data shows the percentage of Ellistown pupils achieving the expected standard in spelling is at least in line with national</p> <p>d) Phonics screening data and internal monitoring show that the percentage of Ellistown pupils achieving the expected standard is at least in line with national.</p> <p>e) Phonics interventions are embedded across school for children identified as below the expected standard, and these children make good progress.</p>	<p>Explore and Prepare</p> <p>a) Whole school phonics CPD to be arranged for August teacher days- all staff to attend. Delivered by Twinkl</p> <p>b) LH to share new updated spelling scheme from Spelling Shed with staff</p> <p>c) Set up Twinkl Phonics pilot scheme - a Twinkl specialist to support journey and delivery of phonics.</p> <p>Deliver</p> <p>d) Teachers and support staff to deliver new phonics programme in EYFS and KS1 daily.</p> <p>e) Teachers and support staff to be delivering Phonics Intervention programme/same day interventions from scheme to those children who need phonics support- bottom 20% and any vulnerable/'just passed' pupils. (Including in KS2)</p> <p>f) Phonics resources to be available for children to access independently in all classroom (including KS2).</p> <p>g) Classroom environment to reflect phonics phase currently teaching i.e. classroom displays with phoneme/graphemes displayed, examples shown; continuous provision activities to support and embed phonics learning</p> <p>h) Parent/guardian Phonics workshop to engage parents</p>	<p>August 22 whole staff</p> <p>4 check ins throughout the year (TBC)</p> <p>Ongoing</p>	<p>a) Phonics CPD took place and was attended by all teaching and support staff. Staff are feeling confident and ready to get started with the new scheme with a focus on fidelity and pace</p>



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Target 3-To improve fluency and recall of key number facts and as a result - maths outcomes

Key Success Criteria	Action	Deadline	Review
a) A whole school system for improving fluency and recall of key number facts including multiplication and division facts has been developed and implemented b) The Year 4 MTC data shows children are at least in line with national standards. c) The NCETM Mastering Number project has been fully embedded in KSI and EYFS d) Internal and external data shows the percentage of Ellistown pupils achieving the expected standard in maths is at least in line with national.	Explore and Prepare a) Staff meeting 7.9.22 to discuss and agree whole school system for recall of key number facts including multiplication and division facts. b) NF to prepare guidance for key number facts system ready for all teachers to use. c) NF training for new KSI staff to implement NCETM mastering number project. NF to teach initial sessions in year 2 for KSI teachers to observe.	7 th September 2022 14 th September 2022 October half term	
	Deliver a) Teachers to begin to use system for recalling number facts during autumn 1. b) Each class to set key facts assignments on Math Shed for pupils to access and practise at home. c) EYFS and KSI to teach 3 - 4 sessions each week of the NCETM Mastering Number project. Embed the use of Rekenreks throughout EYFS and KSI maths lessons and continuous provision.	October half term October half term Continuous throughout year.	
	Sustain a) SLT and Subject leaders to look at impact on pupil outcomes with teachers during pupil progress meetings alongside data. What worked well/what could be improved. b) How do we continue with improving outcomes during 2023-2024.	June 2023	



Target 4-To deliver impactful targeted support for all pupils

Key Success Criteria	Action	Deadline	Review
<ul style="list-style-type: none"> a) Lesson observations, planning and pupil interviews show that across all subjects, children who need additional support to access the curriculum alongside their peers receive targeted pre and post teaching. b) PPMs, assessments and data show that SEND pupils make good small steps progress against their starting points. c) Lesson observations and planning show that targeted group support is implemented for students in need of additional support. 	<p>Explore and Prepare</p> <ul style="list-style-type: none"> a) BD to monitor curriculum, with an initial focus on Humanities teaching and to support teachers in adapting lessons for all pupils. b) Staff meeting time to review curriculum teaching <p>Deliver</p> <ul style="list-style-type: none"> a) Teachers to deliver the full curriculum to all pupils, making appropriate adjustments to enable this b) SLT and SENDCO to complete PPMs each term and identify any areas of concern. Good practice to be shared with all staff. <p>Sustain</p> <ul style="list-style-type: none"> a) BD to monitor curriculum, with an initial focus on Humanities teaching and to support teachers in adapting lessons for all pupils. b) Subject leads to monitor teaching, with a focus on inclusion and support for all - supporting teachers in how to target support for individuals whilst maintaining high standards for all. c) SENDCO to monitor assessments for SEND pupils and support class teachers where necessary. 	<p>Autumn 1 2022</p> <p>Autumn 1 2022</p> <p>Continuous throughout year.</p> <p>Termly throughout year</p> <p>Continuous throughout year.</p>	



Target 5- To remove non-academic barriers to attainment

Key Success Criteria	Action - ELSA	Deadline	Review
<p>a) The ELSA role is developed, children are identified and have completed the ELSA support programme</p> <p>b) Children and their families have been supported with social and emotional needs through the Pastoral lead role.</p> <p>c) Attendance has been regularly monitored. Those with persistent low attendance have been identified and supported by the school.</p> <p>d) Attendance data shows an improvement over time.</p>	<p>Explore</p> <ul style="list-style-type: none"> Look into suitability of ELSA training for Ellistown's needs and suitable staff <p>Prepare</p> <p>Staff member to go on ELSA training (6 sessions and 3 supervisions)</p> <p>Children to be referred for ELSA. Staff to be trained in what ELSA is and the process for referral.</p> <p>Communication channels set up with parents to explain ELSA.</p> <p>Deliver</p> <p>Staff member to carry out initial ELSA sessions and feedback to SLT as to how they are going.</p> <p>3 children to receive ELSA sessions per half term.</p> <p>Communication to be maintained with parents - working together to support the children.</p> <p>Sustain</p> <p>Staff ELSA lead to continue to attend ongoing training and supervision to maintain the quality of ELSA going forwards.</p> <p>Action - Parental support for families</p> <p>Explore</p> <p>Look into the role of pastoral lead and how this can be used to support families with SEMH needs.</p> <p>Prepare</p> <p>Pastoral lead to attend suitable training to support this role. Ongoing</p> <p>Deliver</p> <p>Parents to be referred to pastoral lead and/ or headteacher. Contact made and bespoke support offered.</p> <p>Regular meetings of the pastoral and DSL teams to ensure everyone is aware of families receiving support.</p> <p>Sustain</p> <p>Budget to be regularly reviewed to ensure that there is</p>	<p>April 22</p> <p>May/June 22</p> <p>September 22</p> <p>Ongoing 22/23 and beyond</p> <p>August 22</p> <p>Ongoing 22/23</p> <p>Ongoing</p>	



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► The 5 A day Approach

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which

research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below.

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.



3

Scaffolding

When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.

