



# **Beverdean Primary School and Nursery**

## **SCHOOL DEVELOPMENT PLAN**

**2021 - 2022**

# English

*S.E.M.H & Well-Being*

*Curriculum*

*Attendance*

## Our School Community

**Catch-Up**



**Footnote re: School Development Plan / Budget:**

The SDP runs for the academic year September 2021 to July 2022. The budget (financial year) runs from April 2021 to March 2022. Specifically, the Pupil Premium budget figures relate to the financial year although it is recognised that the same financial provision will continue in the summer term of 2022 covering the final term of the SDP.

**Ofsted: What the school should do to improve further (4<sup>th</sup> – 5<sup>th</sup> December, 2019).**

What does the school need to do to improve?

1. Pupils enjoy reading in school. Teachers encourage pupils to read at home to develop their enjoyment of reading. However, the link between school and home for reading is not well organised and promoted, so this activity does not support all pupils' reading development consistently well. Leaders should ensure that all pupils have reliable opportunities to practise and consolidate their reading skills, supporting the best progress for all.
2. Although robust systems and rewards for pupils are in place to encourage regular attendance, absence rates are above the national average. This means that some pupils miss essential steps in their learning. Leaders should continue their efforts to ensure that all pupils attend school regularly so that their learning is uninterrupted.

**Key Priority 1: English**

**Outcomes:**

- 1.1 To embed our programmes of study in reading and writing through high-quality texts.
- 1.2 To fully implement whole class guided reading (Year 2 – 6).
- 1.3 To embed our home school reading system across all year groups.
- 1.4 To continue to target struggling readers across the school with daily support.
- 1.5 To build on the early successes of using letter-join to improve handwriting (Year 1 – 6).
- 1.6 To further develop the use of key skills (in writing) so that all children can use and apply the skills of SPaG and handwriting in their independent writing.
- 1.7 To develop a consistent approach to teaching phonics (EYFS – Year 3)

**Priority 2: S.E.M.H and Wellbeing**

**Outcomes:**

- 2.1 To develop the use of Just Right across the school.
- 2.2 Staff to feel confident to identify pupils with mental health needs.
- 2.3 To implement a programme of Universal (whole school), Targeted (class and small groups) and Specialist (small group and individual) support for pupils.
- 2.4 To monitor and develop the school offer for staff and pupil wellbeing.
- 2.5 All staff to use emotion coaching and attachment awareness strategies.

### **Priority 3: Curriculum**

#### **Outcomes:**

- 3.2 Bespoke curriculums, in all subjects, are developed and embedded for all learners working below the national curriculum for their chronological age.
- 3.3 A broad and balanced is effectively planned for, taught and evidenced.
- 3.4 To develop the subject knowledge of all staff across all areas of the curriculum.
- 3.5 Increased opportunities for moderation between classes, year groups and key stages to ensure a shared understanding of the national curriculum.
- 3.6 Through consistent monitoring, school leaders to have an overview of the quality of teaching and learning across the school.

### **Priority 4: Attendance**

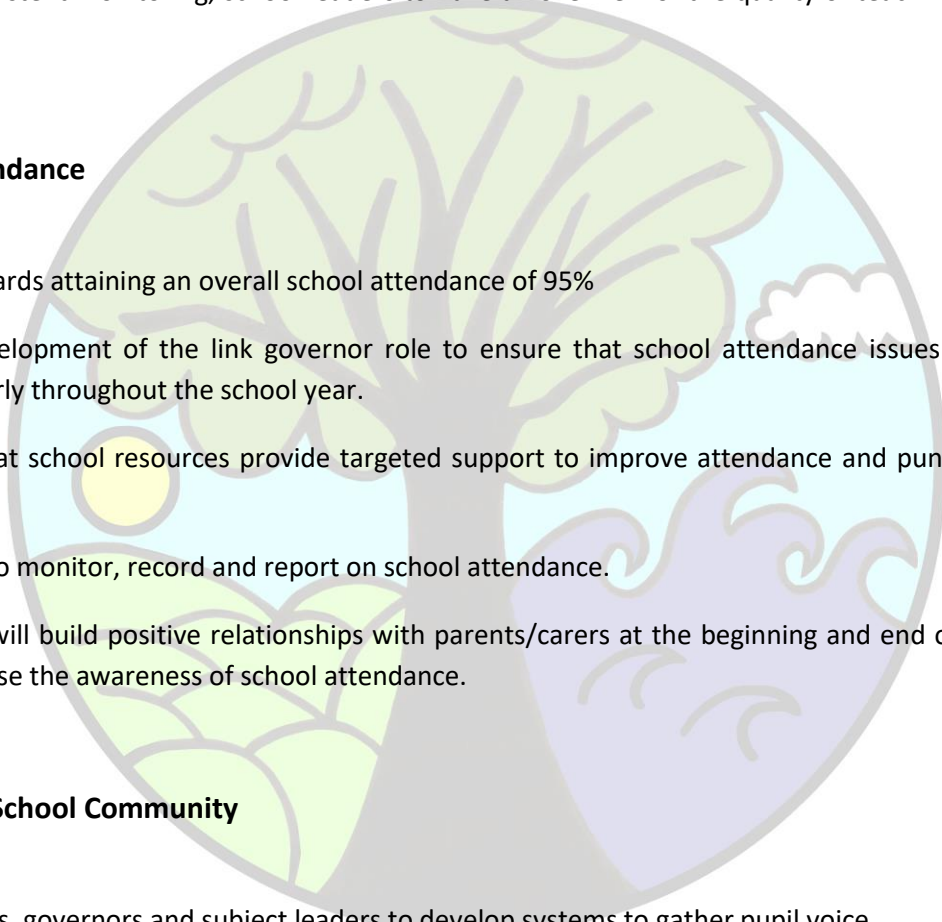
#### **Outcomes:**

- 4.1 To work towards attaining an overall school attendance of 95%
- 4.2 Increase development of the link governor role to ensure that school attendance issues are disseminated to governors regularly throughout the school year.
- 4.3 To ensure that school resources provide targeted support to improve attendance and punctuality for identified families.
- 4.4 To continue to monitor, record and report on school attendance.
- 4.5 School staff will build positive relationships with parents/carers at the beginning and end of the school day and phone calls to raise the awareness of school attendance.

### **Priority 5: Our School Community**

#### **Outcomes:**

- 5.1 School leaders, governors and subject leaders to develop systems to gather pupil voice.
- 5.2 To promote and increase parent engagement.
- 5.3 To create a core offer of parent support utilising school staff and external agencies to empower parents and to better support children.
- 5.4 To ensure governors see the school in action through scheduled visits.



## **Priority 6: Catch Up**

### **Outcomes:**

- 6.1 Interventions in English and maths will be accurately targeted to learners throughout the school day.
- 6.2 To have a secure knowledge and understanding of the gaps in learning for all children.
- 6.3 To identify and plan to meet the SEMH needs for all children as a result of the pandemic.
- 6.4 To audit current school resources and identify areas for deployment to meet academic and SEMH needs.
- 6.5 To prioritise the gaps of early skills for the children in years 2 and 3.

