



Dream Big, Aim High  
& Make a Difference

**Potley Hill Primary School**  
**School Improvement Plan 2023 – 2024** (version 4 28.8.24)  
**Summer Review (Aug 24)**

<b>Rag Rating Guidance</b>
Actions are completed or on track to be completed in line with expectations
Actions are partially completed and further work is required
Actions have not been completed as scheduled
Actions have not yet been scheduled so have not yet taken place

<b>Intent 1:</b> To improve writing outcomes for pupils.	<b>Impact:</b> -Attainment of pupils in Key Stage 2 working at the expected standard in writing to increase by 7%, (from 70%) – 74.1% -Attainment of boys across the school working at greater depth in writing to increase by 9%, (from 14%) – 19.4%			
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Further develop subject knowledge and expertise of English leader to enable change in writing	Attend Hampshire Core Provision training for English each term together with any network meetings or webinars (EngCo)	Ongoing	Core provision and cover cost	
	Read key documents, blogs and articles to refresh subject knowledge (EngCo)	Ongoing	Time	
	Identify partner school with experienced English leader to be a critical friend (HT & EngCo) Talavera.	Autumn	Time	Links with a number of schools and HIAS are in place but no specific identified school.
Improve and support all staff on current practice and approaches in the teaching of writing	Regular CPD in place for teachers ensuring the 'PHPS Teaching of Writing' document is effectively implemented (HT & EngCo)	Termly	Time	
	Through monitoring activities, clear next steps are identified for each teacher with English leader providing support, e.g. team teaching, paired marking, planning support. (HT & EngCo)	Ongoing	Time	
	Use of Writing Learning Walls within classrooms to be modelled and shared by English leader (EngCo)	Ongoing	Time	Learning Walls have been shared but further work is needed
	Implement Writing non-negotiables for each class/year group (EngCo and teachers)	Ongoing	Time	
Improve and support staff in their understanding of the expectations of the outcomes of pupils	Moderation of children's writing internally in line with HCC moderation guidance from summer 23 and national guidance material. (SLT&teachers)	Termly	CPD Time	
	Moderate children's writing across schools to ensure the consistency of standards, (boys' writing to be used)	Annually	CPD Time	One moderation earlier in the year, but further moderation needed in the summer term

working at the WTS, EXS & GDS	(SLT&teachers)			
	Use recently updated progression documents for writing to compile exemplar materials for pupils working at WTS, EXS & GDS for each year group. (EngCo)	Termly	CPD Time	
Embed the teaching of spelling across Key Stage Two for increased accuracy	Monitor spelling scheme and provision to ensure consistency of implementation (EngCo)	Ongoing	Time	Spelling provision has been monitored and outcomes have been recorded and reviewed.
	Through monitoring activities, English leader identifies where planning/teaching support is needed. (EngCo)	Ongoing	Time	
	Spelling assessments implemented termly with analysis identifying those requiring additional support, (this may be in phonics) (SLT&Teachers)	Termly	Time	
	Spelling displays in classrooms are evident and used by pupils to support learning. (EngCo & Teachers)	Ongoing	Time	During monitoring activities the spelling displays are used by pupils to support learning.
	Statutory spellings explicitly taught and referred to/corrected in marking. (Teachers)	Ongoing	Time	Statutory spellings are being taught and corrected in books but greater consistency needed.
Continue to embed the teaching of phonics in EYFS & Year 1, whilst complimenting it with specific interventions across Key Stage 2.	Staff complete updated Little Wandle training (EYFS&Key Stage 1) to ensure secure and consistent delivery of phonics scheme (EngCo & YR&I staff)	October	Time	
	Review and improve the selection of phonics reading books available to pupils (EngCo & Phonics Lead)	September	Time	
	Lowest 20% of readers clearly identified with packages of support/intervention put in place (EngCo)	Termly	Time	
	Little Wandle Key Stage 2 phonics catch-up interventions to be embedded and impact on those pupils identified (EngCo&Phonics Lead)	Termly	Time (LSA support)	Progress continues to be good within the intervention however staffing issues have impacted the number of interventions that have taken place in the Spring & summer terms
	More robust training of volunteers and LTSAs on the Little Wandle phonics scheme to support readers (HT, EngCo & Phonics Lead)	November	Time	Some training has been carried out with LTSAs but volunteers needs to be more consistent.
Embed the teaching of handwriting across the school, including improvements in fine motor skills	Handwriting scheme embedded throughout the school with high expectations in place for all (EngCo and class teachers)	Ongoing	Time	
	EYFS & Y1 have fine motor skills activities on offer daily through wider provision together with frequent explicit teaching (YR&Y1 Staff)	Ongoing	Time	
	Wizard time re-introduced to facilitate the time to focus on handwriting together with intervention with those who require additional support (EngCo&teachers)	Ongoing	Time	
	Individual targets on personal plans related to handwriting are SMART for those children requiring additional support (SENCO&EngCo)	Autumn	Time	
Use monitoring activities to focus on 'targeted	Termly pupil progress meeting focus on tracking progress and what has been done for those identified pupils, e.g. boys towards GDS. (SLT & teachers)	Termly	Time	

pupils.'	Book monitoring is focused on boys working towards GDS with clear next steps for improvement identified, shared with teacher and followed up next time (SLT)	Termly	Time	
	Lesson observations/learning walks are focused on the provision and challenge in place for the targeted pupils (SLT)	Ongoing	Time	
	Targeted pupils are aware of what they specifically need to do in order to improve in writing (EngCo & Teachers)	Ongoing	Time	Target setting at the start of units of writing are consistently in place but need to be referred to throughout writing activities.
	Pupil Voice of targeted pupils is used and acted upon (EngCo)	Termly	Time	
Review and update curriculum content and wider school initiatives to target boys	Review purpose and audience of writing projects ensuring they are boy focused, e.g. male audience, technology focused. (EngCo)	November	Time	
	Implementation of Boom Reader App is 'boy targeted' (EngCo)	September	Time	
	Recommended reads includes a range of diverse authors and interests that would appeal to boys (EngCo)	September	Time	
	Roles and responsibilities for leading writing are given to boys, e.g. match reports, magazine, librarians. (SLT)	December then ongoing		Some roles are given to boys but not all
	Arrange for a male author to visit the school (EngCo)	Spring	Time and fee	An author visit took place and was the stimulus for World Book Day but they were female.
<b>Evidence Sources</b>	CPD termly calendar, Monitoring and Evaluation schedule, English Action Plan, planning, assessment grids, Lowest 20% readers provision, Pupil Progress Meeting documentation, SLT monitoring folder, Subject Leader monitoring folder, Individual Teaching and Learning Logs, displays, governor monitoring			

<b>Intent 2:</b> To further implement and accurately assess the curriculum to ensure specific skills and knowledge are learned and built upon.	<b>Impact:</b> -Curriculum documentation demonstrates a broad and balanced curriculum is experienced by all pupils -Pupil survey outcomes reflect the improvements within each subject
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Implementation	Action & Responsibility	Time scale	Resources/ cost	Monitoring and Evaluation
Embed the teaching of the wider curriculum through a project based approach	Regular CPD sessions focussed on curriculum design enabling staff to provide the high quality and meaningful links across subjects (HT)	½ termly CPD sessions	Time	
	Curriculum overviews together with parent project overviews, skills overview and planning demonstrates a broad curriculum is taught (Teachers & HT)	½ termly	Time	
	Pupil voice reflects the changing approach to the curriculum within school (Subject leaders and SLT)	Weekly	Time	
Review the specific skills	Subject leaders to monitor what is being taught in the curriculum and when, ensuring progression is evident (Subject	Termly	Release time for teachers	

and knowledge required in each subject	leaders)			
	Update key knowledge that needs to be taught/learnt in each subject so this can be consolidated over time (Subject leaders)	November	Time	Created in the early summer term but will need to be followed up in the autumn term
All teaching staff understand, contribute to and are confident in the design and delivery of the curriculum	HIAS subject specific newsletters are distributed to all teachers for every subject in order to equip them with ideas to utilise (HT)	Ongoing		
	Links to be made with a school using a project based learning approach and collaborate with them (HT)	February	CPD Time	Links made with St Peter's Junior School Farnborough, but scheduled CPD taking place in Autumn 24
	CPD time allocated to the review and refinement of each project (HT)	Ongoing	CPD Time	
Plan for appropriate scaffold and challenge for all learners across the whole curriculum, including those pupils with SEND, in order to close the gap	Assessment for Learning carried out in wider curriculum lessons with tasks reshaped to more accurately reflect learning needs of children (Teachers)	Ongoing	Teacher planning time	
	Use philosophy of SOLO Taxonomy to accurately pitch learning across the wider curriculum to meet needs of all children (Teachers)	Spring	Teacher planning time	Utilised in Maths but not in wider curriculum.
	Lived (or lack of) experiences of vulnerable pupils is built in to planning to ensure prior learning is built upon and key knowledge pre-taught (Teachers)	Ongoing	Teacher planning time	
	Pupils with SEND and the diversity of needs within specific classes is considered when planning tasks and outcomes to ensure success is achievable for all (Teachers & SENCO)	Ongoing	Teacher planning time	
Provide clear intent, purpose and end outcomes for all curriculum projects	Project planning demonstrates skills being taught to work towards a clear goal (Teachers)	Ongoing	Time	
	Book monitoring reflects skills taught against planning (Subject leaders)	Termly	Time	
	Pupil voice demonstrates an understanding of why pupils are learning skills and what they are working towards (HT&Subject Leaders)	Termly	Time	
The attainment of pupils is effectively monitored in all subjects	Pupil progress meetings used to track attainment of pupils in key subjects (SLT&teachers)	Termly	Time and release time	
	Skills tracker together with wider data collation and analysis to be built on Arbor (HT&AHT)	October	Additional Arbor cost and time	This has been done on Arbor for English and Maths but an alternative assessment system has been established for the wider curriculum.
	Skills tracker together with wider data collation on Arbor to be used by teacher to track attainment of pupils (Teachers)	Ongoing	Time	As above
	Pupil project overviews are used within books to reflect attainment against the skills within wider curriculum subjects (Teachers)	Ongoing	Time	
	Use of SOLO Taxonomy to be embedded within Maths provision to support assessment (Teachers)	Ongoing	Time	SOLO colours continue to be used but the use of the SOLO language needs to be further developed
<b>Evidence Sources</b>	CPD termly calendar, Monitoring and Evaluation schedule, Subject Leader Action Plans, Curriculum documents, progression of skills, project planning,			

project skills overview, pupil project sheet, Arbor assessment documentation, assessment grids, Pupil Progress Meeting documentation, SLT monitoring folder (pupil conferencing, planning/book scrutiny, learning walk, lesson observation) Subject Leader monitoring folder, Individual Teaching and Learning Logs, displays, governor monitoring.

<b>Intent 3:</b> To empower subject leaders to have a dynamic impact on the whole school through their subject leadership.	<b>Impact:</b> -Staff subject leadership survey demonstrates increased confidence and subject knowledge -Subject leaders showcase provision within their subject across the cluster or Hampshire			
<b>Implementation</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Further develop subject knowledge and expertise of individual subject leaders	Subject leaders complete a survey related to their skills, competencies and confidence related to subject leadership (HT&Subject Leaders)	November	Time	This was not completed but HCC subject leadership training took place in November INSET
	Specific training needs of individual subject leaders are identified through the survey and HIAS training utilised to upskill them (HT&Subject Leaders)	Ongoing	HIAS Course cost & cover cost	
	LLP to lead whole school training focussing on subject leadership skills and competencies (HT&LLP)	LLP ½ day cost	½ INSET Day time	
	Subject leaders carryout regular monitoring activities of their subject using the 'new' curriculum documentation (Subject Leaders)	Ongoing	Cost of class cover	
	Through profiling, teachers/subject leaders identify areas for their development	Spring and summer	Time & CPD budget	Staff have identified areas that need development
Share teaching expertise of the wider curriculum across all staff	Allocated CPD time to provide updates/initiatives for each subject (HT&Subject leaders)	Termly	CPD Time	
	Learning logs updated following subject specific training with key expertise or information disseminated to all teachers (Subject leaders)	Ongoing	Time	
	Subject leaders to team teach, support with the planning of their subject or paired marking with teachers who require support (Subject Leaders)	Ongoing	Cost of class cover	Support with planning taken place and some support with teaching. Not consistent across all subjects
	Utilisation of teachers with explicit skills to teach specific subjects (Teachers)	Ongoing		As above
Improve and support staff in their understanding of outcomes for pupils working at WTS, EXS & GDS in each subject	Moderation within school and across schools for reading and Maths (SLT & Subject Leaders)	Annually	Time	
	Moderation within school for all subjects related to skills progression and expectation (SLT&Subject Leaders)	Twice a year	Time	One moderation activity with Hawley took place in February
	Compile a folder of evidence of what WTS, EXS & GDS looks like in each subject (Subject Leaders)	Summer	Time	Not completed, but will form part of the work with St Peter's Junior School in Autumn 24.
Monitoring of teaching and learning in each subject provide clear next	Subject Action Plans are used to support developments in each subject with evidence of this progress compiled throughout the year (Subject leader)	October	Time	
	Subject monitoring is built upon throughout the year where	Termly	Cost of class	

steps for improvement	previous next steps are re-visited (Subject Leaders)		cover	
	Curriculum documentation (related to skills) is used to hold teachers to account for what has been taught (Subject Leaders)	Ongoing	Cost of class cover	
	Whole school opportunities for pupil voice and book scrutiny provide a clear picture for each subject (Subject Leadership)	Twice a year	Time	
Effective partnership working with others schools ensures a clearer understanding of the current strengths and areas of development of their subject	HIAS events are used to enable networking to identify at least 3 other subject leaders in different settings to collaborate with (Subject Leaders)	Ongoing	Time	
	Opportunities sought to visit another setting throughout the school year relate to exchange ideas with another subject leader (Subject Leaders)	Annually	Cost of class cover	Some subject leaders have links with subject leaders at other schools, with Hawley being one particular school.
	SHARP Curriculum meetings to be accessed for subject support on a local level (Subject leaders)	Twice a year	Time	
<b>Evidence Sources</b>	CPD termly calendar, Monitoring and Evaluation schedule, Subject Leader Action Plans, Subject Stories, Curriculum documents, progression of skills, planning, assessment grids, Subject Leader monitoring folder, Individual Teaching and Learning Logs, displays, governor monitoring			

<b>Intent 4:</b> To improve the emotional and mental wellbeing of pupils	<b>Impact:</b> -Class THRIVE approach surveys improve between the beginning and end of the year -Incidences of exclusion and school avoiders remain low -Incident logs show a reduction in the frequency of contact with parents or concerns raised related to the emotional and mental wellbeing of pupils			
<b>Implementation</b>	<b>Action &amp; Responsibility</b>	<b>Time scale</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
myHappymind to be taught as part of the PSHE curriculum	Purchase of myHappymind curriculum and accompanying software and books (HT)	September	£2500	
	½ termly CPD sessions focussing on what is to be taught throughout the next half-term (HT&PSHE Leader)	½ termly	Time	
	½ termly assemblies promoting myHappymind to pupils (PSHE Leader)	½ termly	Time	
	Teachers to provide a session of specific teaching per week but refer to strategies and language from the programme at all times (Teachers)	Ongoing		
	½ termly surveys related to pupil wellbeing and myHappymind completed (Teachers)	½ termly	Time	
	Parents provided with use of the myHappymind app and guidance on how to use it to support their child (PSHE leader)	Ongoing	Time	
Further develop the wider PSHE and RSE curriculum	Current RSE & PSHE curriculum to be reviewed in line with implementation of myHappymind (PSHE leader)	Autumn 2	Time	
	PSHE leader to collaborate with subject leaders at other school to help identify best practice for RSE curriculum (PSHE leader)	Spring	Time	
	PSHE leader to collaborate with teachers on the resourcing and planning of the curriculum not covered by myHappymind	Spring	Cost of class cover	

	(PSHE leader)			
	Parents to be consulted around any changes to the RSE curriculum and policy with opportunities provided to view any materials (HT&PSHE leader)	Summer 1		However only 2 parents attended
	Complete comprehensive review of online safety to ensure systems are in place to keep children safe together with equipping them with the skills and knowledge (HT & Computing Leader)	Autumn 1 start	Cost of review programme	Completed in consultation with Agile and will be ongoing as part of the Safeguarding monitoring visits.
Further embed our School Values in to the lives of pupils	Assembly themes focus on the school values together with British Values, whether delivered by school staff or external visitors (HT&AHT)	Ongoing	Time	
	Create and share School Values document related to what each value looks like for pupils, staff and parents (HT)	November	Time	Shared in early Spring Term
	Develop Potley Hill Personal Pathway Programme – which related to how pupils are encouraged to live the values outside of school (HT)	January	Time	Further development needed
	Update Potley Hill Guarantee to align more closely with the values and have one in place for pupils and staff (HT)	March	Time	Further development needed
	Foster links with school in South Africa (Moutainside) with same motto and see how it impacts on their lives (HT)	Summer 1	Time	Link not yet made
National and local initiatives on emotional and mental wellbeing to be supported	Pupils to take part in learning specific to the theme of Anti-bullying week (Kindness Week) 13 <sup>th</sup> – 17 <sup>th</sup> November.	November	Time	
	National mental health day (5 <sup>th</sup> December), to be shared in assembly, but Children's Mental Health Week (5 <sup>th</sup> - 11 <sup>th</sup> February) to include specific teaching sessions related to the theme (and linked to Safer Internet Day) with a clear celebration of learning with parents on Thursday 8 <sup>th</sup> February. (SLT & teachers)	February	Time	
	NSPCC 'Speak out stay safe' campaign to be implemented with their support (HT&PSHE Leader)	Ongoing	Time	
Review and improve the wider pastoral interventions available for pupils including after school clubs	Specific training needs of staff running pastoral interventions are identified and provided (SENCo)	Ongoing	Time and course cost	
	THRIVE assessment model used to more effectively identify the support needed by pupils (SENCo & Class Teachers)	Autumn 2	Approx £1000	
	THRIVE assessment model used to create specific actions plans for classes and pupils (SENCo & Class Teachers)	Termly	Package included as above	
	CPD to focus on ACEs to help equip staff with the skills to best support pupils (HT&SENCo)	January INSET Day (pm)	Time	Did not take place as part of the INSET Day but has been 'drip-fed' into fortnightly LSA training
	Review and monitor club provision (both school led and external) to promote breadth but to target specific pupils and pupil groups (HT&PE Leader)	Ongoing	Time	
	Review use of external agencies and their impact on outcomes for pupils, e.g. play therapy, CAL. (SENCo)	Ongoing	Time	

	Fully utilise additional learning space in school, (bus) to support our pastoral intervention programme (SENCo & HT)	Autumn 2	Remainder of Wellington College grant	Progress continued throughout the year, and whilst it was never used it was ready to use by Sep 24.
	Complete rigorous termly 'pastoral intervention' review and allocation to ensure targeted pupils are making progress, (SENCo & HLTA)	Termly	Time	
	Embed outdoor learning provision across the whole school (HLTA)	Ongoing	Time	
	Implement Canine Assisted Learning for a small number of pupils (SENCo)	Summer 24	Cost of programme	
Further develop the capacity of parents to support pupils with their emotional and mental wellbeing	Embed and make specific termly coffee mornings and parent workshops to support their wellbeing and their child's (SLT, HLTA & ELSA)	Ongoing	Time	
	Create easy to use directory of parental support agencies for reference by staff and parents (HLTA)	Autumn 2	Time	FSW appointed in April started work on this in the summer term.
	Develop parental well-being section of school website for ease of reference (HT&HLTA)	Spring	Time	FSW appointed in April worked on this in the summer term with it ready to use in September.
	Continue to regularly share in weekly bulletin key website/information to help parents support with their child's wellbeing (HT)	Ongoing	Time	
	Further foster knowledge and understanding of local voluntary organisations that can actively support parents, (SLT & HLTA)	Ongoing	Time	
<b>Evidence Sources</b>	CPD termly calendar, Monitoring and Evaluation schedule, Pupil/staff/parent survey responses, ELSA/nurture timetabling, ELSA/nurture action plans, pupil conferencing documentation, outdoor learning planning, school council feedback, weekly bulletin, calendar overview, PSHE, Computing & PE leader subject monitoring folder			