

### Shaftesbury Key Priorities

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 5 key priorities to raise attainment further.

#### To maintain exceptional provision across all year groups.

- **A.1:** All staff understand that at Shaftesbury all pupils strive to achieve the expected standard at the end of each Key Stage except those with SEND who are working on their own individual, bespoke targets.
- A.2:** All staff understand that attendance is vital in order for pupils to achieve their full potential as poor attendance is a barrier to pupil's learning. Weekly attendance to be 96.5% plus and persistent absence of less than 10%. Attendance officer to continue with rigorous checks and follow ups on pupils who are absent.
- . **A.3:** All staff understand that at Shaftesbury Primary School we run a mastery curriculum that is built, sequenced and assessed using components and composite goals.
- **A.4:** All curriculum areas to be sequenced logically and progressively building on prior learning. All Leaders speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced to meet the needs of the pupils.
- **A.5:** Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - A progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity. (Through Medium Term Plans and curriculum maps).
- **A.6:** Children are able to rehearse key knowledge and skills and facts through speaking and writing and apply them to future learning in a variety of meaningful contexts and can obtain knowledge well through comprehending texts.
- **A.7:** All subjects are monitored rigorously and robustly by undertaking work and planning scrutiny, lesson observations, subject reviews and most importantly discussions with children for pupil voice.
- . **A.8:** CPD is carefully planned to build on and secure teachers' subject knowledge and pedagogy to sustain Quality First Teaching that ensures high standards in progression in learning for all pupils and gaps in learning are diminished. (Create knowledge guides/planners to ensure all teachers have secure subject knowledge).

#### To prioritise Shaftesbury's pedagogical approach to the teaching of the Lowest 20% with particular focus on boys and PP children in EYFS and KS1

- **B.1:** The Head teacher, senior leaders and the wider school community understand the importance of prioritising the teaching of children in the lowest 20%, particularly for fluency of reading, reading comprehension, writing and mathematics.
- **B.2:** All leaders speak the narrative of the pedagogical approach to teaching the lowest 20% and the importance of teaching reading for comprehension and writing - 'The Lowest 20% Toolkit'; this is conveyed to all teaching and support staff. Wider opportunities are created for pupils who fall into this category to read individually and in groups with adults including the class teacher weekly. In addition, they are taught by senior leaders and the most experienced teachers in smaller groups in order to close any gaps.
- **B.3:** The Head teacher and senior leaders have developed a set of key strategies to teach the lowest 20% that are embedded into every lesson structure across the curriculum and that the teaching of reading for comprehension in the foundation subjects is a key part.
- **B4:** The Head teacher and senior leaders ensure 'Quality First Teaching' in the classroom is being taught effectively, so that all children will meet the demands of the mastery curriculum threshold.

- **B.5:** Staff are trained well, through carefully planned INSETs, so that they can use effective strategies to assist in the teaching of the lowest 20% of pupils.

**To develop the love of reading and good comprehension skills to ensure all pupils access the full curriculum**

**C.1:** The Head teacher and senior leaders understand the importance of the teaching of phonics and reading on standards across all subjects. This is a priority and further training has been put in place to provide CPD for all staff.

· **C.2:** All staff understand the importance of sharing their love of reading with the children. They share their own box of 'favourite books' with children and prioritise daily 'read aloud' opportunities with their classes. Pupils are encouraged to go to the school library as well as the local library.

· **C.3:** The curriculum provides reading opportunities across all subject areas and is enhanced with organised events, workshops and educational visits.

· **C.4:** A particular focus is placed on developing comprehension skills in all lessons including foundation subjects.

· **C.5:** All pupils are encouraged to borrow books from the school's library and immerse themselves in these at home.

· **C.6:** The phonics programme has a clearly structured and rigorous progression from Nursery to year 2. The teaching of phonics starts on day 1.

· **C.7:** All children (including those who enter mid-phase with little or no spoken English) have access to synthetic-phonics intervention if needed; and a wide range of home/school reading books that are not only challenging but match their correct reading ability.

· **C.8:** Clear intervention strategies that fast track pupils are put in place across the school for those children who fall behind in their phonics learning; progress is underpinned by regular assessment including shortly after admission.

· **C.9:** All staff are trained well, through carefully planned INSETs so that they can use effective strategies to teach phonics and reading.

· **C.10:** Ambitious vocabulary is introduced and modelled in context prior to pupils orally rehearsing and practising vocabulary across the curriculum.

· **C.11:** Carefully sequenced planning encompasses a wide range of opportunity for pupils to be fully immersed in purposeful language, developing their speaking skills around a stimulus, ensuring written outcomes are impacted and of the highest quality.

**To prioritise Shaftesbury's pedagogical approach to the teaching of SEND pupils**

**D1.** All staff have ongoing CPD from specialists to support them teaching pupils with SEN.

D.2. Pupils with SEN are assessed swiftly and provided with individualised targets termly which are monitored by the SENDCo.

D.3. Focussed interventions are put in place for pupils with high needs to ensure they are meeting their targets.

D.4. Long term planning ensures provision links are made for pupils with SEN to be fully immersed into the school's curriculum and work alongside their classes.

D.5 Short term planning ensures pupils are working and progressing at their level.

**D.6.** Learning provisions around the school are carefully designed and prepared where activities planned, support learning and development of SEN pupils. This includes sensory room, soft play room and outdoor area.

**To ensure that the Team Around the Family (TAF) respond to the needs of the community including for PP children's families and families where there is poverty, bereavement and housing issues.**

- **E.1:** Team Around the Family (TAF - early help team) to provide early intervention to improve outcomes for families and children. Check attendance for these pupils and provide follow ups to ensure a rigorous system is in place.
- **E.2:** SMSC, British Values and PSHE, including Relationships Education and Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners.
- **E.3:** Children have access to pastoral support in relation to any personal change in circumstances and needs of the school's local demographic.
- **E.4:** Maintain further learning opportunities and experiences beyond the classroom through enhanced extra-curricular provision e.g. organised visits and workshops.
- **E.5:** Children have an inclusive provision that has a positive impact on the overall academic and holistic process.
- **E.6:** Ensure staff and pupil wellbeing is a high priority with a particular focus on mental health.
- **E.7:** Support families who are in poverty with signposting, breakfast club, after school clubs and school uniform assistance.

### To achieve The Race and Conscious Equality Charter Mark

F.1 All staff at Shaftesbury to understand the Race Quality Mark is a recognition for schools which can demonstrate a commitment to promoting racial equality and combating discrimination in various aspects of society.

F.2: All staff to create an inclusive environment where people of all racial backgrounds have equal opportunities, rights and access to resources.

F.3: All teachers, subject leaders, headteachers, senior leaders and governors receive coaching and mentoring from 'Fig Tree International' through training sessions.

F.4: Values will be embedded into the curriculum through:

- a) Offering opportunities in PSHE and History to analyse documentaries/films/news stories to highlight social justice issues discussing the portrayal of these issues in the media and how they can influence public opinion (Black History Month).
- b) Allow for opportunities to invite guest speakers to share their experiences with students about their involvement in promoting peace, diversity and inclusion.
- c) Encourage pupils to write stories, essays and poetry that reflects the themes of unity, diversity and the pursuit of a just society.
- d) Through all foundation subjects, create opportunities for pupils to learn about significant figures of different races.

Area	Amount	Description
PSHE	£1000	Newham partnership bronze package and £250 for books
IT	£1800	Purple mash
History	£500	Resources and Anglo-Saxon workshop

PE	£21,140 ( PE Grant)	This is used from the PE grant for after-school clubs, fair play house, the second week of swimming, Sports day, and PE equipment for the year
Science/STEM	£1500	Resources for lesson experiments
EYFS	£1500	Various resources
Music	£17000	<ul style="list-style-type: none"> <li>· Newham Music Trust x 2 teachers for KS2 PPA,</li> <li>· Resources</li> <li>· Charanga</li> </ul>
Maths	£500	TT rock stars and resources for money week
English	£4000	RWI resources, Phonics resources to support the teaching of Phonics and to run additional sets in KS2, Nelson handwriting - Supports planning and resourcing, reading book for KS2 to have full set per class, books for the Library
Exercise books	£8000	All books from Nursery- Year 6 for all subjects
Displays	£1000	Backing paper/ boarders

Geography	£200	Digi map subscription, book and resources
Art & DT	£1500	Various resources
SMSC	£1000	Various resources
Education Visits	£7000	School contribution to trip
Attendance	£2000	Medals, badges, trophies and prizes
Behaviour	£2500	<ul style="list-style-type: none"> <li>· Track it light - £2000</li> <li>· Prizes per class- £500</li> </ul>
MFL	£6200	Mandarin teacher Full time - 1 Year £5000  Resources - £200  L1/L2 YCT Exams - £500  Chinese New Year Performance  X2 performances (KS1 and KS2) -£500
Printing Paper	£3000	A4 /A3
Pupil Stationery (Whole school)	£20,000	Handwriting pens, green pens, pencils, glue sticks, erasers, wb pens, pupil whiteboards, sharpeners, wallets, felt pens, colouring pencils, scissors, laminating pouches etc
Total	£101,340	

Special Educational Needs and Disabilities

- Educational Psychology - £7,000
- Speech & language-£22,000
- Dyslexia assessments -£10,000
- Dyslexia program-£930

- Servicing of the sensory room- £700
- Resources - £1000

Total: £ 47,930

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#### Capital Works

- Playground re-surfacing
- Replacement of the running track
- Refurbishment of the staff room