SANDHILL PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
SEPTEMBER 2023 – JULY 2024

PRIORITY 1 LEADERSHIP AND MANAGEMENT	1:1	Curriculum leaders who are new to their subject will continue to lead improvements in the quality of teaching, learning and assessment to improve outcomes for pupils.
PRIORITY 2 OUTCOMES	2:1	KS1 Outcomes - To improve all outcomes in KS1 so that attainment and progress for both EXS+ and **GDS** are at least in line with National outcomes: Improving attainment and progress in previous KS1 cohorts for both EXS+ and GDS are at least in line with National outcomes.
	2:2	Writing – To improve outcomes in writing so that attainment and progress for both **EXS+** and **GDS** is at least in line with National outcomes:
	2.3	Multiplication Tables - To continue to improve times tables performance in the MTC (Y4) so that they are able to achieve above both local and national averages (currently 30% nationally scoring 25/25). To close the attainment gap in the MTC between boys and girls.
	2.4	PSC – To increase the percentage of pupils meeting the PSC standard from 79% (2023) to 89% (2024).
PRIORITY 3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	3:1	To refine the personal development curriculum and PHSE / SRE intent to ensure the progression of the individual themes of citizenship, SMSC, health and economic education are regularly reviewed to ensure children know more and remember more over time
	3.2	To continue to improve the rates of attendance and bring in line the attendance of pupil premium pupils to be in line with the attendance on non-PP especially; SEND, PA.
PRIORITY 4 ORACY	4.1	To underpin the curriculum with a progressive oracy and vocabulary strategy to enhance language acquisition, spoken language skills and improve reading and writing standards.

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		To interweave oracy strategies throughout the curriculum so that children and teachers are embedding talk for learning strategies that will impact positively on reading and writing standards (Talk for Learning).
	4.2	To ensure that children have the oracy vocabulary and skills to articulate their thoughts and feelings and prepare them to communicate effectively in their life beyond Year 6 (Talk for Life).
PRIORITY 5 **EYFS**	5.1	To further improve the teaching, learning and achievement in Early Years, so that attainment at the end of FS2 is inline or above national outcomes.

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SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 1.1	To ensure that new curriculum leaders are leading improvements in the quality of teaching, learning and assessment of their subject
EVIDENCE FOR PRIORITY	We have sharpened our intent in all subjects and have moved from a 4yr to a 2yr cycle due the organisation of the school. Leaders now need to ensure that the implementation of their subjects is highly effective within the newly refined intent

INTENDED OUTCOMES

- Subject Leaders to monitor the coverage and progression in their subjects half termly to ensure that the National Curriculum objectives are covered as are the End points on our Long term plans. To monitor through book monitoring, lesson observations and pupil voice.
- As a result of the monitoring to identify areas for development and to support teachers to improve their teaching and learning across every subject

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Assess that the curriculum intent is delivered across school and children are learning the granular detail needed to be known.	Subject Leaders have a solid understanding of the curriculum intent in their subject and how it should be taught. They know how to check the implementation accurately to ensure that children are achieving the ambitious curriculum.	Subject leaders to monitor implementation to ensure that intention is being delivered.	Subject leaders reporting to SLT / RP

Termly meetings with subject leaders as part of their release time | Termly monitoring – as part of 1265 directed time

11 x £50 = £550 per term cover

£550 x 3 = £1650 | |
| Review of assessment being used within all subjects to be used in order to ensure that children know more and remember more

CPD around effective assessment across all subjects | Teachers and leaders know that pupils know and understand the knowledge that has been taught and this is built on over time | Subject leaders to monitor implementation to ensure that intention is being delivered. | Subject leaders reporting to SLT / RP

Termly meetings with subject leaders as part of their release time | Termly monitoring – as part of 1265 directed time

11 x £50 = £550 per term cover

£550 x 3 = £1650 | |

Following monitoring, produce a report to identify strengths and areas for improvement across the school and implement	Reports produced and areas for development identified and plans in place to address. Areas for development will be addressed in a timely and positive manner.	HT to ensure that termly reports are submitted from subject leaders and are shared with the Governing Body	At least half termly Subject Leaders	Cover cost if required	
Work with class teachers (either individually or through staff meetings) to develop appropriate subject pedagogies where required

Monitor the impact of this | Teaching and learning in all classes improves as areas for development are addressed and good practise shared. | SLT to monitor the impact if this though triangulation of monitoring books and documentation | At least termly Subject Leaders | Cover cost if required | |
| To attend and fully participate in ECM network meetings and to take responsibility for own Subject CPD being aware of developments in T&L in their subject and to share with staff to improve practise | Subject Leads champion their subjects and share good practise with teaching staff. Evidence informed improvements are implemented and have a positive impact on T&L. | SLT to monitor the impact if this though triangulation of monitoring books and documentation

Staff talk confidently about the subjects they are leading and teaching | At least termly Subject Leaders | Cover cost if required | |

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024					
SIP PRIORITY 2:1	KS1 Outcomes - To improve all outcomes in KS1 so that attainment and progress for both EXS+ and <u>**GDS**</u> are at least in line with National outcomes. Improving attainment and progress in previous KS1 cohorts for both EXS+ and GDS are at least in line with National outcomes.				
EVIDENCE FOR PRIORITY	Previous attainment was below National averages in all areas: Reading – EXS+ - 68%; GDS - 19% Writing - EXS+ - 60%; GDS - 8% Maths - EXS+ - 70%; GDS - 16%	Previous Year 2 Attainment (Y3 Current) Reading – 65%; 15% (71%; 15%) Writing - 46%; 0% (67%; 0%) Maths - 54%; 8% (63%; 7%)		Current Year 2 Attainment: Reading – 73%; 0% Writing - 73%; 0% Maths - 77%; 0%	
INTENDED OUTCOMES					
- Reading, Writing and Maths attainment for KS1 is at least in line with National averages - Pupils in Y3 make accelerated progress to be in line with National averages					
Actions	**Success Criteria**	**Monitoring**	**By (When and Who)**	**Cost**	**Evaluation / Impact**
Writing – See SIP Priority 2:2					
<u>**DFE prioritised mathematics curriculum (published July 2020) to identify the key elements that underpin the curriculum**</u> Key skills to be taught daily through Mastering Number sessions Teaching of early number will be prioritised in Early Years and Y1	All teachers to use the NCETM/DFE non-statutory guidance to identify KEY priorities for their classes (RtPs) All teachers to use the NCETM evaluation documents to identify areas that have been missed for greater focus in 2022/23 Parents to be informed on the importance of learning key skills through workshops and leaflets	Math leader to evaluate teachers' long term plans Maths leader to have an overview of the curriculum in every year group Maths leader to complete half-termly book looks Maths leader to complete half-termly maths drop-ins Regular pupil progress meetings used to look at	Half-termly monitoring of: -Basic Skills -Regular, frequent low stakes assessments -Lesson observations of: ✓ Maths lessons ✓ basic skills lessons -Pupil interviews -regular Trust moderation How are teachers and leaders using	Numbots Subscription	

Updated January 2024

	All teachers to identify pupils who need pre-teaching to enable them to access the age related learning	maths and Seven sea groupings.	the DFE guidance to ensure that key priorities are taught? Are teachers effectively structuring their planning to focus on the most important things that underpin the curriculum? How are teachers ensuring early number work is secure?		
Concepts will be connected to ensure that strong links are developed across the mathematics curriculum –enabling a real mastery of the subject and deep sustainable understanding Manipulatives will be used	Teachers to create specific S Plans based on RtP statements and teaching steps from Professional Development Spines to identify links and teach cohesive steps. Teachers to share links with children in lessons so they can see how concepts link together. Teachers to share with children how the lesson links to previous / future learning through working walls. Teachers to carefully choose manipulatives	Maths lead, MK and SLT to look at planning and links made to enhance conceptual understanding. Look at books to see coherence between lessons and developing concepts. Maths leader to question teachers about choices of	By autumn term: • S plans will demonstrate conceptual links and opportunities to deepen understanding By spring term: • Lessons will demonstrate coherence within and across concepts By autumn term and then continued throughout the year • Lessons will incorporate	Subscription to Braining Camp	

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effectively across all year groups to ensure children build solid conceptual understanding	that help expose the underlying structure of the mathematics. Maths leader to ensure all staff have access to manipulatives and Braining Camp for their year group(s).	manipulatives. Why was that chosen? Peer reviews to look at manipulative use. Observers of lessons to evaluate the effectiveness.	manipulatives CHOSEN CAREFULLY to expose the mathematical structures and patterns • Manipulatives will be used ALONGSIDE pictorial and abstract examples to help children make strong connections between them		
Key representations will be used throughout school to ensure children make the links from each year group – minimising the time taken to assimilate new learning	All teachers to choose and use appropriate representations for their age groups within lessons. Staff training/support for teachers to choose representations appropriately to draw out the underlying structures of the mathematics. Maths lead to track the progression of representations through school.	How are manipulatives chosen? How do manipulatives show variation and links to subjects? • How are manipulatives linked with pictorial and abstract examples to help children make the links? Which key representations are being used throughout school? •How are these built upon in each year group? (E.g. tens frames)	By autumn term: • Planning, books and pupil discussions will reflect a good balance of key representations. By spring term: • Representations will follow a coherent approach throughout school (in books and lessons)		

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Discussion and talk will be prioritised in maths lessons. Children will use the age appropriate language and sentence structures identified in the DFE non statutory guidance document	Teachers to include on S plans and working walls opportunities to develop talk with key sentences structures highlighted that children will repeat on a daily / weekly basis. Stem sentences to be planned for by all teachers within maths lessons to support reasoning and Generalisations.	Maths leaders and MK to informally and formally observe lessons. Peer reviews to focus on language use, children's responses and quality talk opportunities.	Initial monitoring during the peer reviews in the autumn term: • Discussion and talk evident in all maths lessons across school • Children will be responding to teachers and questions in whole sentence answers • All displays to prioritise key mathematical language and sentence stem structures	Focus through Mastery Sustaining Programme	
Teaching for greater depth CPD in maths. Reasoning and problem solving	Stem sentences to be included onto working walls. All teachers to expect and insist upon children responding in whole sentence answers. Teachers to model answers where needed using 'my turn, your turn'.	How is talk structured and planned for? Is effective talk happening in every classroom? Are children actively responding with whole sentence answers? Does the learning environment promote quality talk and discussion? Are children using the age appropriate language structures and stems identifies by the NCETM and DFE? All ALL children being given the chance to be greater depth through the language modelled and applied for any maths concept?			

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		Are opportunities to reason and generalise about mathematical concepts being used on a daily basis, deepening their understanding?			
Reading **Children to sustain reading fluency beyond PSC.** Y1 and Y2 receive speedy reading interventions daily to ensure fluency in reading. All reading lessons include speedy green reading to promote fluency. One lesson a week focussed on prosody in KS2. Slower progress children read daily to an adult.	Subject leaders have a solid understanding of the reading curriculum and how it should be taught beyond the teaching of phonics. Children on RWInc are assessed by reading leader every 6 weeks to highlight which level of speedy reading intervention they need. Children who are off RWInc but are making slower progress are assessed every 3 weeks by reading leader to identify need and action plan made for teacher to follow. Implementation of action plan assessed by reading lead.	Subject leaders to monitor implementation to ensure teaching sequence is being delivered. Subject leaders assess children to monitor progress of all children. Subject leaders feed back to class teachers and SLT regularly. Monitoring of reading areas across school.	Subject leaders to report to SLT and FE Every 6 weeks for RWInc assessment by JS Every 3 weeks for slower progress children off RWInc by NB and JB.		

Choose Reading leaders to promote reading across Sandhill.	Weekly meeting with subject leader.				
Reading leader to choose recommended books and promote.	Recommended books are displayed in a way to attract children to read by reading leaders and subject leader.				
Books organised into year groups.					
Complete pupil questionnaire with PP and slower progress children	Subject leader has a clear understanding of likes and dislikes of PP and slower progress children.				
Teaching for GDS in reading					
Children off RWInc receive daily literacy and language lessons aimed at exposing children to GDS level.	Year 2 teacher teaches GDS group of children.				

Updated January 2024

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 2:2	Writing – To improve outcomes in writing so that attainment and progress for both **EXS+** and **GDS** is at least in line with National outcomes:
EVIDENCE FOR PRIORITY	Only KS2 outcomes were inline or above National / Local averages last year; all classes to be targeted a minimum of floor standard from last year's national outcomes:

INTENDED OUTCOMES

* All children are able to write at an age-appropriate level.
- The Trust Writing Intent documents are used competently.
- Teaching to reflect the new writing intent to ensure better progress over time.
- Teaching to reflect the new genre intent to ensure better progress over time.
- Transcription (handwriting, spelling and vocabulary) policies and procedures to be impacting on the standard of writing, with more children at ARE / GDS.
- Assessment systems to closely match teaching progression documents and ensure improved progress and attainment.
- More opportunities for children to write creatively through 'Creative Writing Days'.
- Trust writing competitions to give children a competitive purpose to write.

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Continued CPD for staff in the writing intent documents created by Trust staff and Literacy Leads	**Writing sequence** to be embedded to support progress of all pupils. This will ensure a higher percentage of children will achieve EXS and GDS.	Pupil Progress meetings to highlight children who are working below ARE Formal monitoring Book Looks carried out on a regular basis by leaders to highlight where support is needed	NB FE Termly Pupil Progress Meetings. Half termly Book Looks by Leaders	Half a day cover for staff and leaders for Pupil Progress Meetings (termly) - £95 per half day x 3	

Updated January 2024

Pupil Progress meetings to identify target children below ARE. Teachers to track WTS children closely to ensure gaps in knowledge are taught	Teachers know the barriers that are preventing children from being EXP and are teaching these accordingly	Tracking documentation Book looks Pupil voice Peer Review to include a clear focus on Writing (and Leadership).	Ongoing teacher support as and when needed. Regular drop ins for staff to meet Literacy Leads for any children who are 'off track', so as early identification and action is implemented.		
To improve the spelling of all pupils to enable children to become confident, fluent writers.	Teachers use RWInc spellings to teach spelling daily. Teacher pick up incorrect spellings in books and expect children to edit and improve.	Book looks Lesson drop ins Pupil voice.	Ongoing teacher support as and when needed. Regular drop ins for staff to meet Literacy Leads for any children who are 'off track', so as early identification and action is implemented.		

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CPD around modelling (including at GDS) and effective implementation of the sequence to ensure positive outcomes for all children.	Quality first wave teaching of Writing to be fully embedded in all year groups (in line with schools' sequences for writing Teaching to encourage the explicit teaching of vocabulary so as children are better supported in knowing more vocabulary, understanding its meaning and using it within their own writing	Writing lead to provide regular monitoring over teaching and planning to ensure bespoke training for teachers and TAs (based on staff questionnaires). CPD to be provided for staff as needed eg shared planning, team teach, model lessons etc.	NA. Half termly Book Looks. Ongoing teacher support as and when needed. Regular drop ins for staff to meet Literacy Leads for any children who are 'off track', so as early identification and action is implemented.	Regular time for leaders to monitor planning and teaching and to coach when necessary - £95 per half day x 6.	
Literacy Leaders to provide workshops for parents, which cover progression documents, end of year expectations and strategies to support with writing at home.	Parents are more aware of expectations in writing, to support with writing at home, through the use of parent workshops and model lessons.	SLT to monitor the attendance of parents and the bespoke developments provided by staff. Parental questionnaires to analyse the impact.	SLT to attend and analyse feedback from feedback forms, questionnaires and parental feedback at workshop meetings.	Time for Literacy Leads to plan workshops and work with staff to plan open lessons - £95 x 2 x Literacy Leads and additional teachers.	

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Leaders to audit to provision for children to write widely across the curriculum	Teachers have the same expectations for writing in all subjects as in literacy. All books evidence writing that is at the same level	Data analysis Book looks Pupil voice Whole school moderation	Regular review of books across the curriculum	NA	
Teachers use the assessment documents to set targets for pupil End of term/year expectations to be stick into books so that teachers an pupils can use them to formulate assessment	Pupils know the next steps to improve their writing ability Pupils make progress in line with age related expectations	Data analysis Book looks Pupil voice	Regular review of books Ongoing teacher support	NA	

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 2:3	Multiplication Tables - To continue to improve times tables performance in the MTC (Y4) so that they are able to achieve above both local and national averages (currently 31% nationally scoring 25/25). To close the attainment gap in the MTC between boys and girls.
EVIDENCE FOR PRIORITY	Observations of learning (Peer Review, SEND Reviews, feedback from SLEs, school observations and drop – ins) evidence that pupils are actively engaged in the learning of maths

INTENDED OUTCOMES

- Sandhill will have achieved above the national and local percentages in the MTC check.
- There will be a clear understanding of how to teach times tables Times tables will be TAUGHT and conceptually understood (avoidance of rote learning without understanding).
- Times tables will be rigorously tested in regular low stakes assessments
- Systems and procedures for monitoring times tables performance will be consistent across school.
- Opportunities to observe good practice will be in place across school, the Trust and beyond where possible.
- Children access key fact fluency teaching in whole class / as an intervention (where needed)
- The gap between boys and girls achieving 25/25 on the MTCs to be reduced in comparison to 2022/23.

Actions	Evaluation Questions	Monitoring	Milestones	Evaluation / Impact
Analysis will be undertaken by all maths leaders to see where the school was successful in 22/23 and where it needs to improve. Target children will be identified for 23-24 to ensure that they get the extra help needed to meet the 25/25 'pass' mark. Utilise TT Rockstars to baseline assess where pupils are at the beginning of 23/24 and	Has there been an improvement from previous comparative MTC data? What actions are being taken by teachers / leaders to ensure the MTC target is met? Where schools are falling below target, is there support in place to improve this?	Times Table MTC Data (June 2024)	By the end of the autumn term, and for each subsequent term: Improved rates of times tables understanding and recall in KS2 Schools will be on track to exceed the national percentage of 31% achieving 25/25	

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to identify what facts they don't know. TT Rockstars heat maps will be sent home with facts to learn on a weekly basis				
Teachers to include on long term and medium/short term plans which times table is being taught, when and how ECM maths leader (MK) to offer training teachers to teach TTs conceptually to staff that require this support	How are times tables taught? Are LKS2 children achieving expectations for the times tables? Are they on track for passing the times tables check? How is school addressing the gaps and accelerating progress of children in UKS2 who did not pass the MTC?	Lesson observations of times table teaching Pupil interviews Feedback from teachers & maths leader	By the end of the autumn term, and for each subsequent term: Improved rates of times tables understanding and recall in KS2 By the end of the autumn term, Teachers know how to teach Times Tables effectively for conceptual understanding	
Times tables booklets to be implemented frequently to test times table knowledge	Are all classes following the rigour of the practice booklets? What other low stakes assessments are taking place? How often?	• Are all schools following the rigour of the practice booklets? • What other low stakes assessments are taking place? How often?	By the end of the autumn term, All classes will be using the times tables booklets on a daily basis to ensure rigour and continuous effective practice.	

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Refined policy to be shared with staff Maths leader to attend network meetings Times Table tracker to be submitted on a regular basis (half termly)	Do all classes follow the multiplication table policy? What does the half termly data show? Are children making progress? If not, what can be done to address this?	Termly tracking from data drop Peer Reviews item Feedback from maths leads & headteachers.		
Y4 teachers to visit examples of good practice	What support has been provided for Y4 teachers? What is the impact of this support?	Feedback from maths leads & headteachers. Discussions during peer reviews	By end of Autumn term 2023 and ongoing; Support will be in place for maths leads /Y4 teachers who require it. Maths leads will be competent and confident in their role.	
Appoint 'Maths Champions' to support children in learning / practicing their multiplication tables during social times	What impact has the maths champions had on children's MTC scores? Has the additional practice on TT Rockstars had the desired impact?	Maths lead to be present during these interactions. Weekly heatmaps sent home to parents show improvement in multiplication tables School monitoring show more children scoring 25/25 consistently	Champions to be in place with regular sessions happening by the end of Spring 1 Heat maps show an improvement in Y4 class and individual scores by the end of Spring 1	

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Teachers to include in their maths planning documents where key fact teaching takes place (and whether this is for whole classes or as an intervention) and what key facts are being taught Mastering Number EYFS & KS1 to be strictly adhered to	Is Mastering Number at EYFS and KS1 being used effectively in whole classes / small group interventions? How is progress being measured / tracked?	Maths leaders and SLT to monitor plans to ensure key facts are being taught Informal lesson drop ins to check these are happening	By the end of the autumn term, and for each subsequent term: Improved rates of fluency in times tables facts recall	
Following data analysis, address any imbalance in attainment through targeted teaching, interventions, games and activities to engage both genders and consultation with parents.	What does the attainment of boys and girls look like? Is there a significant difference between them? Where there is no difference, what does this good practice look like?	Analysis of half termly data submitted to Director of maths (and also as part of the data drop) Feedback from maths leads & headteachers. Discussions during peer reviews Termly meetings with maths leaders	By the end of the autumn term, and for each subsequent term: Improved rates of times tables recall in tests Decreasing gender gap at every data drop point Progress for all attainers with greater progress for girls (in schools where gender gap is an issue) By the end of summer term, Gender gap showing a significant reduction All pupils showing good or better progress	

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024					
SIP PRIORITY 2.4	Reading - To ensure that outcomes in the Y1 PSC are at or above national 2024 (89%+)				
EVIDENCE FOR PRIORITY	Outcomes of PSC for all pupils have varied at Sandhill over the last few years: 2018 = 77% 2019 = 46% 2022 = 50% 2023 = 79%				
INTENDED OUTCOMES					

- All children are able to read an age appropriate book fluently and accurately.
- Increase the rate at which children learn and remember grapheme/phoneme correspondences
- Improve the rate at which the least able pupils recognise words so they develop speed and fluency in their reading
- All children in R and KS1 who have fallen behind in the phonics programme, catch up by May 2024
- Children talk positively about the reading curriculum at school

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Assessments for RWI take place on a six weekly basis and one to one tuition is implemented for any child not found to be on track to ensure a "keep up not catch up" approach (Bottom 20%) To ensure that appropriate training is in place so that RWI is taught daily by skilled adults and with fidelity to the scheme. Any FS2 / KS1 child who is not able to read an age appropriate book fluently will read to an	All children at the end of FS2 will have assessed as being on track in line with the RWI programme. 89%+ will have achieved expected standard at end of Y1 PSC Internal observations and those from development days show that fidelity to the scheme is achieved and that this is having a positive impact upon assessments and children on track. All children by the EOY1 are able to read with fluency	Reading lead to feedback to SLT after every assessment point reporting upon progress, evaluation of previous actions and new actions and how this information will drive practice and coaching sessions Feedback around practice and coaching sessions to be built into feedback around assessments. Intervention with reading teachers is timely and ensures all teaching is effective Children will be tracked through RWI assessments	JS Weekly practice sessions take place with coaching taking place on fortnightly basis JS to lead by FS2 / KS1 teachers	NA NA (Weekly Practice sessions taking place during assembly) Coaching sessions to be planned in and covered internally NA	

appropriately trained adult on a daily basis.	• Automaticity with grapheme / phoneme correspondence	to measure progress / impact. The impact of any fluency tutoring will also be measured through these meetings.			
A "Story of the Week" approach to be taken across KS1 to further promote and develop a love of reading.	Children in EYFS and KS1 will have been exposed to at least 40 stories throughout the academic year. Pupils are regularly consulted upon the range of books and titles that they would like to see in class.	SLT to monitor classroom displays and collate pupil voice around opinions on reading and stories shared as part of the initiative. All reading teachers will track and monitor home reading and alert reading leader where home reading is not taking place. Reading leader to deliver parent training and offer additional support where necessary. Class teachers to regularly review home reading records	Lead by class teachers Lead by all reading teachers and monitored by reading lead (J Cooper) Lead by class teachers	£1000 books As above NA	

(RWI) Home reading books for all children are appropriate and matched to their reading ability.	All children on RWI will take home 2 books. One that they are reading in class as a home reader and a book bag book. This should be read on a daily basis for fluency.	All reading teachers will track and monitor home reading and alert reading leader where home reading is not taking place. Reading leader to deliver parent training and offer additional support where necessary.	Lead by all reading teachers and monitored by reading lead K Hoyle (RWI) and R Parker	As above	

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SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 3:1	To refine the personal development curriculum and PHSE / SRE intent to ensure the progression of the individual themes of citizenship, SMSC, health and economic education are regularly reviewed to ensure children know more and remember more over time
EVIDENCE FOR PRIORITY	Personal development is a strength at Sandhill but leaders want to check; the curriculum intent is as specific as possible for all areas of personal development, that it is progressive and meets the needs of the pupils within our unique school .

INTENDED OUTCOMES
• Personal Development will be progressive and clearly planned out across the school • All areas of PD will be covered to the depth required for individuals and classes • Teachers will have the knowledge to know what exactly is being taught across the PD curriculum • Leaders will be able to evaluate the effectiveness of the PD curriculum more effectively leading to a more reflective self evaluation

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Assemblies to be mapped out through the year to include; PHSE, British Values, Protected Characteristics, and SMSC	The children gain a wider knowledge on different areas of PD	Pupil Voice Quick check assessments	Head and Deputy	NA	
The SMSC Cultural Capital Calendar to identify opportunities to celebrate and develop understanding around a wide range of SMSC opportunities.	Children's understanding of life in modern Britain is developed through expose to SMSC events.	Pupil Voice Quick check assessments Book looks	Head and Deputy	NA	
The PHSCE document to be added to and include the areas of citizenship not already covered within PHSE and SRE	The children have knowledge of citizenship that is applicable to their age and is progressive throughout their time at Sandhill	Pupil Voice Quick check assessments Book looks	Head and Deputy	NA	

Updated January 2024

A personal development overview to be created to include all the areas of PD not included in the PHSE / SRE and Citizenship documentation: Online safety Mental Health British Values Character Provision	The children are taught a personal development curriculum that meets the needs of the pupils each phase Techers know what they are teaching to develop	Pupil Voice Quick check assessments Book looks Photographic evidence	Head and Deputy	NA	
With leaders, staff to decide on activities within making real life choices and wider opportunities to embed the knowledge they have been given and put into practice	The knowledge children have been given is practised in real life contexts	Pupil Voice Quick check assessments Book looks Photographic evidence Parent voice	Head and Deputy	NA	
Grid Maker to be purchased to collate evidence of SMSC development throughout the academic year; identifying potential gaps in SMSC calendar.	Grid Maker shows that a full and varied SMSC / PD offer is embedded throughout phases in school	Photographic evidence Pupil Voice Grid Maker collation	Head and Deputy	£295	
PSHE assembly package purchased to enhance children's self-development of their personal qualities that are in line with school's beliefs.	The children gain a wider knowledge on different areas of PD	Pupil Voice Quick check assessments	Head and Deputy	Cost of package	

Updated January 2024

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 3:2	To continue to improve the rates of attendance and bring in line the attendance of pupil premium pupils to be in line with the attendance on non-PP especially; SEND, PA.
EVIDENCE FOR PRIORITY	**Attendance for 2022 – 2023 - 92.36% (National 94% for 2022 - 2023)** - Authorised Absence 2023 – 2023 - 5.33% - Unauthorised Absence 2022 – 2023 - 2.69% - Persistent Absentees 2022 – 2023 - 30.23% - Attendance of Pupil Premium 2022 – 2023 - 91.29% - Attendance of SEND (School Support) Pupils 2022 – 2023 – 90.25% - Attendance of SEND (EHCP) Pupils 2022 – 2023 – 88.12% Although attendance has been inline with or above nation throughout 2022, attendance remains low and there is still a gap between PP and no PP attendance

INTENDED OUTCOMES

- Attendance for all pupils (including Pupil Premium) is in line with Trust target of 97%
- Persistent Absenteeism has decreased below national
- Pupils with attendance below 90% evidence improvement through the academic year and targeted support in line with Trust policy is in place

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Rigorous School Attendance and Punctuality Procedures are in line with Trust Policy. The protocols below are followed - *Expect *Monitor *Listen and Understand *Facilitate Support *Formalise Support *Enforce	*Trust Policy is followed *All pupils have attendance above 97%	*Trust Half Termly Attendance Data drop analysis *Reports to LGB	*Trust procedures followed *Weekly attendance report to JH *Fortnightly report of under 97% OS and JH with the EWO	SLA for EWO £2,368.00 for the academic year 2022 - 2023	

Updated January 2024

Weekly monitoring of the attendance of all classes Fortnightly meetings (1/2 day) with EWO and Attendance Officer – HT to attend when appropriate Attendance Panels (ISAP) /Home Visits take place for vulnerable families	*Meetings take place and rigorous actions for specific families are put into place	*CE to meet with DS (EWO) and VR *Attendance data for families with interventions show improvement in attendance	OS and JH with the office staff and JB EWO		
Termly reports to the Governing Body evidence the impact of the Attendance Officer/EWO's work	*LGB members are able to articulate the strengths and areas for developments in Attendance	*CEO	JH	Headteacher time	
School environment promotes the importance of good attendance School specific celebrations and rewards for good attendance	*Displays in and around school promote good attendance *Weekly attendance award is presented to classes in FS2/KS1 and KS2 *Weekly attendance in each class is celebrated *Children are motivated and can articulate the importance of good attendance at school	*Trust Peer Review *Data Reports to LGB	Whole school JH	£380 - £5 weekly attendance reward £200 – weekly attendance prize	

Attendance Officer attends Trust Network Meetings and CPD in order to keep their practice up to date and evidences positive impact for all children and families	*Attendance Officer is supported in their role via Trust Network *Attendance practice in school is current and up to date and policy is embedded in practice	*Trust Peer Review *Data Reports to LGB	OS SV (Trust Attendance Lead) Attendance Officers of ECM	Cost of Attendance Officer	
Tracking of individuals in at risk groups (PP and SEND) to assess barriers to attendance	Attendance of PP and SS pupils improves over time	*OS to meet with DS (EWO) *Attendance data for families with interventions show improvement in attendance	AD CJ(PP) CM (SEND) EWO	SLA for EWO	
Audit of provision for pupils that are SS to remove barriers to attend school	Children that are SS are motivated to attend due to the provision being effective Attendance of PP and SS pupils improves over time	*AD to meet with DS (EWO) *Attendance data for families with interventions show improvement in attendance	AD CM(SEND) EWO	SLA for EWO	
Systems and procedures for monitoring and reacting to lateness will be in place and consistently applied.	*Meetings take place and rigorous actions for specific families are put into place *Action to improve lateness is having an impact	Half termly attendance network meetings Schools will report half-termly data	OS and office staff JH CJ (PP) CM (SEND) EWO	SLA for EWO	
Develop relationships with parents where support is offered for children to attend school when parents are not	*Barriers to remove adult-influenced non-attendance are removed. *Targeted children's attendance will improve due to adult intervention.	Members of staff timetabled to collect children each day.			

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able to bring them in due to outside circumstances.		Parents aware to contact school for support if they cannot bring their child.			

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 4.1	To underpin the curriculum with a progressive oracy and vocabulary strategy to enhance language acquisition, spoken language skills and improve reading and writing standards. To interweave oracy strategies throughout the curriculum so that children and teachers are embedding talk for learning strategies that will impact positively on reading and writing standards (Talk for Learning).
EVIDENCE FOR PRIORITY	- Children at Sandhill come from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives - Poor language skills have a negative impact on writing at KS1 and Ks2 with children scoring below national in KS1 Writing - Spoken language skills are one of the strongest predictors of their future life chances - Children at Sandhill score below national average in the Communication and Language Early Learning Goal

INTENDED OUTCOMES

- All adults have a good understanding of the shared oracy intent and expectations for talk from birth to Y6
- Teachers are well trained in effective teaching of Oracy and Language Teaching and Acquisition
- Talk is prioritised in lesson time and each child's voice is valued
- Vocabulary and Oracy are taught explicitly to children in the curriculum and through dedicated talk time
- Oracy and language is enhanced through a high-quality reading offer
- Talk is firmly embedded in writing lessons and improving the quality and cohesion of writing outcomes
- All staff are well trained in delivering high quality interactions
- Environments are communication friendly
- Vocabulary and sentence stems specifically are chosen and deliberately taught and practiced throughout the day by all adults
- Books, story time and poetry time are used to develop children vocabulary and language skills
- Provide additional support and targeted support for children struggling to keep up

Actions	Evaluation Questions	Monitoring	Milestones	Evaluation / Impact
-Kelly Wood and EYFS leads to provide professional development opportunities for all EYFS staff members on effective interaction techniques using the SHREC approach and Sustained thinking techniques - EYFS leads to support all adults in delivering high quality interactions during continuous provision - EYFS teams will practise and coach adults to ensure all adults model clear, well-formed, grammatically correct sentences	How are leaders ensuring high quality interactions take place? How are leader sure all staff are well trained?	Adult/Child conversations. EYFS classroom visits.	Autumn term training. In place securely by Spring 1.	

- EYFS teachers display symbols and pictures will support children in provision alongside words - EYFS leads ensure provision is calm and not over stimulating with noise, colours or texture -Vocabulary posters to be displayed at adult height to provide a clear guideline to talk -EYFS leaders to purchase/source sound buttons to use in provision for children to hear a good quality model for language -EYFS teachers to use iPads in provision so children can hear the class poem or story -EYFS teachers will model how to interact with an area of provision and demonstrate the language that will help children play successfully	How are classroom environments enhancing provision for oracy? How are environments supporting all adults with the expectations for talk? How do you know?	Learning walk. Environment audits.	Autumn training. Posters created and display in Aututmn 2. Sound buttons and iPads consistently in use Spring.	
-Oracy leads to deliver training to EYFS teams on Talk through the day and Talk through the topic -EYFS practitioners to map out specific language linked to areas of provision with vocabulary deliberately repeated for review -Talk through the day/topic taught daily	What is the impact of Talk through Stories/Talk through the day? How does this link to the Reading Framework or to the EIF?	Lesson visits. Pupil observations. Planning posters. Environment walks.	Training Autumn 1	
-Trust lead to deliver CPD on talk through stories for all EYFS and Y1 teachers - Talk through stories to be taught daily -Reading spines in place for story time, songs and poetry time	How do you know all staff are delivering story time well? What is the impact on children's story telling and play in provision?	Reading spines. Coaching and practice Map.	Talk through stories embedded by Spring term	
- EYFS teachers to organise parents' workshops to support parents with approaches that focus on how to read effectively with children - EYFS teachers to model effective story telling through an open-door event - All children sent home with a book for decoding and a book for enjoyment with parents complete understanding of the purpose of both books	Is parent engagement improving? What is the impact on pupil's reading? How are you engaging the harder to reach parents?	Parent voice. Home reading books.	2 books sent home as soon as children can blend sounds to read words. Workshops to start	

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- Teachers to ensure new vocabulary taught each week sent home to parents so they have a better understanding of the expectations in school			Autumn 2 at the latest. Vocabulary sent home weekly from Spring.	
-SENDCO or EYFS Leaders Utlilise Speech and Language Infant Assessment tool to identify children with SLCN -EYFS leaders provide training and support for staff using targeted activities (or WELCOM, ELKAN, ELSA) -EYFS adults provide small group or 1:1 support with structured supporting resources or activity plans with clear objectives -EYFS teachers plan additional support with explicit connections made between targeted interventions and everyday activities or teaching	How are children identified as needing additional support? How well are staff trained? How do leaders know children are making progress? What is the impact versus cost in time?	Children SSPs. Individual Intent Trackers. Teacher parent conferences. Parent voice.	Assessments completed and children identified in Autumn 1.	
-HT appoint an oracy lead within the school -HT agree dedicated meeting time to research best practice, engage with experts and develop CPD - HT allocate INSET time for oracy training - Oracy leads develop and ensure an Oracy policy is in place - Oracy Leads and Curriculum Leads ensure intent and granular detail in place for all subjects and clearly identifies key vocabulary which needs to be taught - Oracy leads develop an intent which draws on reputable bodies of research - Oracy leads identify key language and talk structures in line with year group expectations to provide exemplification for teachers	How do you know teachers are clear on the intent for their year group? How has this helped teachers address vocabulary and language deficit?	Staff voice. Pupil voice. Lesson visits.	Oracy intent created in Autumn 1. Oracy CPD delivered Autumn 1. Intent shared and started to be used with teachers in Autumn 2.	

- Oracy leads provide guidance for each year group on the sentence stems appropriate for different types of talk				
- Trust lead seeks outside expert to support delivery of INSET and ongoing collaboration through the year to embed oracy strategy - HTs allocate one staff meeting each term to be led by the Trust Oracy Team	How do you know oracy leads are impacting on the quality teaching of oracy and vocabulary?	Meeting notes and actions. Feedback from oracy team and teachers. Lesson visits. Peer reviews.	Expert appointed in Autumn 1 and dates for Oracy Team Meetings and Staff Training sessions allocated throughout the year.	
- Teachers ensure opportunities for talk are included in all lessons: no hands up, TOL, MTYT, I heard Ellie say…, Repeat, Rephrase and Extend -All adults use non-verbal cues used instead of unnecessary words – hands down, team stop, 1,2,3 -Teachers use a variety of feedback methods: word wave, tell me, tell me your partners answers, cold calling, whiteboards to encourage feedback from every learner - SLT organise team teaching opportunities to be developed strategies in all classrooms -Expert teachers model strategies to less confident adults	Is the prioritisation of talk impacting positively on engagement? How is this impacting on standards particularly for our WTS children?	SLT meeting minutes. Staff meeting minutes. Pupil voice. Lesson visits. Book Looks.	In Autumn term all teachers to be consistently using the non-negotiables for raising pupil's voice. Spring term further specific talk teaching CPD to be delivered	

			and used in classrooms.	
- Oracy Leads and teachers plan half termly opportunity to develop different types of talk in each year group -Oracy Leads ensure performance poetry mapped out and performed each term in each year group -Teachers use STAR approach to teaching vocabulary in all lessons. Teachers begin each lesson with activating vocabulary and reading in all subjects - All adults use consistent symbol for all tier 2 words using widget -Teachers have vocabulary flashcard baskets in every classroom - Teachers plan Magic Minutes in each curriculum area reviewing previously learned vocabulary -Oracy leads deliver CPD for staff on questioning which encourages purposeful, curriculum-focused, dialogue and interaction -Oracy leads deliver CPD on structuring opportunities to teach and practise talk -Oracy leads ensure specific opportunities for different types of talk each term mapped on to the Oracy Intent Teachers timetable dedicated talk time session at least once every week to teach specific language and talk skills	Are children able to articulate their learning better? Are they having regular practice at this and how is this impacting on their learning over time? How do you know?	Pupil books. Pupil voice. Lesson visits.	Talk time to start in Autumn 1. STAR approach to be used in Autumn. Magic minutes and vocabulary baskets to be in all classrooms by Christmas.	

- Reading leads ensure reading spines and linked texts mapped out from YN – Y6 - Reading leads ensure Talk through stories is used in EYFS and Year 1 - Reading leads ensure repeated reading and echo reading is firmly embedded in the school's y2-y6 reading sequence - Teachers plan for daily story time for no less that 15 minutes every day in every classroom -Reading leads deliver CPD on reading for pleasure and book talk - Teachers plan book talk opportunity built in to reading lessons each week -Reading and Curriculum leads map curriculum reading journeys identifying key texts that can support curriculum teaching -Junior reading leads to be appointed in each school with responsibility of sharing quality texts and signposting readers to gold and old or new and bold books -Reading leads to work with junior reading leads to ensure reading areas which have many front facing books, celebrate and recommend popular or new reads, a range of fiction and non-fiction and are updated regularly	Is the teaching of reading high quality and are children engaged in regular book talk? How is this impacting on their love of reading? How is this impacting on their background knowledge and comprehension across the curriculum?	Classroom visits. Pupil voice. Junior Reading leader meeting minutes. Reading rivers. Reading spines.	Talk through stories used in all YR and Y1 classrooms in Autumn term. Reading spines to be in place at the end of Autumn 1. Reading leaders appointed in Autumn 2. Curriculum spines to be in place by Spring 1.	
- Reading leads to ensure high quality delivery of hold a sentence and talk/write about the story in YR and Y1/2 through practise and coaching -Kelly Wood to deliver training to Oracy Leads on Talk for Writing Approaches used at Roundhay -Oracy Leads to visit to Roundhay to see Talk for Writing in action -Oracy leads to deliver Talk for Writing CPD to teachers in KS2	How do you know Talk for Writing approaches are embedded and having a positive impact on writing outcomes?	Classroom visits. Teacher voice. Children's books. Lesson visits. Reading leader coaching and practice log.	Talk for writing training for Oracy leads in Autumn 2. Reading leads to prioritise hold a sentence and	

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-Teachers to embed oracy strategies in their writing teachers to ensure children can 'talk it before they write it'.			talk/write about the story in Spring 1. Talk for writing approaches for KS2 embedded in Spring.	

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 4.2	To ensure that children have the oracy vocabulary and skills to articulate their thoughts and feelings and prepare them to communicate effectively in their life beyond Year 6 (Talk for Life)
EVIDENCE FOR PRIORITY	Incredible Me and Books Beyond Words interventions have had impact across the school for a number of years but the school are now refining how mental health and oracy mean that children are able to communicate effectively

INTENDED OUTCOMES

- Children with SLCN receive precise and targeted support to meet their needs and accelerate their progress
- Children are provided with rich talking opportunities to develop pupil voice
- Strong relationships with a focus on wellbeing ensures children are mentally prepared to learn and overcome challenges

Actions	Evaluation Questions	Monitoring	Milestones	Evaluation / Impact
- SENDCo to utlilise Speech and Language Infant Assessment tool to identify children with SLCN -SENDCo and Teachers to ensure to use Oracy Intent for strengths and areas for development for children with SLCN to support effective SMART targets - Teachers to assess half termly children with SLCN in order to track progress and identify gaps -Teachers to make parents aware of the progress that children are making in their SLCN. -Parents to receive information on what milestones look like -SENDCO to ensure WELLCOM, ELSA, ELKLAN is timetabled for children with SEMH and SLCN - HT to ensure all staff are trained more in depth on SALT by 2 x AHTs as SENDCo and EYFS Leader	How are children with SLCN supported in lessons to ensure they can access the curriculum? How do leaders know they are making progress? How do you ensure high quality delivery of interventions?	SENDCo lesson observations and drop-ins. SENDCo analysis of SSPs. SALT intervention observations. SENCo reviews	Children are assessed from Autumn Term. Targets are revisited each half term with the SENDCO. Parents are invited in termly. Training for adults delivering intervention Autumn.	

-TA training for support staff on oracy and SALT to ensure interventions support oracy teaching and learning opportunities - Dissemination of SALT courses previously attended by TAs eg Elklan etc - Training for staff around SEMH needs and how these are linked to Oracy (Behaviour as communication)				
- Planned and dedicated time to be timetabled for Leaders to complete talking opportunities, according to the role of the child in school. - Leaders to ensure staff are running such opportunities regularly and these are impacting on the day to day running of the school so as chn understand their voice is heard, matters and is contributing to the running of the school eg School Council, Arts Council, Eco Council, Digital ambassadors, Junior Citizens, Junior Reading Leaders, Playground Leaders	How is each child given an opportunity to contribute to wider school life and therefore talk purposefully in different contexts?	Pupil Voice. Feedback from other children on initiative and the work of the groups.		
- Teachers to engage with daily meet and greet with safe touch - SLT to consider whether journaling would be a safe start to the day and explore other strategies to develop strengthen mental health and wellbeing -Kelly Wood to deliver Mental toughness training - Weekly whole class dedicated time to Incredible Me! - Oracy team to map out key vocabulary and language linking to Incredible Me!	What is the impact of time to talk? Are individuals and groups experiences less anxiety and developing strategies to communicate their worries and concerns? How do you know?	Pupil Voice. Teacher voice. Granular detail documentation. Learning walks.	Autumn term explore wellbeing strategies. Training with Kelly Wood in Autumn 2. Oracy and Incredible Me! linked in Autumn 2. Shared vision with staff Spring .	

- Oracy team to deliver CPD on types of talk and structuring opportunities to collaborate, explore and engage in debate - Oracy team to create Talk time granular detail to support teachers in year group expectations and talk prompts - SLT to consider linking time to talk to PHSE and P4C and carry out a skills audit to ensure staff are confident in this delivery				

SANDHILL PRIMARY SCHOOL : SIP 2023 / 2024	
SIP PRIORITY 5	To further improve the teaching, learning and achievement in Early Years, so that attainment at the end of FS2 is inline or above national outcomes.
EVIDENCE FOR PRIORITY	**EYFS SEF judgement is good. This judgement has been validated by November 2021 OFSTED** Data at FS2 is steadily increasing and is broadly in line with national. GLD 2023 64% GLD 2022 61% GLD 2019 59.5%

INTENDED OUTCOMES
• The highest quality adult and child interactions to provide interesting, motivating and challenging learning experiences • Language acquisition and spoken language skills are enhanced through our progressive oracy and vocabulary strategy • Attainment in all seven areas of learning is in line with national

Actions	Success Criteria	Monitoring	By (When and Who)	Cost	Evaluation / Impact
Review planning for provision, and targeted support (in particular for PP children and boys), in order to ensure the GLD measure is in line or above NAT by the end of Reception Close tracking of target groups from baseline	The curriculum is coherently planned and sequenced, developing independence and child-led learning High quality interactions take place between a child and an adult during provision times, with the adult modelling clear, well formed, grammatically correct sentences Target groups achieve in line with national 2024	Lesson observations Learning walk Data drop	NM BL and JH		

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CPD on the oracy intent documentation	Texts are carefully mapped out for the year Love of reading permeates throughout the EYFS unit	Learning walk	NM BL		
Plan for children's language development and build a wide vocabulary		Environment audit			
CPD for environments to ensure they are communication friendly	Pictures and symbols (alongside words) are displayed in provision to support children		NM BL		
Track vocabulary and language skills are developed through books, story time and poetry time inline with the oracy framework	Vocabulary posters and/or 'Talk tips' are displayed at adult height in each area of provision to provide guidance to talk		MK purchase sound buttons	(4 per class) £67.92	
	Sound buttons are used in provision so that children have a good quality model for language				
	Talk through stories is taught daily in FS2		NM		
	The weekly poem (from Poetry Basket) is recited/ sang each day				

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CPD in early writing (in particular for PP children as well as boys) and maximise opportunities provision for early mark making and writing -funky fingers -loose parts -small tools -daily handwriting (developing an effective pencil grip)	Writing opportunities in each area of provision that capture and promote boys interests	Lesson observations	NM		
	An expectation to write from the start through structured formal teaching and continuous provision	Learning walks Data drop	BL		
EYFS teachers to take part in this years BEFT project 'Drawing Club' Delivered by Greg Bottrill	Daily H/W sessions Pupils have a love of writing The majority of pupils have an effective pencil grip by the end of Autumn 2		NM BL		
EYFS teachers to attend the EYFS annual conference as the focus this year is on DISADV, GENDER and WRITING	The attainment gap in writing and PD between PP/ non PP and girls and boys is diminished at the end of FS2				

| Termly parents meetings to explain the EYFS curriculum and how they can support at home | Parents understand their role in supporting their children with learning both at home and in school through attending RWI parent meetings and by supporting our 'Stay and Read' mornings; where they will see the teacher modelling effective story telling

Termly 'Stay and Play' events are attended well

All children are sent home with a book for decoding and a book for encouragement. Parents understand the purpose of each book

Photographs of the children learning in setting are shared with parents via Tapestry at least once every 2 weeks Parents upload pictures to Tapestry of their child learning at home | Parental voice

Home reading books | JS

NM

BL | | |