St Bonaventure's School Improvement Plan 2022-23

School context					
Number of pupils on role	395	Number of pupils eligible for pupil premium	40	Number of pupils with an Educational Health Care Plan (EHCP)	8
Percentage of pupils in KS1 with low prior attainment *	reading 21% writing 25% maths 21%	Percentage of pupils in KS1 with average prior attainment *	reading 63% writing 68% maths 59%	Percentage of pupils in KS1 with high prior attainment *	reading 18% writing 7% maths 20%
Percentage of pupils in KS2 with low prior attainment *	reading 17% writing 29% maths 18%	Percentage of pupils in KS2 with average prior attainment *	reading 43% writing 71% maths 52%	Percentage of pupils in KS2 with high prior attainment *	reading 39% writing 16% maths 30%
Percentage of pupils with EAL	27.85%	KS2 average progress scores	reading +0.7 writing -1.1 maths -0.1	Attendance %	96.52%

RAG key:			
Complete	On target	At risk	Not achieved

Objectives for 2022-23	
Objective 1 (teaching & learning)	All children receive high quality PE and music lessons.
Objective 2 (achievement)	Explore and build strategies across the curriculum to respond to children's different learning styles and cognitive barriers to learning.
Objective 3 (leadership)	Support staff and children in recognising and addressing SEMH needs to establish a mentally healthy school environment where staff, parents and pupils feel that their voice is heard and they are part of the St Bons community.

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Objective 1: All children receive high quality PE and music lessons.

Success criteria:
- Lesson drop ins (terms 2, 4 and 6) demonstrate that there is **consistency in provision** and there is **progression of skills** in music and PE
- Pupil case studies (terms 3 and 5) and assessment across the year demonstrate that **identified skills have improved over time**
- Lesson drop ins (terms 2, 4 and 6) show that **pupils are able to apply skills to team work and performance**
- Pupil conferencing (terms 3 and 5) demonstrates that **pupils are able to evaluate their own performance**
- Pupil conferencing (terms 3 and 5) demonstrates that **pupils are able to set and achieve targets.**
- Teachers planning (see scheme for when) shows that **provision is adapted for SEN pupils**
- Evidence folders (termly monitoring) for **SEN pupils evidence their progress and development across identified skills.**
- SLT monitor the subject leaders action plans to ensure that **progress against targets is made** (monitoring and evaluation plan)
- SLT and governors monitor evidence and impact through the year (AGMEP visits)
- Identified vulnerable **pupils have access to extra-curricular sports and music** (provision mapping and PP lead monitoring)
- Music performances and recitals **demonstrate progression of skills through the year**

Action	Action owner	Timescale	Resources/ budget implications	Monitoring (who & how often?)	RAG
Map out a plan of implementation including staff CPD for introducing The PE Hub teaching resource.	PE leader HT & DHT	Term 1 2022	Non-contact time	PE leader, HT & DHT termly	
Agree timetabling of PE to ensure compliance with statutory expectation.	PE leader & KS leaders	Week 1 term 1 2022	Staff briefing	PE leader & KS leaders termly	
Complete pupil voice surveys on entry and exit focusing on engagement & enjoyment.	PE leader	Term 1 2022	Staff meeting or school council	PE leader bi annually	
Complete a staff skills audit on entry and exit.	PE leader	Term 1 2022	Staff meeting	PE leader bi annually	

Implement a coaching model where staff support each other through the use of peer observations in order to implement the new PE curriculum/teaching resource.	PE leader, KS leaders, HT & DHT	Term 1- ongoing	Staff meeting, key stage briefing	PE leader, KS leaders termly	
Carry out lesson drop ins of PE at three intervals in school year (terms 2, 4 and 6)	PE leader, KS leaders, HT, DHT	Term 2, 4 & 6	Non-contact	PE leader, HT & DHT terms 2, 4 & 6	
Review and evaluate the impact of The PE hub teaching resource.	All staff	Ongoing at termly staff meetings	Staff meetings & briefings	PE leader termly monitoring review	
Introduce the revised music curriculum from Bristol Beacon, including staff twilight on how to use the scheme and follow on staff CPD.	Music leader, HT & DHT	Term 3 2023	Staff inset twilight, staff meetings	Music leader, KS leaders, HT & DHT termly	
Plan and identify musical events and opportunities that run throughout the school year for pupils in all year groups.	Music leader, HT & DHT	Term 3- ongoing	Staff meetings & briefings	Music leader, HT & DHT termly	
Plan and identify instrumental and vocal ensembles that run throughout the school year for pupils in all year groups.	Music leader, KS leaders	Term 3- ongoing	Staff meetings and briefings	Music leader, KS leader termly	

Objective 2: Explore and build strategies across the curriculum to respond to children's different learning styles and cognitive barriers to learning.

Success criteria:

- Pupil voice and surveys (terms 1, 3 and 5) demonstrate **that pupils have more awareness of their own barriers to learning and are able to be more independent in addressing them.**
- Data of identified case study pupils shows that they are **making accelerated progress against individual targets or that they have re-joined their FFT trajectory.**
- Lesson observations (term 2 and 4) show that **teachers and pupils refer to metacognition within lessons**
- Lesson observations (terms 2, 4 and 6), pupil voice and drop ins provide evidence that **the structure, resourcing and content of lessons supports pupils in meeting personal and class targets.**
- Intervention data monitoring and LSA observations show that **pupils are making progress against identified individual and group targets.**
- Data and pupil progress analysis demonstrates that **interventions are effective in facilitating progress against year group expectations.**
- Identified vulnerable pupils including **PP and SEN pupils make measurable progress against personal targets** (case studies, data analysis and reporting)
- SLT monitor the Learning Leader & Oracy leader action plans to **ensure that progress is made against targets**
- SLT and governors to monitor evidence and impact through the year (AGMEP visits)
- Science and foundation subject progression maps in place and monitoring of subjects show that **pupils are making progress.**

Action	Action owner	Timescale	Resources/ budget implications	Monitoring (who & how often?)	RAG
EEF implementation cycle is used to explore pupils' barriers to learning and implement strategies (staff meetings and briefings term 1 through to term 6)	SLT, Learning Leader & Oracy leader	Term 1 – term 6	Staff meetings	SLT, LL& OL, implementation cycles and review throughout the year	

Use previous years data to identify case study children (representative from bottom 20% and children off trajectory)	SLT	Term 1	SLT meeting	SLT, ongoing in line with assessment periods
Explore, identify and agree strategies that support high quality daily teaching through the EEF '5 a day' approach (explicit instruction, cognitive and meta cognitive strategies, scaffolding, flexible grouping, using technology)	SLT, Learning Leader & Oracy leader	Term 1 – term 6	Staff meetings and lesson obs	SLT, LL & OL, implementation cycles and review throughout the year
Learning leader and Oracy leader to identify, develop and embed a shared understanding of metacognition.	Learning leader & Oracy leader	Term 1-term 6	Staff meetings, briefings and lesson drop ins, non-contact.	LL & OL, implementation cycles and review throughout the year
Science and foundation subject curriculum leaders lead staff in identifying and developing knowledge and skills and supporting children to apply them.	Curriculum leaders	Terms 1-2 Geography Terms 3-4 History Terms 5-6 Science	Subject staff meetings x 2 in focus terms	Science & FS leaders, see timescale.
Science and Foundation subject leaders track identified pupils through case studies to evaluate the impact of teaching	Curriculum leaders	Term 2-ongoing	Non-contact, staff meetings	Science & LF leaders, case study check-in's terms 2, 4 & 6
Evaluate the impact of metacognitive strategies. (case studies)	Learning leader & Oracy leader	Term 2, 4 & 6	Non-contact, staff meetings	LL & OL, to fit with implementation cycles

Train all staff in the use of Numicon as a resource to support whole class teaching in maths.	LH & VG (Maths leaders)	Term 1 inset training	Numicon and staff training	Maths leaders, lesson drop ins, book look & pupil conferencing	
Train all staff in the use of Numicon as targeted support for individuals and small groups of pupils.	LH & VG (Maths leaders)	Term 1 inset training	Numicon and staff training	Maths leaders, lesson drop ins, book look & pupil conferencing	
Implement, support, monitor and evaluate the use of Numicon as a resource to support whole class teaching in maths.	LH & VG (Maths leaders)	Term 1-term 6	Lesson drop ins	Maths leaders, lesson drop ins, book look & pupil conferencing	
Implement, support, monitor and evaluate the use of Numicon as targeted support for individuals and small groups of pupils.	LH & VG (Maths leaders)	Term 2-6	LSA observations	SEN team, LSA lesson drop in, book look & pupil conferencing	
Agree and implement research-based programmes to deliver targeted support in reading, spelling and phonics.	SEN team, all LSAs	Term 1-6	LSA training, LSA inset, LSA meetings.	SEN team & SLT, data analysis of entry/exit data, pupil conferencing, book look.	
Monitor and evaluate the impact of all targeted support by closely monitoring progress over time.	SEN team, all LSAs	Term 2-6	Staff meetings, LSA meetings,	SEN team & SLT,	

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			inset training/twilights, performance management reviews.		

Objective 3: Support staff and children in recognising and addressing SEMH needs to establish a mentally healthy school environment where staff, parents and pupils feel that their voice is heard and they are part of the St Bons community.

Success criteria:
- Staff wellbeing survey show that **systems and strategies put in place to support staff wellbeing have been effective and had a positive impact on staff wellbeing.**
- Teachers planning and pupils' faith awards show that **Catholic Social teaching is embedded within the curriculum through the gospel themes and all pupils have the opportunity to achieve an award.**
- Pupil voice (surveys in terms 1,3 and 5), timetables and lesson drop ins show that **whole school and class strategies are implemented to support mental health and wellbeing tailored to the needs of the class.**
  Teachers planning and pupil/ parent surveys in terms 1,3 and 5 demonstrate that **RSE and PSHE provision are tailored to meet the identified needs of pupils.**
- Wellbeing groups entry and exit survey demonstrates that **pupils can reflect on the impact of the intervention and make progress against their identified criteria** (nurture group entry and exit pupil voice)
- CPOMS data shows a **decrease in pupils reported for dysregulation and missing learning** (reports to governors)
- Data from pupils and parent surveys (terms 1,3 and 5) shows that **children have strategies to address their identified mental health needs and know where and how to access help if needed**
- Evidence folders and outcomes for identified vulnerable pupils **demonstrate that pupils have accessed the learning**
- Data from pupil voice surveys **shows that pupils feel that their mental health has improved.**
- Pupil voice (surveys terms 1,3 and 5) shows that pupils **are able to explain what they need to maintain healthy minds and bodies**
- **Pupils are able to explain the hand model of the brain and link their own body sensations with emotions**

Action	Action owner	Timescale	Resources/ budget implications	Monitoring (who & how often?)	RAG
Put systems in place to support all staff in managing workload and implementing strategies to support mental health and wellbeing.	SB and SW	Term 1- ongoing	INSET days, staff	SB & SW, termly	

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			briefings, individual meetings with teachers		
Work with staff to embed Catholic Social teaching in to gospel values through faith awards accessible to all children	SW	Term 1 -6	INSET day and staff meetings	RE leader, Governors	
Identify, trial and embed strategies to support class, group and individual regulation.	SLT and SW	Term 1 – 6	Staff meetings/briefings	SLT, termly.	
Identify, trial and embed strategies to support class, group and individual reflection.	SLT and SW	Term 1 -6	Staff meetings/ briefings	SLT, termly.	
Monitor implementation of whole school RSE/PSHE curriculum map and identify impact on pupils SEMH.	SW EP	Term 1-6	Staff meetings, Pupil wellbeing surveys terms 1,3 and 5	SW/SLT, termly.	
Ensure that the PSHE curriculum is informed by the latest research on neuroscience and psychology of emotion.	SW EP	Term 2-6	Staff meetings to share resources	SW, termly.	
Map out a whole school RSE/PSHE overview for all year groups based on identified needs (pupil survey).	SW and all teaching staff	Term 2-6	Pupil wellbeing survey terms 1,3 and 5 Staff meetings and planning meetings with year group teams.	SW/ SLT, termly.	

PSHE and RSE outcomes to be adapted, where appropriate, to enable access for identified vulnerable pupils.	SEN team and LSA's		SEN team to monitor evidence		
Opportunities for pupil voice are maximised across the school through surveys, 'things I wish my teacher knew', listening walls, school council and roles of responsibility for pupils.	SB, SW, SLT, school council leader, stewardship leader, all staff	Term 1-6	School council, eco council meetings, staff briefings.	SB, SW termly reviews.	
Wellbeing and peer support groups to support pupils who have an identified need in common.	SW	Term 1-6	Termly provision mapping and ongoing communication with families and children	SEN team termly reviews	
Curriculum leaders to identify links with mental health and wellbeing with their subject and support staff in implementing strategies to apply them.	Curriculum leaders and learning leaders	Term 2-6	Staff meetings.	Curriculum leaders, start of each whole school theme	
Support parents in understanding more about the PACE model and psycho education.	SW	Term 2-6	Parent support/information sessions	SW parent survey term 6	