

ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



THREE YEAR SCHOOL DEVELOPMENT PLAN 2023 – 2026

Last updated 3/10/23

We are called to be the hands and face of Jesus as we learn, love and grow together

KEY TO ACRONYMS & ABBREVIATIONS USED IN THIS PLAN

Budget sources			
D	Donations	DFC	Devolved Formula Capital
GA	General Account	GF	Grant Funded
SBF	School Building Fund	SD	Staff Deployment
SFA	School Fund Account	SFR	Special fund raising
VASCA	Voluntary Aided Schools Capital Allocation	DLT	Dedicated Leadership Time (GA funded)
CUF	Catch Up Funding	CUFDP	Catch Up Funding Disadvantage Premium (ringfenced)
PP	Pupil Premium funding	SP	Sports Premium funding

ABBREVIATIONS USED IN THIS PLAN

AC	Admissions Committee	RC	Resources Committee
Adv	Adviser	SBM	School Business Manager
AHT	Assistant Headteachers	SEF	Self-Evaluation Framework (Ofsted)
ARE	Age Related Expectations	SENDCo	Special Educational Needs & Disability Co
BLP	Building Learning Power	SL	Subject Leader
CG	Chair of Governors	SLT	Senior Leadership Team
CPOMS	Child Protection Online Management System	SDP	School Development Plan
CSED	Catholic Self Evaluation Document (previously SEF48)	TA	Teaching Assistants
CPD	Continuing Professional Development	Tch	Teachers
EYFS	Early Years Foundation Stage	TLC	Teaching & Learning Committee
FGB	Full Governing Body	Web	Website
GLD	Good Level of Development	WLG	Wellbeing Link Governor
Gov	Governors	WP	Working Party
HA	Higher Achieving		
HfL	Herts for Learning		
HfLA	Herts for Learning Adviser		
HIP	Hertfordshire Improvement Partner		
HLTA	Higher Level teaching Assistants		
HSG	Health & Safety Governor		
MIS	Management Information System		
NFICS	National Framework for the Inspection of Catholic Schools		
PPA	Planning, Preparation & Assessment time		
PA	Prior Attainment		
RELT	RE Leadership Team		

Initials of persons responsible in the plan

AW	Alex Whitty (Acting Headteacher SLT)
JS	John Sloan (CG)
MC	Michelle Curry (Deputy SENDCo SLT)
SBM	Sally Lorimer (SBM SLT)
TB	Trudie Batty (AHT, SLT)
VH	Val Hargrave (AHT, SLT,)
MF	Michelle Freitas (RELT)

1.0 VISION

To be a place of faith, love and learning, where individuals collaborate to be the best that they can, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres. Rooted in faith, and underpinned by Catholic teaching, we provide a curriculum that is relevant, coherent and intended to develop the skills & knowledge that will enable pupils to participate fully & justly in a diverse and inclusive society.

2.0 OFSTED INSPECTION OUTCOMES

Link to letter following most recent Ofsted inspection (6th March 2018): <https://files.api.beta.ofsted.gov.uk/v1/file/2763517>

In March 2018, OFSTED carried out a Short Inspection under Section 8 of the Education Act. This inspection concluded that the “school continues to be good” and that “Safeguarding is effective”.

The short inspection suggested that the school should focus on the following ‘Next Steps’:

Leaders and those responsible for governance should ensure that:

- *the proportion of children who reach a good level of development in Reception increases so that it is at least in line with the national average consistently across the areas of learning.*
- *adults use assessment information precisely to ensure that children in the early years make good progress from individual starting points*
- *the proportion of children who reach the required standard in the phonics screening check by the end of Year 1 increases and is more consistently in line with the national average.*
- *the quality and consistency of teaching in lower key stage 2 continues to improve so that all groups of pupils, particularly those who are disadvantaged, make consistently good progress across the curriculum.*

3.0 DIOCESAN INSPECTION OUTCOMES

Links to our:

latest Diocesan Sec48 Inspection Report (March 2023)

https://drive.google.com/file/d/1qniw1rqs0rRe6dCOYEgh94fzabk18H_m/view?usp=drive_link

Sec 48 Findings and Actions (March 2023)

<https://drive.google.com/file/d/1QG-y8N7QUagPS2UzsqVGzD6tzDreljzo/view?usp=sharing>

AT OUR LAST SECTION 48 DIOCESAN INSPECTION (March 2023) THE SCHOOL WAS JUDGED AS FOLLOWS:

Catholic Life of the School: **Outstanding (1)** Classroom Religious Education: **Good (2)** Collective Worship **Outstanding (1)**
The overall grading being **Good (2)**

(1) Inspectors identified the following areas to develop for Catholic Life and Mission:

- Continue to support pupils in their understanding of the principles underpinning Catholic Social Teaching.

(2) Inspectors identified the following areas to develop the Religious Education:

- Ensure that high expectations are consistent in every class to enable pupils of all abilities to fully express their learning in religious education.
- Develop feedback for all pupils across the school that is regular, consistent and challenging so that pupils know how to improve their work in religious education.

4.0 Strengths and *areas of development* drawn from the last set of national data available for English and Maths:

4.1

The percentage of pupils achieving the Good Level of Development (GLD) at the end of EYFS has risen from 50.8% in 2022 to 67.8% in 2023. *This is slightly above National at 67%*

EYFS curriculum design and quality of education has been a school priority this year and will continue next year. We will continue to work alongside the EYFS HFL Advisor. The school has reviewed its leadership and appointed an Early Years lead within the EYFS itself.

4.3

Phonics attainment has again risen this year from 64.4% in 2022 to 78.3% in 2023, again closely aligned with Herts at 79%.

The introduction of Little Wandle Revised, the schools validated Systematic Synthetic Phonics Programme has ensured there is clarity and consistency in teaching and rapid 'keep up' support.

4.3

End of KS1 attainment in reading is good a - school ARE + 69.5% in 2023, above National at 68% and inline with Herts at 70%. School attainment in GDS is above both Herts and National at 35.6%

End of KS1 in writing is 54.2% slightly lower than National at 60%

Achievement in writing is a particular focus across the school. The Power of Reading CLPE (Centre for Literacy in Primary Education) has been introduced to support teachers in delivering high quality English lessons.

4.4

KS2 results are slightly below those of National and Herts Reading 69.5% National 73% Writing school 64.4% Herts 69.6%

This cohort of children has been receiving an increased amount of support from the SENCO for both specific academic and mental health needs.

Some of this is due to the ongoing impact of COVID-19.

New scheme of work has been put in place throughout the school. Increased monitoring, assessment and moderation will ensure children are carefully tracked and that support is put in place where necessary. Assistant Headteacher in Key Stage 2.

5.0 COVID IMPACT

Children and young people across the country are still feeling the impact of COVID-19. Research continues to show that the Covid Gap is still apparent and affecting children's behaviour, attainment and wellbeing. As a result we continue to assess and track the well being of children and support where necessary. We have found that there has been a greater focus needed on behaviour, well being and community alongside the need to provide support due to the 2 years of disrupted learning.

6.0 KEY DRIVERS FOR THE 2023 – 2024 SCHOOL DEVELOPMENT PLAN

- 6.1 Sustain the Catholic Identity and Ethos of the school and support the faith journey of all pupils, their families and staff through effective teaching and learning strategies, quality CPD and through effective engagement with families and parish life.
- 6.2 Maximise potential progress and achievement for all pupils through provision which is rooted in an effective and efficient pedagogy and broad, exciting & rich curriculum
- 6.3 Ensure that effective, efficient, timely & relevant feedback, leads to sustained high rates of progress and consistently high standards based upon effective knowledge of prior attainment and vulnerable groups.
- 6.4 Enjoy and achieve through ensuring a broad, coherent and relevant curriculum which builds effective learning behaviours and takes into account previous learning and future learning so that a rigorous progression of key skills and knowledge is clear.

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- 6.5 Create a happy and safe learning environment, where children have clear expectations and are supported through a therapeutic strategy for behaviour.
- 6.6 Develop and embed a digital strategy that transforms learning, feedback & workflow, achieving excellence and embracing a problem-solving culture which supports the future unpredictable needs of society.
- 6.7 Enable pupils to connect with the environment, developing Laudato Si principles, taking responsibility as stewards of creation, impacting on a sustainable future and a healthy connection with the outdoors.
- 6.8 Promote community cohesion and celebrate the diversity of our school community, ensuring equity for all, inclusion and a sense of belonging. Support all stakeholders to see themselves, feel a deep sense of belonging and identity, promoting aspirational ambitions for all.
- 6.9 Support pupils to be allies, acting in solidarity with various groups in society and actively willing to stand up to injustice. Sustain British Values, the rights of the child and promote themes of social justice, racial justice and the common good. Encourage pupils to act as effective citizens, addressing issues of injustice in the wider community, underpinned by the principles of our Catholic faith.
- 6.10 Promote children's emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. Support and promote the wellbeing of all staff and healthy lifestyles for all.
- 6.11 Ensure effective communication, consultation & consistency with all groups of staff, pupils and parents in order that everyone understands and is able to engage with whole school development issues & priorities.
- 6.12 Work collaboratively with schools locally and with Catholic Schools in our wider network across the Diocese. Work to establish and reinforce current links and look for new opportunities to benefit pupils, staff and the wider community.
- 6.13 Engage fully with the Diocesan priorities for academisation, supporting collaboration and sharing amongst schools, protecting the unique charism of our school and the choice of parents for an excellent Catholic education locally.

8.0 Catholic Life & Religious Education 2023 – 2024 Priorities

Ref	Key priority	Actions	Resp	Time	Cost	Source
8.1	Ensure new RE lead has clarity in the expectations of their new role.	<ol style="list-style-type: none"> 1. New subject lead to familiarise themselves with school planning. 2. Ensure subject lead understands role and expectations. 3. Subject lead and Headteacher to ensure SVP traditions are planned and implemented 4. New subject lead to become acquainted with Diocesan Adviser and attend RE lead meetings 	AW / VH AW / VH AW / VH AW / MF	Sep 23 Sep 23 Sep 23 June 23	Nil Nil Nil £300	GA
8.2	Ensure all new staff are confident in the delivery of the RE scheme of work and prepare for the implementation of the Religious Education Directory (RED)	<ol style="list-style-type: none"> 1. September induction to include RE curriculum training 2. RE SL continue to engage with RED & training opportunities in relation to it 3. Staff are aware of the RED and how our planning framework, focus on the standards and making links between our 4 key areas will bridge a path to implementation when new materials are ready 4. Continue to prioritise ongoing assessment against standards as specified in our planning. 5. Pupil books makes focus on standards clear 6. SLT and RE lead keep themselves aware of development of new materials and Diocesan direction in relation to a potential new scheme 7. Sort advice for Diocese and purchase new Scheme and training. 	AW /VH MF AW MF / SLT MF /SLT MF /SLT AW /SLT	Sep 23 Ongoing When released. Mar 24 Mar 24 When available	Nil Nil £500 Nil Nil £3000	GA GA

8.3	Continue to implementation the Prayer & Liturgy Directory and develop opportunities for prayer.	<ol style="list-style-type: none"> 1. RE SL and SLT engage with Prayer and Liturgy Directory materials as they become available and action plan for necessary changes 2. Continue to engage with Diocesan involvement in the 'National Schools Singing Project'. Determine who will work with the Choral Director 3. Further develop prayer through singing and dance across all year groups 4. Celebrate prayer through different cultures and language to further develop the sense of 'Belonging' 	SLT/ MF	Ongoing	£400	GA
			AW	Ongoing	£1000	GA
			CT's	Ongoing	£200	GA
			All staff	Ongoing	Nil	N/A
8.4	Standards continue to drive learning and a creative, rigorous and reflective pedagogy continues be developed through collaboration.	<ol style="list-style-type: none"> 1. Teachers make standards covered clear through each lesson. This remains obvious in pupil books. 2. Year group partners collaborate to improve their practice: reflecting on planning together, reviewing standards and team teaching / collaborating as they innovate, drawing upon support from RE SL and AHT as required. 3. Staff collaborate to complete 'book looks and moderation together' termly. 4. RE SL attend external moderation and share with staff internally to ensure consistency 5. Staff reflect on outcomes of pupil voice activities and continue to improve practice. <p>Look for further opportunities to develop a creative and active approach to standards through practical engagement with local projects – e.g. The Red Shed</p>	CTs	Ongoing	Nil	N/A
			CTs	Ongoing	Nil	N/A
			SLT/ MF	Termly	Nil	N/A
			MD	Yearly	£100	GA
			MD	Termly	Nil	N/A
			CTs	Ongoing	£500	GA

8.6	Religious environment continues to support spiritual development	1.Classroom display, outside display & hall displays reflect the liturgical season and current key spiritual themes	MF/ AHT	Ongoing	£300	GA
		2.Pupils make use of key places of prayer (Marian areas in both buildings and outside; Sleeping St Joseph areas; etc)	CTs	Ongoing	£300	GA
		3. New assembly stimuli for Key stage 1 to be sourced and purchased	VH/AW	Ongoing	£250	GA
8.7	Develop the role of the school parliament	1.MF to meet with AW to discuss the role and vision of the school parliament for the new academic year	AW/ MD	Sep 23	Nil	N/A
		2.MF and SLT to devise a Calendar of events ensuring traditional SVP events are included)	AW/ SLT	Oct 23	Nil	N/A
		3.MF to hold regular meetings with the school parliament and drive events as and when necessary	MF	Oct 23 onwards	Nil	N/A
8.8	Sustain and develop engagement with parents	1. Review website information for parents in relation to the curriculum, liturgy & Catholic life	AW/ MF	Ongoing	Nil	N/A
		2. Review website information in relation to supporting parents in the faith formation of their children	AW/ MF	Jan 24	Nil	N/A
		3. Review and plan reintroduction of class / year group assemblies or sharing celebration	SLT	Oct 23	Nil	N/A
		4. Encourage parental participation in Friday Mass, singing, prayer time schedule by publishing the dates in advance and through pupil reminders	SLT	Ongoing	Nil	N/A
		5. Parental participation encouraged through Twitter, Instagram & conventional newsletters	CTs	Ongoing	Nil	N/A
8.9	Continued review & development of Relationships and Sex Education Provision delivering the CES Model Curriculum in its entirety	1. Renew Ten:Ten subscription and make better use of their training opportunities with all staff	AW/MC	Nov 23	£400	GA
		2. Review Ten:Ten and PSHE curriculum so delivered throughout the year	SLT/JC	When released	Nil	N/A
		3. Continue to engage with the Diocese, Ten: Ten and other relevant agencies (as advised by the Diocese) to formulate an age	AW/MC	Nov 23	Nil	N/A

	taking RSE beyond statutory requirements with additional content by putting it in the context of a Catholic approach to relationships.	appropriate Catholic response to Female genital Mutilation and 'honour' based violence. Continue to develop and embed the 'keeping ourselves safe'				
8.10	Racial Justice policy and practice updated according to Diocesan guidance. (RJED) To further develop the sense of 'Belonging'	<ol style="list-style-type: none"> 1. Review Racial Justice policy (Diocesan Guidance) 2. Meet termly with Diversity Link Governor to discuss priorities and actions. 3. Develop small working party (WP) including parent representatives, PSA representative and links governors to drive 'Belonging project' 4. Link with 'Herts Voices' and invite guest speakers 5. Celebration of Diversity across the school 6. Belonging/ GR on weekly briefing 	<p>AW AW/ Gov</p> <p>AW/Gov</p> <p>AW SLT AW</p>	<p>Dec 23 termly</p> <p>Ongoing</p> <p>Oct 23 July 23 Ongoing</p>	<p>Nil Nil</p> <p>Nil</p> <p>£300 Nil Nil</p>	<p>N/A N/A</p> <p>N/A</p> <p>GA N/A</p>
2024 - 2025 Priorities			2025– 2026 Priorities			
<ul style="list-style-type: none"> • Continue to review full implementation of Religious Education • Monitor and review implementation of the Prayer & Liturgy Directory • Explore new RE scheme materials as directed by Diocese. • Review and create further opportunities to widen diverse opportunities for all 			<ul style="list-style-type: none"> • Full implementation of RE Directory completed • Full implantation of Prayer & Liturgy Directory completed • Further develop the role of the Chaplaincy Team • Review and create further opportunities to widen diverse opportunities and revisit curriculum. 			

9.0 Leadership & Management 2022 – 2023 Priorities

Ref	Key priority	Actions	Resp	Time	Cost	Source
9.1	Review actions of Senior Leadership Team	1. Review the monitoring schedule of the SLT and its annual calendar	AW	Sep 23	Nil	N/A
		2. Collate all main event date in advance of the academic year and send to parents, Governors and update on website	AW/SL	Sep 23	Nil	N/A
		3. Establish half termly review of actions that feed into SDP RAG rating & SEF	SLT	Half termly	Nil	N/A
		4. Ensure that the new SEND Code of Practice, when published, guides the actions of SLT, underpinned by adapted policy and procedure as required	MC	TBC	Nil	N/A
		5. Acting Headteacher to engage with the Moving to New Headship programme	AW	Sep 23	£2000	GA
		6. Acting Headteacher to enrol and start the HPQH	AW	Feb 24	Nil	N/A
		7. RE lead to start the NPQSL	AW	Feb 24	Nil	N/A
9.2	Ensure consistency in teaching and learning across the school underpinned by current research and pedagogy.	1. Subject Leadership roles are reviewed and established	AW	Sep23	Nil	N/A
		2. Subject leads have clear subject specific Development Plans, which are reviewed on a regular basis	AW	Sep 23	Nil	N/A
		3. Research and Pedagogy becomes a regular feature of staff meeting agenda	AW	Ongoing	Nil	N/A
		4. Staff share information gathered on courses and cascade the information to the relevant staff within a time appropriate manner	AW	Ongoing	Nil	N/A
		5. Relevant information and training given to support staff during support staff meetings	SLT	Ongoing	Nil	N/A
9.3	The school has a clearly planned, progressive curriculum from Early Years to Year 6.	1. Clear subject progression from EYFS up to Year 6	SLT	Oct 23	Nil	N/A
		2. The curriculum plan for EYFS is reviewed and finalised.	SLT	Sep 23	Nil	N/A

		<ul style="list-style-type: none"> 3. Subject leaders regularly monitor implementation of their curriculum area and keep it under constant review. 4. Curriculum leaders are able to chart progression of knowledge and skills across the school from EYFS to end of KS2 5. The curriculum is reviewed to ensure diversity 	SL	Ongoing	Nil	N/A
			SL	Oct 23	Nil	N/A
			SL	ongoing	Nil	N/A
9.4	Subject leads monitor their subject and ensure vulnerable groups or individuals are identified and support put in place where necessary	<ul style="list-style-type: none"> 1. Clear Assessment procedures are in place to enable tracking of individuals and groups. 2. High impact, in the moment feedback supports and leads children's learning on 3. Subject leads have an overview of their curriculum area and support staff where necessary. 	SL/CTs	ongoing	Nil	N/A
			SLT	Sep 23	Nil	N/A
			SLT	Dec 24	Nil	N/A
9.5	All staff become familiar with new KAPOW and Arbor Assessment	<ul style="list-style-type: none"> 1. All staff are trained in relevant functions for using KAPOW and Arbor 2. SLs make use of Arbor and KAPOW to collect and analyse relevant subject data. 3. Office Admin staff to send EYFS data, KS2, Phonics data 	SLT	Ongoing	Nil	N/A
			SLT	Ongoing	Nil	N/A
			LL	May 24	Nil	N/A
9.8	Preparations for OFSTED inspection remain high profile	<ul style="list-style-type: none"> 1. SEF is shared with SLT then all staff 2. SLT regularly review SEF to ensure it is current 3. Documents for inspector are gathered and stored on a Google drive ready for the pre-inspection phone-call. SLT are made aware in case of emergency 4. Staff Questionnaire carried out and analysed 	AW	Sep 23	Nil	N/A
			SLT	Half termly	Nil	N/A
			AW	Half termly	Nil	N/A
			AW	Oct 23	Nil	N/A

		<ol style="list-style-type: none"> 5. Pupil Questionnaire carried out & analysed 6. Parent Questionnaire carried out and analysed 	<p>AW AW</p>	<p>Jan 24 Dec 23</p>		
9.10	Governors hold the school to account and are kept informed of key priorities and developments	<ol style="list-style-type: none"> 1. Governors regularly visit the school whilst pupils and staff are present and feed back on their visit according to protocols. 2. Governors are represented at high profile school events 3. Governor papers are circulated well in advance of meetings wherever possible, allowing pertinent questions to be posed at meetings. Questions posed are recorded along with answers in the minutes. 4. A robust Schedule of business for the FGB and each committee ensures that all key functions of Governors are carried out and that workload is manageable for school staff and Governors in relation to this. 5. HFL clerk to the governors appointed. 6. Clerk to the Governors and each Chair committee keeps a check that the Schedule of Business is being adhered to and adjusts as appropriate. 	<p>Govs</p> <p>Govs Govs/AW</p> <p>JS/AW</p> <p>Gov/AW/ SBM</p> <p>Clerk</p>	<p>As required</p> <p>Ongoing Ongoing</p> <p>Sep 23</p> <p>Ongoing (Sept 23)</p> <p>Ongoing</p>	<p>Nil</p> <p>Nil Nil</p> <p>Nil</p> <p>Nil Nil</p>	<p>N/A</p> <p>N/A Nil</p> <p>N/A</p> <p>N/A N/A</p>
9.11	High quality breakfast club provision provided	<ol style="list-style-type: none"> 1. Ofsted expectations revisited with Breakfast Club staff 2. Half Termly planning sessions to ensure well-planned, high-quality provision for all 3. Food and hygiene procedures discussed and checked half termly 4. Review and inventory of all Breakfast Club resources 5. Breakfast Club procedures and planning reviewed and member of staff to take responsibility for the planning for the following year 	<p>AW AW</p> <p>AW/ SBM</p> <p>AW</p> <p>AW</p>	<p>Sep 23 Half termly</p> <p>Nov 23</p> <p>June 24</p> <p>June 24</p>	<p>Nil Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>N/A N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
9.12	Governors and Senior Leaders engage with Cardinal's intentions	<ol style="list-style-type: none"> 1. Continue to keep an open dialogue with DOWAT 2. Academisation sub committee meets regularly 3. FGB are kept informed of progress at FGB 	<p>AW/JS WP AW/JS</p>	<p>Ongoing Termly Ongoing</p>	<p>Nil Nil Nil</p>	<p>N/A N/A N/A</p>

	for all schools to be Academies by 2025	4. Plan and engage with a full consultation exercise (staff, parents, wider community) 5. Keep families and staff informed of our progress in newsletter updates	AW/JS	Ongoing	Nil	N/A
			AW	Ongoing	Nil	N/A
2024 – 2025 Priorities			2025 – 2026 Priorities			
<p>Review success of 'Belonging' and plan next steps Develop opportunities for NPQSL training for middle leaders Subject leaders feedback to Governors Subject leaders proactive in sustaining links with Governors Outreach to other Subject leaders beyond the school Links to local industry Develop further Cultural Capital opportunities.</p>			<p>Development of peer networks Further develop links to local industry Widen Cultural Capital opportunities. Review and update Breakfast Club procedures and planning</p>			

10.0 Learning, Teaching & Assessment 2022 – 2023 Priorities

Ref	Key priority	Actions	Resp	Time	Cost	Source
10.1	The EYFS lead has a clear vision of the EYFS in SVP and has a plan of how this will be achieved.	<ol style="list-style-type: none"> 1. SLT and New Early Years lead share their vision and create a clear plan of how this will be achieved. 2. Vision and plan shared with all EYFS staff and T&L link governor. 	SLT	Sep 23	Nil	N/A
			AW/CH	Sep 23	Nil	N/A
10.2	Increase in percentage of children achieving Good Level of Development.	<ol style="list-style-type: none"> 1. Analysis of 2023 GLD data and whole school data – outcomes and areas to be developed reflected within EYFS Development Plan 2. Data to be evaluated half termly to ensure provision aligns with the needs of the current cohort 3. EYFS staff work with HFL EY Advisor to ensure the EYFS environment has a clear impact on learning. (2 ½ day visits) 	SLT / CH	Sep 23	Nil	N/A
			SLT / CH	Ongoing	Nil	N/A
			VH/CH	Ongoing	£2000	G/A
10.3	Little Wandle Phonics is embedded across EYFS and KS1, increasing the number of children achieving the expected standard by the end of Year1	<ol style="list-style-type: none"> 1. Little Wandle training is revisited to ensure all staff have the relevant training. 2. Consistency in the delivery of Little Wandle the across the school is monitored by KS1 AHT and SLT 3. Parents are aware of the approach to the teaching of phonics and the expectations of the KS1 Phonics Test 4. Baseline assessment have been carried out; followed by termly assessments entered the phonics tracker. Results are analysed and interventions planned as per scheme. 5. Phonics observations occur and development points are swiftly acted upon. Personal targets and support provided as and when necessary. 6. Review Little Wandle resources for EYFS and KS1 -Purchase required necessary books / resources 	SL	Sep 23	Nil	N/A
			AW/VH	Autumn 23	Nil	N/A
			CT	Autumn 23	Nil	N/A
			SL /VH SLT	Half Termly	Nil	N/A
			SLT/SL	Termly As req	Nil	GA
			SBM	Sep 23	£4000	G/A

10.4	Reading remains a high priority across the school. There is an increase in the number of children reaching the expected standard in reading at the end of KS1 and KS2.	<ol style="list-style-type: none"> 1. Review reading scheme book stock for KS2 2. Identify targeted / support reading scheme for KS2 3. Work with the PSA to create an inspiring, well stocked EYFS/ KS1 library area. 4. Opportunities to encourage children to read are provided across the school year 5. Top Tips for parents to support their children with reading 6. Set up Extra curricular Reading club 7. Ensure class libraries provide a book rich environment – celebrating books and reading 	SL SLT SLT/SL SLT SL SL TA? SL	Nov 23 Oct 23 Jan 24 Ongoing Oct 23 Oct 23 Oct 23	£2000 £2000 £8000 Nil Nil £300 £400	PP PP PSA N/A N/A GA GA
10.5	Standards in writing approve across the school.	<ol style="list-style-type: none"> 1. Drafting and editing processes are integral to the teaching sequence in writing 2. Grow the Code posters and year group spellings are visible in classrooms 3. Handwriting policy is shared and adhered to by all staff 4. Children’s work is celebrated within school and shared with parents 5. Writing moderations and book looks are scheduled throughout the year 6. External moderation opportunities and moderation materials are used to ensure standards are consistent. 7. English scheme revised and if required research into alternative schemes 	AW/SL SL AW/SL SLT SLT AW/SL AW/SL	Sep 23 Sep 23 Sep 23 Sep 23 Sep 23 Ongoing March 24	Nil Nil Nil Nil Nil Nil £2000	N/A N/A N/A N/A N/A N/A GA

10.4	Standards in Maths continue to improve using the Maths Mastery approach to learning.	<ol style="list-style-type: none"> 1. All new staff are supported in using the HFL Essentials Maths scheme of work 2. Ensure in the moment feedback and lesson assessments are in place and that these impact on planning and support 3. Early Years have a clear set of planning to ensure EYFS requirements are fulfilled. 4. Book looks and observations indicate that a CPA approach is underpinning mathematical learning 5. SL ensure that the Maths manipulatives are freely available to all children, is accessible, organised and their use is promoted. 6. Teachers have access to the Maths Fluency resources, understand the value of these sessions and how they differ from main teaching sessions. 7. Maths fluency sessions occur as an additional maths session across KS1 and KS2 on a daily basis. 8. Maths leads ensure that they are up to date with all new resources and materials. They attend termly SL updates and feedback to SLT and staff 9. Cross curricular links with Maths are monitored. 10. Subject leads actively participate in 2nd Year of the Mastery Readiness Programme 11. Find alternative opportunities to enrich the children's understanding and enjoyment of Maths 	SL SLT VH SL SL SL AW/SL SL SL SL	Sep 23 Nov 23 Sep 23 Nov 23 Nov 23 Jan 24 Aut 23 Termly Feb 24 June 24 ongoing	Nil Nil Nil Nil Nil Nil Nil Nil Nil Nil £1000	N/A N/A N/A N/A N/A N/A N/A GA N/A GF GA
10.6	Staff reflect upon teaching and learning principles that support an effective pedagogy for learning	<ol style="list-style-type: none"> 1. Research in pedagogy is shared (including Rosenshine) 2. Children are made aware and understand the clear learning journey within a lesson and over a topic 3. Staff agree basic principles of a learning pedagogy and consider how this will be delivered in each key stage and across different subjects. 4. Curriculum statement updated to reflect Rosenshine's principles 	SLT SLT SLT SLT	Sep 23 Oct 23 Nov 23 Oct 23	Nil Nil Nil Nil	N/A N/A N/A N/A
2024 - 2025 Priorities			2025– 2026 Priorities			
<ul style="list-style-type: none"> • All subject leads to Review curriculum mapping and progression of knowledge and skills 			<ul style="list-style-type: none"> • Digital devices shared across Year group rather than KS phase • KS Libraries reviewed 			

- Review RE, Music, Computing, PSHE, Spelling schemes of work
- Review impact of Great representation Programme on the curriculum. Make adjustments as necessary
- Review KS2 reading curriculum
- Curriculum events for parents encompass a wider range of subjects
- Collaborative curriculum work occurs with linked schools
- Review how curriculum visits support learning
- Review access to Sports clubs
- Drafting and editing impacts across the curriculum

- Further opportunities for cross phase learning
- Review residential visits
- Mastery approach evident in all subjects
- Pupils are proactive in determining their learning journey with support
- Range of extracurricular clubs explored

11.0 Personal Development, Behaviour & Welfare 2022 – 2023 Priorities

Ref	Key priority	Actions	Resp	Time	Cost	Source
11.1	Pupil Mental Health is prioritised across the school for all pupils	1. Mental Health and wellbeing opportunities remain a high priority throughout the school	SLT	ongoing	£300	GA
		2. Weekly Wellbeing reminder in the Friday staff briefing	AW	ongoing	Nil	N/A
		3. Staff meeting on wellbeing activities that can be used within the class on a daily basis	CL	Feb 24	Nil	N/A
		4. Wellbeing updates and parent support given through newsletters and on the website	MC	Feb 24	Nil	N/A
		5. Wellbeing week planned and delivered w/c 7 th February	MC/JC	Feb 24	Nil	N/A
11.2	New medical tracking system in place.	1. HT, DHT and Office staff trained in medical tracker	AW,MC,LL	Sep 23	£500	GA 2023
		2. Medical Tracker set up and ready to use	AW	Sep 23	Nil	N/A
		3. Parental authorisation given inline with GDPR	AW	Sep 23	Nil	N/A
		4. Care plans uploaded onto system	MC	Sep 23	Nil	N/A
		5. Medical information and allergies pulled over from Arbor	AW	Sep 23	Nil	N/A
		6. Admin staff, TA's and Teaching staff trained in using Medical Tracker	SLT	Sep 23	Nil	N/A
		7. Parents made aware of the new system	MC/AW	Sep 23	Nil	N/A
		8. System shared with Safeguarding governor	AW	Oct 23	Nil	N/A
		9. Tracking system evaluated and impact measured	SLT	May 24	Nil	N/A

11.2	The STEPS approach to behaviour is reviewed and parents are supported to work in partnership with the school	<ol style="list-style-type: none"> 1. The school behaviour policy is discussed and reviewed with staff 2. Paul Dicks and TAB training shared with staff 3. Steps refresher - what does it look like in our school? 4. Clarity in educational consequences 5. School rules shared with all children at start of the new school year, classroom charter/ rules decided by children within the class and displayed within the classroom 6. Rules and expectations shared with parents at Parent Welcome Meetings at the start of the new school year 7. All staff refer to the school rules when dealing with anti social behaviour 8. 'Wow' moments shared within the class, assembly and shared with parents 9. Pupil and Parents questionnaire reflects a positive view of behaviour within the school 10. Recording of behaviour on CPOMS is accurate, timely and useful when supporting roots and fruits work. 	<p>MC</p> <p>MC/CH</p> <p>MC/AW</p> <p>MC/AW</p> <p>Tch</p> <p>AW</p> <p>AW</p> <p>Tch</p> <p>SLT</p> <p>MC</p>	<p>Sep 23</p> <p>Sep 23</p> <p>Dec 23</p> <p>Dec 23</p> <p>Sep 23</p> <p>Sep 23</p> <p>Feb 24</p> <p>Ongoing</p> <p>Nov 23</p> <p>Dec 23</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>£300</p> <p>Nil</p> <p>Nil</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>GA</p> <p>N/A</p> <p>N/A</p>
11.3	School Parliament enables pupils to understand the importance of democratic principles	<ol style="list-style-type: none"> 1. Parliament meets regularly and informs key decisions 2. Parliament minutes and paperwork are coordinated through Google Classroom 3. Parliament feedback actions and plans to link governor 4. Parliament meet with local councillor and mayor 5. Parliament members are used to show some visitors around the school 6. Parliament display is updated and kept current. 7. School parliament trip is considered (Council Chambers or Houses of Parliament?) 	<p>AW</p> <p>AW</p> <p>AW</p> <p>AW</p> <p>AW</p> <p>AW</p> <p>AW</p>	<p>Nov 23</p> <p>Dec 23</p> <p>Feb 24</p> <p>Nov 23</p> <p>Nov 23</p> <p>Nov 23</p> <p>April 24</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>£400</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>GA</p>

11.4	To further develop links with the 'Red Shed Project'	<ol style="list-style-type: none"> 1. Members of SLT to meet organisers of Red Shed and plan how relationships can be built upon 2. Small group of children to work with Red Shed members on Red Shed site – small 1 off projects 3. Red shed members to support small gardening project in school sensory garden 	SLT	Jan 24	Nil	N/A
			Tch	Mar 24	£300	GA
			Tch/ TA	Ongoing	£500	N/A
2024 - 2025 Priorities			2024 – 2025 Priorities			
Continue to follow research on long term effects of COVID on children STEPS training- 6hrs full training required Review classroom environment for behaviour			Full Steps Training revisited (3 hrs) Full review of after school and before school provision Review support for medical needs and procedures impact of Medical Tracker			

12.0 Staff Wellbeing 2022 - 2023

Ref	Key priority	Actions	Resp	Time	Cost	Source
12.1	Staff well-being remains high profile	<ol style="list-style-type: none"> Staff wellbeing survey completed. Generous hospitality/ wellbeing budget Random acts of kindness throughout the year Wellbeing focus at the start of weekly briefing - all staff invited and copied into briefing notes 	AW SBM AW/ SLT AW	Jan 24 April 24 Ongoing	Nil £1000 -	N/A GA GA
12.2	Wellbeing is central to leadership decisions	<ol style="list-style-type: none"> Regular departmental meetings with opportunities to share ideas and training for all staff. 	SLT	Ongoing	Nil	N/A
12.4	Wellbeing referrals are evaluated	<ol style="list-style-type: none"> Continue to provide a wellbeing package for all staff with reference to physio and counselling and 24 hour doctor consultation 	SBM	Ongoing	Within the staff insurance policy	GA
12.5	Opportunities for staff to gather together for optional free 'activities' (termly)	<ol style="list-style-type: none"> Seek views from staff on what would be appropriate- staff room suggestion box Arrange varied opportunities for optional activities (e.g. free wreath making workshop) Christmas / New Year subsidised celebration 	SBM SBM SBM	Ongoing Ongoing Dec 23	£200 £400	GA GA
12.7	Key aspects of the core staff offer support positive wellbeing	<ol style="list-style-type: none"> Lunch / tea provided on INSET training and for late evening meetings PPA is blocked where possible rather than in smaller units; where possible PPA is timetabled as a year group Extra music / extra sports etc led by qualified staff in addition to PPA, providing flexibility of cover 	SBM	Ongoing	Variable	GA

		<p>4. TAs area allocated to a regular class, providing full time cover, and only cover in an alternative class in exceptional circumstances, providing continuity and stability in support throughout the Key Stages.</p> <p>5. Where possible admin tasks are planned and taken away from the classroom (e.g. book labels, bulk photocopying in advance, Purple Mash / Google log in issues)</p>	JW	Nov 22	£200	GA
			SBM	Termly	TBC	GA
			SBM	Ongoing	£200	GA
2024 – 2025 Priorities			2025 – 2026 Priorities			
<p>Meeting room established to alleviate high pressure on other areas</p> <p>Review support for wellbeing via Absence Insurance Protection</p> <p>links with external agencies and organisations to develop further wellbeing opportunities for staff</p>			<p>Wellbeing survey</p> <p>Review and extend links with external agencies and organisations to develop further wellbeing opportunities for staff</p>			

13.0 Three Year Financial Revenue Plan (2023 – 2026)

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Income				
CFR	Detail	2023 - 24	2024 - 25	2025 - 26
		2,047,70	2,137,23	2,194,40
I01	Funds Delegated by the LA	4	7	5
I02	Funding for Sixth Form Students	0	0	0
I03	SEN Funding	53,300	53,300	53,300
I04	Funding for Minority Ethnic Pupils	0	0	0
I05	Pupil Premium	58,900	58,900	58,900
I06	Other Government Grants	2,375	0	0
I07	Other Grants and Payments	0	0	0
I08a	Income from Lettings	5,400	5,400	5,400
I08b	Other income from facilities and services	20,200	20,500	20,500
I09	Income from Catering	2,350	2,350	2,350
I10	Supply Teacher Insurance Claims	19,000	19,000	19,000
I11	Other Insurance Claims	0	0	0
I12	Contributions to Educational Visits	0	0	0
I13	Donations and/or Voluntary Funds	5,600	5,600	5,600
I18d	Additional Grant for Schools	93,450	93,450	93,450
Income Revenue Total		2,308,27	2,395,73	2,452,90
		9	7	5

Expenditure

CFR	Detail	2023 - 24	2024 - 25	2025 - 26
E01	Teaching Staff	1,108,23	1,125,56	1,158,90
		2	6	4
E03	Education Support Staff	566,352	581,499	597,097
E04	Premises Staff	36,862	38,006	38,987
E05	Administrative and Clerical Staff	134,882	140,595	144,235
E07	Other Staff	32,687	32,574	33,413
E08	Indirect Employee Expenses	1,084	1,098	1,131
E09	Development and Training	6,901	7,108	7,321
E10	Supply Teacher Insurance	19,997	20,597	21,215

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E11	Other Staff Related Insurance	1,872	1,928	1,986
E12	Building Maintenance and Improvement	21,300	39,951	40,425
E13	Grounds Maintenance and Improvement	8,431	8,684	8,944
E14	Cleaning and Caretaking	45,963	47,342	48,762
E15	Water and Sewerage	5,000	5,150	5,305
E16	Energy	63,000	69,300	71,379
E17	Rates	6,167	6,167	6,167
E18	Other Occupation Costs	11,664	12,014	12,374
E19	Learning Resources (not ICT)	83,123	83,102	84,565
E20	ICT Learning Resources	20,650	21,270	21,908
E22	Administrative Supplies	11,652	11,545	11,891
E23	Other Insurance Costs	9,722	10,014	10,314
E24	Special Facilities	0	0	0
E25	Catering Supplies	84,780	87,323	89,943
E26	Agency Supply Teaching Staff	5,000	5,150	5,305
E27	Bought in Prof Services - Curric	6,800	6,077	6,259
E28 a	Bought in professional services – other (except PFI)	16,156	16,640	17,140
Expenditure Revenue Total		2,308,279	2,378,699	2,444,969

In Year Surplus / (Deficit)	0	17,038	7,935
Surplus / (Deficit) Brought Fwd	157,036	157,036	174,074
Cumulative Surplus / (Deficit) C/Fwd	157,036	174,074	182,010
St Vincent de Paul Catholic Primary School - CFR Report			

14.0 Three Year Capital Investment Plan

Capital Project	Priority	Cost
Upgrade KS1 Heat and smoke detection	1	£TBC (90% VASCA funded)
Boiler Replacement – KS1 building	2	VASCA bid? - £300K
Internal pathway resurfacing to key areas	2	£10K
Security system – intruder alarm KS1 building	2	£5K
Digital strategy -	2	£15k
KS1 / 2 outdoor gathering space	3	£4K
Decorating and tidying communal areas and corridors	2	£3000
Repurpose library into meeting room and ICT suite into multi purpose KS2 library & learning suite.	3	£TBC
EYFS and KS1 dedicated library area	1	£8000
Security system – CCTV across the site	4	£TBC

Multisensory area in KS1	1	£3K
Renew and upgrade older toilet areas in KS2	3	£TBC
KS2 Library area refurbished	2	£5000
KS2 library area converted into meeting room	2	£3000
Computer suite transformed into KS2 library and quiet work area	2	£8000
Upgrade of Y4 /Y5 toilets	1	£TBC
Refurb of all KS1 toilet flooring and pipe work	1	£TBC