

Hampton Hill Junior School Priorities 2023-4

School specific priority (quality of education): to ensure improvements to our curriculum delivery impact positively on pupil progress and outcomes

Why was this chosen as a priority?

- To respond proactively to data trends (end of KS1 phonic data, Y6 SAT data, Y4 MTC scores) in order for progress and attainment to exceed national and be in line with FFT expectations:
- 2022-3 provisional SAT data: Reading 76% (73%) Writing 77% (71%) Maths 77% (73%) Combined 65% (59%) (national in brackets)
- 2022-3 year group data (at or above age related expectations): Reading (Y3: 83% Y4: 83% Y5: 92%) Writing (Y3: 15% Y4: 61% Y5: 57%) Maths (Y3: 63% Y4: 88% Y5: 76%)
- 2022-3 reading data (children operating within the bottom 20% nationally): Y3: 3% Y4: 2% Y5: 6%
- Children yet to complete phonic screening (Sept 2023)- Y3: 6 children (from CIS) Y5: 1 child

What will success look like?

- Improved core curriculum attainment data at the end of KS2- informed by positive year group progress data
- Assessment procedures fully in place and informing pupil progress
- Links with CIS curriculum leaders that impact positively on our curriculum and are supportive to federation aims and ambitions

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	<ul style="list-style-type: none"> • What will the impact be/ • Success criteria? 	Cost	How and when will this be monitored?
1.1 To ensure support is in place for all children to become fluent readers	<ul style="list-style-type: none"> • Use reading data to inform our QFT. • Provide a range of additional reading opportunities and resources to pupils (library, trips...) to support QFT- with targeted support for our bottom 20% (national) readers. • Introduce Little Wandle for readers 	September onwards with ongoing termly reviews (Leadership team/ ND)	<ul style="list-style-type: none"> • Children completing phonic screening and a reduced number of children requiring bottom 20% (national) reading intervention. • Children progressing through the book bands- with an increased number of free readers- supporting fluency and curriculum access. 	Curriculum resourcing- e.g. Little Wandle resources CPD (L/W and SPARK credits) Curr subscription (e.g. Read Theory)	Termly pupil progress meetings SATs/ NFER/ Salford/ phonic screener/ Spell shed data Reading records Pupil voice Ongoing year group/ SEND/ PPG and EAL data reviews

	<p>who have not yet completed the phonic screening.</p> <ul style="list-style-type: none"> Engage with parents- to support their involvement in the process. 		<ul style="list-style-type: none"> Children enjoying their reading. Improved End of KS data. 		
<p>1.2 To ensure all children are progressing towards their writing steps.</p>	<ul style="list-style-type: none"> Provide additional timetabled opportunities for children to rehearse key skills to improve their writing (e.g. daily handwriting at 9am). Continue to promote cross curricular links to support children's writing across the curriculum. Offer additional opportunities for children to write and be celebrated (e.g. writer of the month). Link with KS1 to support writing transition units. 	<p>Writing Lead- LOC As above</p>	<ul style="list-style-type: none"> Children demonstrating increased writing resilience and progressing towards their writing steps- in line with age related expectations. Children writing for a range of reasons with enjoyment and purpose. Transition process that is supportive to children progressing towards their writing steps. 	<p>Curriculum resourcing CPD</p>	<p>As above Writing Steps progress Writer of the month awards</p>
<p>1.3 To support all children's multiplication tables fluency and confidence.</p>	<ul style="list-style-type: none"> Provide regular and targeted in-class curriculum time alongside other supports (homework, Rainbow Maths, QFT, X tables tests...). Celebrate progress and participation in a range of times table linked activities. 	<p>Maths lead- MD Sept onwards SLT A F committee</p>	<ul style="list-style-type: none"> Improved multiplication fluency and confidence. Progress through Rainbow Maths/ TT Rock Star/ Athletics. Successful transition- with children building on KS1 learnt tables. 	<p>Maths Hub release time TT Rock Stars Mathletics</p>	<p>Year group data MTC Y4 SATS Y6</p>

	<ul style="list-style-type: none"> Link with KS1 maths lead to support transition and progress-informed by SW London Maths Hub links. 				
I M P A C T	December Review:				
	<ul style="list-style-type: none"> 				
	April Review:				
<ul style="list-style-type: none"> 					
June Review:					
<ul style="list-style-type: none"> 					

Hampton Hill Junior School Priorities					
School specific priority (behaviour and attitudes): to improve attendance and punctuality issues for identified pupils					
Why was this chosen as a priority?					
<ul style="list-style-type: none"> Higher levels of absence and lateness (post CV19) for identified children and families- with a significant increase in the number of PAs 2022-3 figures: attendance overall 94.8%: unauthorised absence 1.3%: persistent absentees (PAs- below 90% attendance) 48 children (8 SEND 20 PPG) Punctuality: Summer term 2023- 16 children with 6+ lates (4 SEND 10 PPG) 					
What will success look like by the end of this year?					
<ul style="list-style-type: none"> Improved attendance and punctuality from identified pupils (e.g. PAs in 2022 23) All pupils feeling supported and positively engaged in school life Links in place with identified families to support attendance and punctuality Children progressing across the curriculum 					
What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?

<p>2.1 To improve attendance and punctuality levels- with a focus on addressing identified barriers for priority children and families.</p>	<ul style="list-style-type: none"> • Monitor attendance and punctuality and respond to individual barriers for families - reviewing messaging, support and sanctions- including the introduction of FPNs. • Proactively work with the transport team to ensure pupils who are transported to school by the LA are well supported. • Actively support the successful transition and arrival of all new pupils. • Respond to updated health related national & local guidance. 	<p>Sept onwards- with ongoing half termly reviews (Attendance/ KPIs) (Admissions officer/DSL/ SLT)</p>	<ul style="list-style-type: none"> • Significantly reduced PAs. • Improved data (96%+). • Punctuality barriers addressed for individuals. • Pupils feeling positive and fully engaged and enjoying in school life. • Positive national and local percentages comparisons. 	<p>PPG funding P2B (PPG funded)</p>	<p>Pupil/ parent/ staff voice KPIs- monitored against national data (attendance-punctuality) P2B/ Trailblazer feedback Behaviour reset monitoring EHCP reviews/ EISS input Anti-bullying/ discriminatory behaviour monitoring</p>
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<p>I M P A C T</p>	<p>December Review:</p> <ul style="list-style-type: none"> •
	<p>April Review:</p> <ul style="list-style-type: none"> •

June Review:

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Hampton Hill Junior School Priorities

School specific priority (personal development): to provide additional support that positively impacts on pupil's personal development

Why was this chosen as a priority?

- To respond proactively to newly introduced statutory duties in order for these to inform our practice
- To ensure all pupils are safe and feel safe
- To build on ongoing work and ensure that all pupils feel listened to, valued and represented

What will success look like by the end of this year?

- Statutory duties embedded and impacting positively to ensure pupil wellbeing and safety
- All pupils feeling listened to and represented
- All staff and pupils responding positively to a school culture that is promoting an inclusive set of values that are understood and engaged with by our school community

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
3.1 To embed new statutory duties into our practice and respond to safeguarding audit actions.	<ul style="list-style-type: none"> • Deliver required CPD to all staff (KCSiE updates 2023-4). • Review our progress towards safeguarding audit actions and respond accordingly. 	<p>Sept (DSL)</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All staff operating confidently and fully in line with new statutory expectations and best practice. • Pupils being and feeling safe- with proactive responses in place where required. 	SPARK Credits	<p>DSL- Collate signed responses</p> <p>CPOMs- being used more widely across the staff team</p> <p>LADO referrals</p> <p>Safeguarding governor</p> <p>FGB & AF committee input</p> <p>Filtering monitoring</p>
3.2 To respond proactively to pupil voice and provide	<ul style="list-style-type: none"> • Seek and respond to wider range of pupil voice audits (e.g. 	Sept onwards- with termly changes to pupil leadership roles and opportunities	<ul style="list-style-type: none"> • Pupils feeling valued and listened to- with opportunities to participate in and 	Staff release time (to support)	<p>Pupil audits- EAL/ EDI</p> <p>Google surveys</p> <p>Attachment Aware Gold</p> <p>Sociograms</p>

additional leadership opportunities for pupils.	sociograms and Attachment Aware Gold links). <ul style="list-style-type: none"> • Provide additional and new leadership opportunities for pupils to supplement what is currently offered. 	(Leadership team)	impact proactively on school life and develop leadership experience and qualities- e.g. pupil parliament, JTAs- sustainability role, sport leaders & Intergenerational links.	Badges and related resources for pupils	Smart council- communications and feedback Children in role and engaging with their posts proactively
IMP ACT	December Review: <ul style="list-style-type: none"> • 				
	April Review: <ul style="list-style-type: none"> • 				
	June Review: <ul style="list-style-type: none"> • 				

Hampton Hill Junior School Priorities

School specific priority (leadership and management): for school leaders to lead on identified priorities that improve the quality of our teaching and learning

Why was this chosen as a priority?

- To ensure our leaders impact positively on teaching and learning outcomes and on our school culture and community.

What will success look like by the end of this year?

- School leaders having a positive and sustained impact on our curriculum
- Leaders leading identified development areas with confidence and communicating clearly with stakeholders
- Leaders having opportunities for continued professional development that support progress
- Leaders having confidence to support and challenge colleagues to improve outcomes and opportunities for pupils
- All SEF judgements consistently good- with consideration of Ofsted outstanding statements

- Positive external audits (SIP report, parent survey, Ofsted) with identified actions responded to
- Statutory documents all in place and impacting (PPG Plan- Sport Premium Plan- SEND Info Report)

What is our intent?	How will we implement it?	When will it happen and by whom will it be completed?	What will the impact be/ Success criteria?	Cost	How and when will this be monitored?
<p>4.1 For subject leaders to ensure curriculum developments enhance pupil learning and support progress towards end points.</p>	<ul style="list-style-type: none"> • Provide support for new subject leaders. • Identify subject priorities to inform CAPS and progress towards these. • Prepare for curriculum audits (e.g. SIP visits & deep dives). • Ensure required detail and learning resources are on our school website and accessible to parents. • Ensure federation subject links are in place with KS1 leaders. • Lead required CPD and provide resourcing to 	<p>Sept onwards- with ongoing input and termly curriculum reviews. (SLs) Christine C to work with subject leaders across the year</p>	<ul style="list-style-type: none"> • Subject leaders having clear overview and leadership of their subject. • A well led curriculum across all subject areas- with new units embedded and children progressing towards KS2 end points. • Additional learning materials in place (e.g. knowledge organisers) and supporting pupil's learning. • Curriculum info accessible to families and supportive to home learning. • CDP delivered that informs our curriculum delivery. • Assessment grids fully in place and informing YG teams and subject leaders of pupil coverage and progress. • Successful KS1-2 transition- with a curriculum in place that builds on KS1 subject units. 	<p>Release time CC input Curr resources SPARK AFC credits</p>	<p>School self-review schedule CAPs (Curriculum Action Plans) At a glance grids Curriculum reviews SPARK Networks A&F reports Deep dives SIP reports Federation feedback Skills and Knowledge assessment grids Annual pupil reports</p>

	<p>enhance our curriculum.</p> <ul style="list-style-type: none"> • Monitor skills and knowledge assessments across the year groups. 				
<p>4.2 For year group leaders to lead their teams toward identified school priorities.</p>	<ul style="list-style-type: none"> • YGL input that leads their team and is supportive to their role in curriculum development and improvement. 	<p>Sept onwards- termly schedule.</p>	<ul style="list-style-type: none"> • YGL input informs improvements in teaching and learning across their teams. • Teams in year groups working effectively- with all team members contributing proactively (e.g. in regard to planning and assessment). 	<p>YGL Release time</p>	<p>Pupil Progress Meetings YGL termly reviews School self- review schedule A/F comm meetings SIP feedback</p>
<p>4.3 For leaders with wider responsibilities to progress toward identified priorities.</p>	<ul style="list-style-type: none"> • Progress towards identified accreditations- Healthy Schools/ Sports Mark/ Attachment Aware Gold. • Ensure systems are supportive to staff wellbeing- SPARK Coaching & Working party • Ensure external leadership links inform our practice and outcomes (AFC links, SRP) 	<p>Sept onwards Monitor surveys and audits Termly reviews (SLT)</p>	<ul style="list-style-type: none"> • A positive and vibrant school culture where leaders impact on key priorities. • Accreditations achieved. • Increased leadership confidence and staff upskilling (e.g. AFC and external links- DT/ PSHE/ Racial justice/ Maths Hub). • A curriculum that supports and encourages children to develop a wider knowledge view and engagement (e.g. sustainability links, Anti-Racist Pledge and Attachment Aware Gold). • Staff wellbeing evident- with issues addressed. 	<p>Release time CPD costs Related resource costs (e.g. accreditations)</p>	<p>Leadership audits and reviews Perf Mgt reviews Pupil and community response AFC feedback Progress towards accreditations</p>

	<p>review, Maths Hub)</p> <ul style="list-style-type: none"> • Ensure new staffing structures are embedded (e.g. office team). • Ensure an ongoing EDI focus. 				
<p>4.4 To ensure financial decision making is supportive to setting a sustainable budget.</p>	<ul style="list-style-type: none"> • Decision making that leads to a budget that meets DRP requirements- with info shared with our school community. • Liaise with external partners (e.g. AFC, PTA, charitable and voluntary organisations) to support resourcing and ensure ongoing site repairs. 	<p>Sept onwards. F/P and FST committee dates and timescales.</p>	<ul style="list-style-type: none"> • DRP in place and agreed with LA. • DRP achieved. • Well managed and sustainable budget which is able to support all essential school priorities- with a clear approach to necessary cost cutting and generating of additional funding streams to ensure we continue to offer a vibrant school experience to pupils. • An engaged and supportive community • Site priorities addressed with future priorities identified. 	<p>DRP related</p>	<p>School budget and AFC returns Deficit Recovery Plan (DRP) F/P committee monitoring and input</p>
<p>4.5 For school leaders to work with FGB/FST to address identified federation priorities.</p>	<ul style="list-style-type: none"> • Regular FST meetings held to identify, address and track progress towards key priorities for this year (e.g. 	<p>Sept 23 onwards Aligned to FST meetings</p>	<ul style="list-style-type: none"> • FST priorities identified. • Progress made towards achieving these. • Ongoing monitoring to ensure impact on pupil experience across the federation- alongside staff and community 	<p>TBC</p>	<p>FST FGB meetings and minutes and achieved actions SEF SDP SIP reports</p>

	Curriculum alignment, Vision & values, logo & uniform, sustainability, equality, parental engagement).		engagement and positive view.		
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I M P A C T	December Review:	•
	April Review:	•
	June Review:	•