



MPS - School Improvement Plan with Catch Up Funding Spend

At Milefield Primary the SIP and COVID recovery fund are an integral part of the continuing improvement. Research conducted by the EEF strongly suggests that compensating for the negative impact of school closure will require a sustained response. Acknowledging this, it is essential that COVID funding is used to address the identified needs of the school. The school improvement plan identifies where COVID funding is used to address school improvement priorities and the associated costs.

Milefield Primary School		Sep-20					
School Improvement Priority:		To ensure that Milefield Primary School develops its capacity for rapid and sustained improvement, through effective leadership and management which has an impact on improving standards and outcomes.					
Success Criteria		Milefield Primary School's self-evaluation procedures and external evaluations judge the school at no less than Good. An improved number of pupils across the school make expected or better progress, with an increased percentage of pupils achieving ARE/GDS. Vulnerable pupils (inc. those with SEND) make expected or better progress, narrowing the gap between school and national outcomes.					
Issue		Inputs (Resources and Activities)	Outputs (Activities, participants and Infrastructure)	Costing- COVID Catch UP Funding (266 x £80pp- £21,280)	Lead	Key Dates/Milestones	
						Autumn	Spring
To establish strong and effective leadership which impacts on the rapid and sustained improvement of the school.	Ensure leaders support and lead the implementation of a recovery curriculum that meets the needs of all pupils.	Develop and implement the recovery curriculum ensuring all leaders are confident and clear about intent, implementation and impact.	Staff are supported to implement the recovery curriculum approach, with the key focus on catch up and keep up. Early identification of vulnerable pupils/pupils requiring support is in place and strategies to support these pupils implemented (see T&L). Pupils are successfully integrated back into school and this is reflected in improving attendance percentages.	SLT x1 day x4 members £1200 SLT x1/2 day x2 members £600 SLT x2 members on Tykes TSA CPD x4 sessions £560	KT/JM	Recovery Curriculum is developed, shared and implemented. Staff training completed. Parents informed and key information available on school website.	Review of progress towards closing the gap to ARE. Targeted intervention.
	Ensure effective distributed leadership supports rapid school improvement through the development of middle leaders.	Develop and lead a tiered approach based on EEF research to ensure effective strategies are implemented which support pupils to catch up and keep up.	Leaders support staff to implement a tiered approach to curriculum planning which includes development of teaching, targeted academic support and wider strategies. Pupils are successfully integrated back into school and routines and structure are embedded. Behaviour for learning is good.		KT/JM	Tiered approach/plan is developed and shared with staff. High quality CPD supports this.	Assessment and monitoring demonstrates impact of approach on pupil outcomes and closing gap to ARE.
		CPD and leadership support provided by SLT and HCAT Directors supports a strategic and consistent approach to subject leadership. Curriculum lead delivers high-quality CPD to develop subject leadership. Subject network links developed across trust.	Middle leaders demonstrate a positive impact on improving teaching, learning and outcomes for pupils across the curriculum. Teaching across the curriculum is consistently good. Pupil attainment and progress across all subjects improves.	x4 middle leaders- Tykes TSA CPD x2 sessions each £480 x2 staff- HCAT CPD x6 weeks- £2400	KT/JM	Leadership networks established. Curriculum CPD conducted- INSET.	CPD support for subjects leaders led by curriculum lead. Middle leaders demonstrated evidence towards targets on action plans.
Evidence	Ofsted 2019 and self-evaluation judges L&M at requires improvement. This is supported by academy due diligence and LA review. Trust/LA risk assessment identifies school as 'Amber' risk category. Monitoring and evaluation of QofE and outcomes highlights need for continued rapid improvement. Leadership capacity is developing- schools leadership team has undergone significant changes.	Schools are learning organisations. They continuously strive to do better for the children and young people in their charge. In doing so, they try new things, seek to learn from those experiences, and work to adopt and embed the practices that work best. Implementation is a key aspect of what schools do to improve, and yet it is a domain of school practice that rarely receives sufficient attention. In our collective haste to do better for pupils, new ideas are often introduced with too little consideration for how the changes will be managed and what steps are needed to maximise the chances of success. Too often the who, why, where, when, and how are overlooked, meaning implementation risks becoming an 'add on' task expected to be tackled on top of the day-to-day work. As a result, projects initiated with the best of intentions can fade away as schools struggle to manage these competing priorities.		https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/ Leadership Matters 3.0 - Andy Buck			
Issue		Inputs (Resources and Activities)	Outputs (Activities, Participants and Infrastructure)	Costing- COVID Catch UP Funding	Lead	Key Dates/Milestones	
						Autumn	Spring
Quality of Education	To ensure all teaching and learning is at least good and is based on secure understanding of assessment to meets the needs of all learners.	Recovery Curriculum approach developed by school leaders- rationale and expectations shared with staff through ongoing CPD (refer to CPD log).	Staff have a clear understanding of the recovery curriculum and will use the approach to meet pupils needs closing the gap to ARE.	INSET 1/2 day to share recovery curriculum-£300 Staff CPD- re. recovery curriculum staff meetings x2 £300 Recovery Curriculum Twilight- £300	KT/JM All staff	Recovery Curriculum is shared and implemented. CPD log outlined- planned CPD linked to recovery curriculum.	Review of progress towards closing the gap to ARE. Pupil progress meetings conducted.
		Develop the use of S-plans to ensure lessons are sequenced appropriately and support high levels of pupil engagement. Opportunities for pupils to apply new skills and confidently demonstrate previous learning to be embedded through curriculum planning.	Pupils will receive a regular diet of additional Literacy and Maths, these lessons will incorporate objectives from the previous year and current learning to ensure gaps in learning are addressed and progress is made, closing the gap to ARE.	Staff CPD- planning support- £210	JM	Recovery Curriculum is shared and implemented. S-plans in place. Teachers supported with curriculum planning.	Review of progress towards closing the gap to ARE. Pupil progress meetings conducted.
		Additional sessions and targeted support in implemented to support the delivery of additional opportunities to develop core skills and support identified vulnerable pupils.	Catch up in core curriculum areas is given priority and attainment is raised closing the gap to ARE.	Reading targeted support x2 sessions weekly x 7 TAs (10wks)- £1,387.40 Booster session support- x8 TAs x1weekly x11 weeks- £863.28 Spring Reading targeted support x2 sessions weekly x 7 TAs (10wks)- £1,387.40 Booster session support- x8 TAs x1weekly x10 weeks- £863.28	KT/JM	Recovery Curriculum is shared and implemented. Booster session implemented. Targeted reading support for identified pupils.	Review of progress towards closing the gap to ARE. Pupil progress meetings conducted.
		Improve the quality of education to ensure it has a good impact on pupils progress and achievement.	High quality and effective CPD impacts on improving the quality of education. The profile of teaching improves and 100% of lessons are judged to be good or better. The quality of education and teaching has a good impact on pupil outcomes.	Staff CPD QFT- x4 sessions- £1200 x2 day SLT to monitor impact- £300	SLT	Staff CPD develops T&L approach. CPD cycle established, brokerage agreed.	Monitoring evidences impact of CPD on improving quality of education and outcomes
Ensure whole school approach to the teaching of reading (including early reading and phonics) is embedded.	Raise profile of reading across school. Development of whole school library and reading areas across school. Parent workshops conducted and incentives implemented to ensure pupil and parental engagement. Availability of books throughout school is improved - new books purchased, book swap etc. Commitment to daily reading by adults to pupils. Regular time to listen to pupils read.	The percentage of pupils achieving ARE or better in reading increases across all year groups. The majority of pupils make typical or better progress in reading. The gap between key pupil groups (PP/SEND) and peers narrows.	Purchase of reading books/phonics books £2000	JM	Library set up and shared with all stakeholders. Parent workshops delivered. Strategies implemented to raise profile of reading.	Pupil voice collected in regards to reading provision across school.	
	Establish a clear and systematic approach to the teaching of early reading and phonics. Systematic, synthetic approach to teaching of phonics embedded (FS/Y1/Y2/KS2- those who did not achieve pass). Best practice shared with all staff. Phonics lead consistently monitors and evaluates impact of practice and revised approach. Changes made where necessary and cycle of CPD implemented. Bottom 20% pupils identified and receive targeted support.	Teaching of phonics improves- all lessons are judged to be good/better. The percentage of pupils achieving phonics screening check/ELG in reading increases. The gap between school and national outcomes in phonics and EYFS reading narrows across all key pupil groups.	Staff CPD- phonics- £100 Staff CPD- team teaching; coaching led by lead- £300	NC	Early reading/phonics systems embedded across school. Network planning sessions across trust. CPD in house. Sharing of best practice. INSET	Outcomes improve across school. Areas for development established. Focus on reading in all year groups interventions	
Evidence	Although improved, KS2 2019 outcomes remain below national; KS1 outcomes in reading, writing and phonics were significantly below national. 2019 outcomes and interim data has identified that disadvantaged pupils (particularly boys) are not attaining in line with their peers in reading, writing and maths.	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Self-regulated learning can be broken into three essential components: cognition - the mental process involved in knowing, understanding, and learning; metacognition - often defined as 'learning to learn'; and motivation - willingness to engage our metacognitive and cognitive skills Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. The quality of teaching in formal education holds huge potential in reducing, and in some cases even eliminating, the attainment gap. Improving teaching quality generally leads to greater improvements at a lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ https://educationendowmentfoundation.org.uk/pupil-progress/ https://educationendowmentfoundation.org.uk/public/files/Publications/Developing_Great_Teaching_TDT.pdf https://educationendowmentfoundation.org.uk/school-themes/literacy/#closeSignup			