

## School Improvement Plan 2021-2022

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This School Improvement Plan for 2021 to 2022 is an overview of Springfields First School's improvement priorities. This plan has been produced as a continuation of the previous improvement plans for 2019-2020/2021-2022. This follows the evaluation of the 2019-2020/2021-2022 improvement plans and takes account of the impact and disruption caused to learning during the last 2 school years by the COVID19 pandemic. The plan uses the 2019 statutory data and the schools own 2020-2021 internal tracking. Detailed individual action plans will be written by the staff leading each priority.

## School Improvement Plan 2021-2022

| Area of Priority – Quality of Education   |   |  |           |                                      |             |
|---|---|--|-----------|--------------------------------------|-------------|
| <p><b>Achievements from previous year –</b><br/> <b>The Springfields knowledge rich creative curriculum has been completed. Staff have mapped progression and coverage of knowledge and skills across Key Stages. Staff completed training on using questioning to extend and deepen learning using Rosenshines Principles. Staff have improved their remote learning skills and are confident in using Teams to teach remotely. Forest School has been set up. Pupils from all classes have accessed the provision and it has been used to support pupils who have struggled with the return to school after the lockdown.</b></p> |   |  |           |                                      |             |
| Target  | Actions   | Cost                                     | Timescale | Monitoring                           | Evaluations |
| <b>To identify gaps in pupil knowledge and skills following the COVID19 lockdowns</b>   | The following gaps have been identified:<br>Amount of greater depth learning<br>Spellings – across the whole school/phonics for spelling<br>Handwriting and presentation of work<br>Stamina for learning especially in writing<br>Problem solving in maths<br>Music/computing curriculums<br>Attainment of FSM and SEND pupils<br><b>These areas need to be the focus for all year groups throughout the whole year and catch-up funding will be used to provide additional teaching and TA time for small groups and individuals</b> | Catch up funding – expected to be £6000+ | July 2022 | AB<br>SMT<br>T/L Govs                |             |
| Continue to develop the implementation of the knowledge rich creative curriculum  | Further develop Rosenshine’s Principles in Action –<br>sequencing concepts/modelling<br>Reviewing material<br>Stages of practice  |  | Jan 2022  | AB<br>EA/KB/NH/JT<br>SMT<br>T/L Govs |             |
|   | Audit all areas of the Springfields curriculum for diversity within the materials used eg books, famous figures, artists, musicians. Buy new resources where gaps identified  | £1000                                    | Feb 2022  |                                      |             |
| Further develop the use of retrieval practice to increase the amount of learning retained   | Revisit staff training on ‘sticky learning’ Chris Quigley – Develop retrieval practice to increase the amount of learning entering the long term memory/cognitive overload.   |  | Jan 2021  | AB<br>SMT<br>T/L Govs                |             |

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|  | <p>Develop mind maps/learning journals/quizzes/multiple choice questions to assess what children know about a topic and what learning has been retained</p> <p>Continue to moderate for consistency of assessment across the whole school/KS/Stone schools</p> <p>Review the formative and summative assessment practices taking place across school – consider - frequency/work load/purpose</p>  |       |   | <p>All staff</p> <p>AB/All staff</p>                  |  |
| <p><b>Further develop the teaching of reading and phonics to improve and accelerate progress in spelling.</b></p> <p>Further improve handwriting and presentation skills</p> | <p>Ensure that spelling is being consistently taught well across the school</p> <p>Invest in a whole school phonics scheme that incorporates reading and spelling</p> <p>Move to teaching phonics whole class, moving all pupils together, using intervention groups to provide additional support</p> <p>In EYFS/KS1 increase the amount of guided reading opportunities. Link guided reading closely to the teaching of phonics.</p> <p>In KS2 use agreed schemes of work for teaching spelling</p> <p>Monitor spelling termly to ensure accelerated progress</p> <p>Monitor to ensure that handwriting is being consistently taught well across the school</p> <p>Instil the pupils with a sense of pride in the presentation of their work</p> | £1000 | <p>July 22</p> <p>Dec 21</p> <p>Oct 21</p> <p>Oct 21</p> <p>Oct 21</p> <p>July 22</p> <p>July 22</p> <p>July 22</p> | <p>LS</p> <p>SMT</p> <p>T/L Govs</p> <p>All staff</p> |  |
| <p>To further develop the remote learning plan in the event of a local lockdown</p>  | <p>Continue to provide updated training for staff</p> <p>Train support staff to deliver one to one lessons if we have a local lockdown or disadvantaged pupils are isolating</p> <p>Continue to make sure the Springfields curriculum is aligned with the Oak Academy/ WhiteRose curriculum.</p>   |       | <p>On going as and when updates occur</p>   | <p>EG</p> <p>T&amp;L Govs</p>                         |  |

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| <b>Area of Priority – Behaviour and Attitudes</b>  |   |             |                                   |                       |                    |
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| <b>Achievements from previous year – Behaviour was good when we returned in September 2020 however there was a noticeable decline in behaviour following the 2021 lockdown. Pupils who had attended school during the lockdown seemed resentful of other pupils returning. The behaviour of 4 individuals was extreme and had a negative effect on the behaviour of others. Two pupils attended alternative SEMH provision for part of the week and 3 fixed term exclusions were issued.</b> |   |             |                                   |                       |                    |
| <b>Target</b>  | <b>Actions</b>  | <b>Cost</b> | <b>Timescale</b>                  | <b>Monitoring</b>     | <b>Evaluations</b> |
| <b>Improve behaviour – reduce low level disruption due to COVID 19</b>   | Revisit the school charter setting out the expected behaviour of pupils   |             | Sept 2021 and throughout the year | AB<br>SMT<br>Govs     |                    |
|  | Provide further staff support to develop positive behaviour management strategies to all staff  |             | Sept 21                           |                       |                    |
|  | Introduce a positive behaviour system into school that rewards positive behaviour and does not only focus on negative behaviour         |             | Sept 21                           |                       |                    |
|  | Use stickers, certificates, texts home, newsletter to celebrate good behaviour  |             | Sept 21                           |                       |                    |
|  | Make sanctions clear and monitor that they are used appropriately   |             | Sept – on going                   |                       |                    |
|  | Monitor changes in lunchtime behaviour as we return to all pupils accessing the hall at lunch time                                      |             | On going                          |                       |                    |
|  | Increase the amount of HOPE support available to pupils including nurture groups who are experiencing difficulties with self-regulation | £1000       | Sept 21                           |                       |                    |
| <b>To develop pupils self-regulated learning and metacognition</b>   | Develop a nurture/withdrawal room for pupils who need timeout before returning to work with the class                                   |             | Sept 21                           |                       |                    |
|  | Behaviour CDP training for staff where needed   | £500        |                                   |                       |                    |
|  | Building on from the work completed by Mr Rammell on resilience and independence  |             | Jan 22                            | GR<br>SMT<br>T/L Govs |                    |
|  | Research EEF findings on self-regulation and metacognition  |             | Jan 22                            |                       |                    |
|  | Use CDP opportunities/INSET to introduce staff to the concepts of self –regulated learning and  |             |                                   |                       |                    |

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|  | metacognition and Building Learning Power/Mindfulness<br>Create a plan for developing these concepts with pupils to increase progress and attainment<br>Identify ways we can celebrate pupils who are displaying positive attitudes to learning |  | Mar 22<br>Jan 22 |  |  |
|--|---|--|------------------|--|--|

| <b>Area of Priority – Personal development</b>  |   |               |   |                                      |                    |
|---|---|---------------|---|--------------------------------------|--------------------|
| <b>Achievements from previous year – Pupil and staff wellbeing was a focus for all following the return to school in March 21. The amount of pupils accessing HOPE support increased. Pupils returned lacking perseverance and stamina. Self-regulation amounts pupils decreased and we saw more outbursts of anger and frustration. Pupils found staying in ‘bubbles’ and not mixing with friends together with the general school Covid-19 restrictions difficult. We found that the wellbeing of pupils suffered more following the Jan 21 lockdown than the previous one.</b> |   |               |   |                                      |                    |
| <b>Target</b>   | <b>Actions</b>  | <b>Cost</b>   | <b>Timescale</b>                                | <b>Monitoring</b>                    | <b>Evaluations</b> |
| To support pupil/staff wellbeing  | Complete staff and pupil wellbeing audit/team stress assessment - beginning and end of the year<br>Increase the amount of HOPE time available<br>Develop a nurture group for emotional/social skills for KS2 boys<br>Develop a nurture room as a space for pupils to withdraw to if timeout is needed<br>Appoint a mental health champion/lead for the school | £1000<br>£100 | Sept/May<br>Sept onwards<br>Sept 21<br>Oct 2021 | AB<br>JW<br>SMT<br>H&S Gov<br>TL Gov |                    |
| <b>To further develop pupils understanding of what it means to live in a diverse community</b>  | Identify ways the school curriculum can become more diverse.<br>Implement a new RE scheme - Discovery<br>Increase the use of visitors into school to  | £1000         | July 22<br>Oct 21                               | Governors<br>AB<br>EA                |                    |

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|  | highlight different cultures and religions   |       | July22                |                                       |  |
| Create a working group to review how we can teach about maintaining a healthy lifestyles | Form a working group of the PE/PSHE/SCIENCE/SENCO/Diversity/HOPE co-ordinators to identify ways we can develop healthy lifestyles –<br>After school clubs<br>Healthy Eating<br>Mental health<br>Self regulation/metacognition<br>Diversity<br>Inclusion<br>Encouraging more participation in after school activities<br>Investigate after school /lunchtime clubs that are not sporting.<br>Use whole school activities to support wellbeing and mental health | £2000 | Oct 2021              | Whole Governors<br>GR/EB/EA/JW<br>SMT |  |
| Promote the 'healthy body, healthy mind' ethos   |  |       | July 22               |                                       |  |
|  |  |       | July 22               |                                       |  |
| Review PSHE across the school  | Appoint a new PHSE co-ordinator<br>Review how PSHE is taught<br>Review the PHSE policy and the RSE policy  |       | Sept 21<br><br>Dec 21 | T/L Govs<br>AB<br>EB                  |  |

| Area of Priority – Leadership and Management  |  |               |           |                             |             |
|---|--|---------------|-----------|-----------------------------|-------------|
| Achievements from previous year – Covid19 planning/remote learning/key worker provision/wellbeing support for staff, pupils and their families/support for pupils with SEND/support for disadvantaged pupils/ SENCO completed the SENCO qualification/ NQT year successfully completed/completing NPQSL / catch-provision provided- 90% passed phonic check /SEND learning passports have been introduced |  |               |           |                             |             |
| Target  | Actions  | Cost          | Timescale | Monitoring                  | Evaluations |
| Re-paint the interior of the school   | Create a rolling 4 year plan to repaint the school internally. | £500 per room | 2022-2026 | Fin Govs<br>H&S<br>AB<br>NH |             |
| Invest in new computers   | Create a 4 year ICT plan:                                      | £5000         | July 2022 | Finance Govs                |             |

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| and replace old equipment   | Purchase 5 new chromebook per year<br>Replace 4 whiteboards<br>Purchase further Google tablets/ipads  |        |  | AB<br>E C-W               |  |
| <b>Improve % of pupils working at secure+</b>   | To focus on identifying and 'plugging' the gaps in knowledge lost due to the pandemic lockdown.<br><br>To begin to return to pre lockdown attainment<br>To identify ways to accelerate progress   | £6000+ | July 2022  | T/L Govs<br>All staff     |  |
| <b>To continue to close the gap between: -<br/><br/>disadvantaged pupils/non disadvantaged pupils</b> | To regain the improvements in the % of disadvantaged pupils working at secure+ within the core areas of reading, writing and maths lost since the start of the pandemic.<br>Aim for all disadvantaged pupils to be making accelerated progress in reading and maths –<br>Develop attitudes to learning – perseverance, pride, resilience – metacognition and self-regulation<br>Research effective ways to improve standards for disadvantaged pupils – use EEF to identify interventions to improve outcomes<br>Continue to increase the attainment of all pupils in spelling across all year groups |        | July 22<br><br>Mar 22<br><br>Dec21<br><br>July22 | AB<br>SMT<br>T/L Govs     |  |
| <b>Improve spelling</b>   |   |        |  |                           |  |
| Further develop the use of TA support across the school   | Use EEF research to identify how TA support can be most effective across the school<br>Use SIP support to review TA effectiveness<br>Provide further TA training for TA's to develop skills   |        | July 22  | AB<br>SMT<br>Finance Govs |  |
| <b>To use catch –up funding to provide accelerated progress</b>                                       | Identify pupils who have gaps in their learning.<br>Identify common gaps in learning<br>Use additional TA provision to re teach areas of lost learning<br>Use TA provision to complete NELI language intervention with Yr1 pupils and to initiate the   | £6000+ | July 22  | Finance Govs<br>AB        |  |

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|   | <p>intervention with new EYFS pupils</p> <p>Review and assess progress termly</p> <p>Use additional funding to employ a teacher to develop writing/spelling starting with Yr1. If funding continues expand support into KS2.</p> <p>Review the impact of funding each term.</p>   |       |         |                                      |  |
| First Aid   | <p>All staff to complete First Aid in the Workplace training</p> <p>Paediatric First Aid training to be updated where needed</p>  | £500  | Oct 21  | AB<br>All staff<br>Finance Govs      |  |
| Further develop Care Club provision                                     | <p>Work with Club staff to further develop the provision provided:</p> <p>Review and reduce the amount of resources</p> <p>Improve the Care Club environment</p> <p>Introduce theme days, homework club, gardening club</p> <p>Produce a yearly overview of themed activities</p> | £1000 | July 21 | SS<br>AB<br>Gov                      |  |
| Parental engagement   | <p>Introduce initiatives to encourage parents to support learning at home</p> <p>Plan activities to welcome parents back into school – if possible due to Covid</p> <p>Improve communication with parents of pupils with SEND</p>   |       | July 21 | AB<br>All staff<br>SS<br>SMT<br>Govs |  |
| Improve staff knowledge of autism                                       | <p>Through staff CDP improve staff understanding of the needs of pupils with autism and provide strategies to support these pupils, improving their outcomes.</p>   | £500  |         | SS<br>TL Gov                         |  |
| Further develop a collaborative approach to supporting pupils with SEND | <p>Increase the amount of opportunities for SEND parents to have input into the learning passports of their children</p> <p>Increase the amount of input pupils with SEND have into their learning passports/plans</p>  |       |         | SS<br>TL Gov                         |  |

## School Improvement Plan 2021-2022

| <b>Area of Priority – Quality of the EYFS</b>   |  |                               |                  |                                  |                    |
|---|--|-------------------------------|------------------|----------------------------------|--------------------|
| <b>Achievements from 2018-2019 – GLD increased to 79% - 52 pupils in 2020-2021 cohort. In school assessments writing/PSED lower than expected. The outdoor area has been developed with a large area of hard standing, cycle track and new equipment installed. The curriculum and policies have been updated for the introduction of the new EYFS curriculum in 2021-2022.</b> |  |                               |                  |                                  |                    |
| <b>Target</b>   | <b>Actions</b>   | <b>Cost</b>                   | <b>Timescale</b> | <b>Monitoring</b>                | <b>Evaluations</b> |
| <b>To accelerate progress of those groups identified from Baseline data and close the attainment gap across core subjects</b>   | Analyse baseline data and identify vulnerable groups<br>Use a variety of strategies including interventions to accelerate progress<br>Monitor carefully the attainment/progress of individual groups<br>Identify ways to make the curriculum more engaging for boys – creative curriculum<br>Increase the use of the outdoor area/classroom as a teaching resource | Additional TA costs for 20hrs | July 2022        | T/L Governors<br>EG/SS/JT<br>SMT |                    |
| Successfully introduce the new EYFS curriculum and ELG's  | Review new documentation<br>Provide EYFS staff with relevant CDP and support<br>Further review current EYFS curriculum topics/planning as the year progresses to maintain coverage<br>Inform parents of the changes<br>Inform governors of the changes   | £500                          | July 22          | T/L Governors<br>EG/SS/JT<br>SMT |                    |