



St Alban's

Catholic Primary and Nursery School

Member of St Clare's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

School Improvement Priorities 23-24 with actions and costings

Priority 1 Describe what needs to change	Trust Key Priority reference (OPTIONAL)	Rationale Why is this a priority compared to other areas for development?	Final Outcomes How will pupils, teachers and the school benefit? How will we know?	First Steps What are the first set of actions you will take to address this priority?	Implementation Outcomes As we take our first steps, what will be the signs that we're on track with this priority?
SEND provision and interventions with a focus on communication for younger learners with SEN and all learners who are neurodiverse.	CIS2	Increasing number of SEN children coming into school – currently 35% Increasing number of children identified with communication needs in Early years and processing needs through school SEN Review recognized strengths in school in these areas for	Children with SEN will start to make quicker progress which will be identified in formative assessment through interventions and class learning, SEN support plan reviews and annual outcomes. TAs as well as teachers will know and confidently explain this progress and the steps that impacted on this as well as what is needed next. SEND Action Plan 2023 onwards.docx EYFS Action plan 2022 onwards.doc	<ul style="list-style-type: none"> • Research and purchase/devise communication intervention and CPD • Screen all children who are identified as possibly having processing needs using newly purchased IDL • Plan in CPD for teachers and TAs • Continue with Neurodiversity plan started 22-23 	<ul style="list-style-type: none"> • Staff will be trained on new communication intervention and confident in delivering this then further in the Autumn Term we will start to see accelerated progress for SEN learners with communication difficulties • All children will be screened using IDL and TAs will be delivering interventions confidently and steps progress will be evidenced via the IDL progress tracker initially. • All staff who work with children will have had relevant CPD linked to this priority and feedback and monitoring will demonstrate confidence and positive impact of these interventions. • The action plan to support all learners particularly those who are neurodiverse will be RAG rated as green in most or all areas through focused monitoring.

		development also	Action Plan for our approach to supporting neurodiverse learners 2022 onwards.docx		
Autumn Term actions	Autumn term proposed spend including annual costings	Spring Term actions	Spring term proposed spend	Summer Term actions	Summer Term proposed spend
<p>CPD:</p> <ul style="list-style-type: none"> Learn Sheffield Webinars Learn Sheffield Trauma Informed conference Arrange DMBC Boss & ASCETS support National College – annual difference including TAs as users Weekly TA CPD sessions planned in Neurodiversity action plan work continues SENDCos attend DMBC pyramid network meetings <p>Resources:</p> <ul style="list-style-type: none"> 3 new TAs 1 x Y4 EHCP, 2 x EYFS 1 x new lunchtime supervisor to 	<p>£1494.00</p> <p>£68421</p> <p>£4668</p>	<p>CPD:</p> <ul style="list-style-type: none"> Learn Sheffield SEND Strategic Leadership course TAs/SEND team attend DMBC Boss & ASCETS support Weekly TA CPD sessions planned in Neurodiversity action plan work continues Whole staff training on Birmingham Toolkit Attend CMAT networks and meetings for SEND SENDCos attend DMBC pyramid network meetings <p>Resources:</p> <ul style="list-style-type: none"> Extra resources to support Neurodiverse learners as listed 	<p>£350</p> <p>£500</p>	<p>CPD:</p> <ul style="list-style-type: none"> TAs attend DMBC Boss & ASCETS support Weekly TA CPD sessions planned in Neurodiversity action plan work completed Attend CMAT networks and meetings for SEND SENDCos attend DMBC pyramid network meetings <p>Resources:</p> <ul style="list-style-type: none"> Extra resources to support Neurodiverse learners as listed <p>Monitoring:</p> <ul style="list-style-type: none"> SLT and SENDCo fortnightly monitoring through SEND plans checks, lesson drop ins, intervention session drop ins, work 	<p>£500</p>

<p>release TA at lunch to support SEND</p> <ul style="list-style-type: none"> • Annual Verbo £354 • Annual IDL £478 • Annual Lexia £500 • Purchase of Welcomm £651 • Purchase of Birmingham Toolkit £900 • Extra resources to support Neurodiverse learners as listed £500 <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT and SENDCo fortnightly monitoring through SEND plans checks, lesson drop ins, intervention session drop ins, work scrutiny and discussions with children. • Fortnightly meetings with SENDCos and key SEND team and SLT • Questionnaires to staff, children and parents/carers • Termly review meetings with parents/carers • CMAT SEND Peer review? • Action plan updated and report to LAC 		<p>scrutiny and discussions with children.</p> <ul style="list-style-type: none"> • Fortnightly meetings with SENDCos and key SEND team and SLT • Termly review meetings with parents/carers • Action plan updated and report to LAC 			
Total cost for term:	£77,966	Total cost for term:	£850	Total cost for term:	£500
SEND funding coming into school:	£25,274.49	SEND funding coming into school:		SEND funding coming into school:	
Difference from budget:	-£52,691.51	Difference from budget:		Difference from budget:	

Evaluation for term to be added here.

Priority 2 Describe what needs to change	Trust Key Priority reference (OPTIONAL)	Rationale Why is this a priority compared to other areas for development?	Final Outcomes How will pupils, teachers and the school benefit? How will we know?	First Steps What are the first set of actions you will take to address this priority?	Implementation Outcomes As we take our first steps, what will be the signs that we're on track with this priority?	
Teaching and learning of 'Adventures in learning' expeditionary curriculum covering essential subjects, life learning, particularly RE and Catholic Life and core subjects RWM are consistently good or better in every class throughout the year in line with the best practice in school.	CIS3	With 50% of teachers having less than 3 years experience and the new pedagogical approach to teaching our expeditionary curriculum, this is a key for our school this year to embed and build a securely good or better curriculum with confident teachers and subject leaders. Ofsted Jan 22 – RI Quality of Curriculum	Pupils will be actively and creatively engaged in their learning, able to talk with confidence about what they have learnt. Teachers will confidently plan and deliver good or better lessons that build on prior learning to enable children to master their skills and deepen. TAs will confidently support these lessons so all children can achieve. Expeditionary Curriculum Planning Overview 2023-2024 updated October 2023.docx Maths Subject Action Plan 2023 - 2024 and onwards.doc	<ul style="list-style-type: none"> • Planning of Autumn Term Adventure in Learning will be monitored by SLT/phase and subject leaders. • Monitoring of immersion week and expedition 1 is planned and will commence • Leaders will immediately give tailored support to those teachers and TAs that have been identified through monitoring as needing this • CPD is focused and planned to support planning and expeditionary style pedagogy 	<ul style="list-style-type: none"> • All planning throughout school for essential, core and life learning will follow school expectations and where this is not good enough, subject leaders and SLT will have supported teachers where need has been identified and they will be more confident and expedition 1 and expedition 2 will be planned in line with the best practice in school, following school expectations. • All staff will be involved in monitoring process and confidence of all practitioners will begin to develop and deepen depending on experience and role in school eg. ECTs will become increasingly confident when colleagues are monitoring, giving feedback and supporting and Subject Leaders will become more efficient and effective when monitoring, giving feedback and supporting colleagues. • As soon as any part of teaching and learning that has been monitored is not at least good, leaders will immediately prioritise and support this until it is consistently good or better with the expectation that within a half-term, teaching and learning is consistently good or better. If this standard is not maintained, formal action will then be taken by SLT to eradicate poor teaching and learning. 	
Autumn Term actions	Autumn term proposed spend	Spring Term actions	Spring term proposed spend	Summer Term actions	Summer Term proposed spend	
CPD: <ul style="list-style-type: none"> • Chris Quigley training for SLT – remembering • Learn Sheffield Webinars 	£175	CPD: <ul style="list-style-type: none"> • Learn Sheffield EYFS Leader Strategic lead course • Learn Sheffield webinars 		CPD: <ul style="list-style-type: none"> • Learn Sheffield Conference on curriculum • Learn Sheffield Pre-Ofsted school 		

<ul style="list-style-type: none"> Weekly CPD sessions planned in and INSET/Twilights with a focus on curriculum development Weekly CPD sessions for TAs focusing on supporting teaching and learning across curriculum Feedback and support as required from ongoing monitoring <p>Resources:</p> <ul style="list-style-type: none"> Subject resources to enhance essentials curriculum subjects Subject resources to enhance core subjects Subject resources to enhance life learning subjects Annual subscriptions: Sats companion Mirodo RWI online TT Rockstars Numbots Twinkl Ten Ten RHE Ten Ten PSHE Purple Mash Pzaz Extra swimming Extra music lessons Y4 Trips and visitors to enhance curriculum learning 	<p>£ 150 x 8=1200</p> <p>£500 x 4=2000</p> <p>£150 x 2=300</p> <p>£720</p> <p>£560</p> <p>£244</p> <p>£91.25</p> <p>£91.25</p> <p>£1505</p> <p>£418</p> <p>£619</p> <p>£960</p> <p>£99</p> <p>£3120</p> <p>£1290</p> <p>£ 1374</p> <p>£ 527</p> <p>£ 200</p>	<p>Beaumanor</p> <p>Whitby</p> <p>Cathedral</p>	<p>Resources: as Autumn?</p> <p>Monitoring:</p> <ul style="list-style-type: none"> SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. Subject leader monitoring with SLT and feedback to teachers Action plans updated Governor Learning Walk Questionnaire for staff 	<p>improvement partner work 3 days</p> <ul style="list-style-type: none"> Learn Sheffield Curriculum development – deep dive – 1 day <p>Monitoring:</p> <ul style="list-style-type: none"> SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. Subject leader monitoring with SLT and feedback to teachers Action plans updated Governor Learning Walk Questionnaire for pupils and parents/carers 	
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Monitoring: <ul style="list-style-type: none"> • SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. • Subject leader monitoring with SLT and feedback to teachers • Learning Review with Fiona Rigby and Jonathan Lear 	£ 630	Theatre				
Total cost:	£16,123.50		Total cost for term:		Total cost for term:	
School Fund raising from last year to support:	£2800					
Other funding used to support inc. National Tutoring	£5300		Other funding used to support inc. National tutoring		Other funding used to support inc. National tutoring	
Difference	£8023.50					

Evaluation for term to be added here

Priority 3 Describe what needs to change	Trust Key Priority reference (OPTIONAL)	Rationale Why is this a priority compared to other areas for development?	Final Outcomes How will pupils, teachers and the school benefit? How will we know?	First Steps What are the first set of actions you will take to address this priority?	Implementation Outcomes As we take our first steps, what will be the signs that we're on track with this priority?
<p>Curriculum leadership to ensure each subjects curriculum development continues to improve at pace with frequent monitoring and support, moderation and assessment to ensure all teachers throughout school are confident in teaching all focus subjects, can accurately assess learning outcomes in their year group and plan the appropriate next steps for their learners.</p>	<p>CIS3</p>	<p>This is part of our overhaul of the curriculum ensuring that we are providing a curriculum that meets the needs of our learners and takes account of capital culture and develops them holistically as Christian citizens of the future. Ofsted Jan 22 – Leadership and Management RI</p>	<p>Leaders will develop their subjects by monitoring and supporting confidently and effectively and continuously enabling teachers to accurately assess through moderation. Through monitoring, pupils will be able to remember what they have learnt and know what they need to do next and teachers will be able to assess accurately and effectively. Art and Design Subject Action Plan 2023-2024.doc Computing Subject Action Plan 2023-2024.docx Design and Technology Subject Action Plan 2023-2024.doc French Subject Action Plan 2023-2024.doc Geography Subject Action Plan 2023-2024.doc History Subject Action Plan 2023-2024.doc</p>	<ul style="list-style-type: none"> • All subject policies will be updated to demonstrate the distinctive Catholic education at our school. • All subject progression maps will be updated to ensure that the knowledge and skills are identified and clear progressive steps are broken down so teachers know at each stage what they need to include in planning and how each step builds to the next • Phase and subject leaders are supported by SLT to monitor and identify and provide support effectively to have an immediate impact on teaching and learning • CPD on assessment and 	<ul style="list-style-type: none"> • Our distinctive Catholic education and ethos at St Alban's will be demonstrated through the whole curriculum and monitoring will capture and evidence this. This will be a key feature of our holistic monitoring process. • Teachers planning and the intent and implementation will be of high quality and evidenced in monitoring. Planned assessments will demonstrate that teachers know what children need to do to be successful – what they need before they embark on an expedition and what they need at each step to make good or better progress. • Subject leaders will have the skills and resources to effectively improve teaching and learning in their subject rapidly. • Assessment procedures will be understood by all teachers and they will be able to plan useful and productive assessments following school expectations in order to capture a tangible outcome and next steps for children in their class across the essential curriculum subjects in addition to core curriculum subjects. • The moderation process for essential learning will be planned and follow the good practice of moderation in core subjects such as writing to ensure consistency and accuracy.

			Music Subject Action Plan 2023-2024.doc PSHE Subject Action Plan 2023-2024.doc Staffing and organisation for leadership, ppa, assemblies etc. 23-24 final.docx Calendar dates Autumn Term 2023 CPD in blue SI in red.docx	<p>moderation will be planned and started</p>		
Autumn Term actions	Autumn term proposed spend	Spring Term actions	Spring term proposed spend	Summer Term actions	Summer Term proposed spend	
<p>CPD:</p> <ul style="list-style-type: none"> Chris Quigley Assessment of wider curriculum training for SLT National College – subscription for subject leaders Learning review with XP Jonathan Sharpe Learn Sheffield Webinars CMAT subject leader networks Weekly CPD sessions planned in and INSET/Twilights with a focus on curriculum leadership Weekly CPD sessions for TAs focusing on 	£300	<p>CPD:</p> <ul style="list-style-type: none"> Learn Sheffield Webinars CMAT subject leader networks Weekly CPD sessions planned in and INSET/Twilights with a focus on curriculum leadership Weekly CPD sessions for TAs focusing on supporting teaching and learning across curriculum Feedback and support as required from ongoing monitoring 		<p>CPD:</p> <ul style="list-style-type: none"> Learn Sheffield Conference on curriculum Learn Sheffield Pre-Ofsted school improvement partner work 3 days Learn Sheffield Curriculum development – deep dive – 1 day Weekly CPD sessions planned in and INSET/Twilights with a focus on curriculum leadership Weekly CPD sessions for TAs focusing on supporting teaching and learning across curriculum Feedback and support as required from ongoing monitoring 		

<p>supporting teaching and learning across curriculum</p> <ul style="list-style-type: none"> • Feedback and support as required from ongoing monitoring • Learning Review with Fiona Rigby and Jonathan Lear <p>Resources:</p> <ul style="list-style-type: none"> • Weekly subject leadership time <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. • Subject leader monitoring with SLT and feedback to teachers • Grande finale presentations and display outcomes • Action plans updated • Questionnaires from staff, parents/carers and children 		<p>Resources:</p> <ul style="list-style-type: none"> • Weekly subject leadership time <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. • Subject leader monitoring with SLT and feedback to teachers • Grande finale presentations and display outcomes • Action plans updated subject reports to Governors • Governor Learning walk 		<p>Resources:</p> <ul style="list-style-type: none"> • Weekly subject leadership time <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. • Subject leader monitoring with SLT and feedback to teachers • Grande finale presentations and display outcomes • Action plans updated • Subject reports to Governors • Questionnaires from staff, parents/carers and children 	
<p>Total cost:</p>	<p>£300</p>	<p>Total cost:</p>		<p>Total cost:</p>	

Evaluation for term to be added here

Priority 4 Describe what needs to change	Trust Key Priority reference (OPTIONAL)	Rationale Why is this a priority compared to other areas for development?	Final Outcomes How will pupils, teachers and the school benefit? How will we know?	First Steps What are the first set of actions you will take to address this priority?	Implementation Outcomes As we take our first steps, what will be the signs that we're on track with this priority?						
To ensure all staff throughout school are outstanding role models of our Catholic life and mission and collective worship at St Alban's.	BC1	CSED identified Catholic Life and mission and Collective worship as having many outstanding features however to secure this imminently, this is a priority alongside RE section where we need to secure good. RE Review Jul 23	All teachers, HLTAs and TAs will be able to engage or lead collective worship as confidently as SLT in school and understand and emulate the Catholic Life and Mission of St Alban's to our children. We will know this is the case through observation, staff feedback and pupil discussions. St Alban's CSED September 2023.docx	<ul style="list-style-type: none"> • CPD planned for all staff on CSED and what is expected of us as role models in a Catholic school. • All monitoring and feedback will incorporate Catholic Life and Mission within it. • A progression map for Collective worship will be created and shared with colleagues. 	<ul style="list-style-type: none"> • All staff will understand what constitutes outstanding in the Catholic Life and Mission section of the CSED and S48 inspection. • Monitoring, feedback and support will consistently include Catholic Life and mission as a priority and expectation of all • The progression map will allow the RE and Catholic Life leader to support teachers in planning and assessing outcomes for Collective worship including liturgical prayer in classes, daily prayers, and whole school or key stage assemblies, Gospel assemblies and masses. 						
Autumn Term actions		Autumn term proposed spend		Spring Term actions		Spring term proposed spend		Summer Term actions		Summer Term proposed spend	
CPD: <ul style="list-style-type: none"> • Diocesan networks and CPD for teachers and RE lead • Dearne Valley family networks for RE lead • Weekly CPD sessions planned in and INSET/Twilight with a focus on curriculum leadership 				CPD: <ul style="list-style-type: none"> • Diocesan networks and CPD for teachers and RE lead • Dearne Valley family networks for RE lead • Weekly CPD sessions planned in and INSET/Twilight with a focus on curriculum leadership 				CPD: <ul style="list-style-type: none"> • Diocesan networks and CPD for teachers and RE lead • Dearne Valley family networks for RE lead • Weekly CPD sessions planned in and INSET/Twilight with a focus on curriculum leadership 			

<ul style="list-style-type: none"> Weekly CPD sessions for TAs focusing on Catholic life and mission, RE teaching and learning support and collective worship Feedback and support as required from ongoing monitoring Godly Play training for key staff <p>Resources:</p> <ul style="list-style-type: none"> Ten Ten Collective worship Godly Play for EYFS & KS1 Resources to enhance environment and catholic mission indoors and outdoors eg. faith garden Resources to enhance RE curriculum Resources to support quality collective worship <p>Monitoring:</p> <ul style="list-style-type: none"> RE Lead and SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. Governor Learning Walk Advent presentations and display outcomes Action plan updated 	<p>£300</p> <p>£619</p> <p>£337</p> <p>£300</p> <p>£300</p> <p>£300</p>	<ul style="list-style-type: none"> Weekly CPD sessions for TAs focusing on Catholic life and mission, RE teaching and learning support and collective worship Feedback and support as required from ongoing monitoring <p>Resources:</p> <ul style="list-style-type: none"> Resources to enhance RE curriculum Y1/Y2/Y5 Visit to other places of worship <p>Monitoring:</p> <ul style="list-style-type: none"> RE Lead and SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. Lent presentations and display outcomes Governor Learning Walk Action plan updated and report to Governors 	<p>£100</p> <p>£300</p>	<ul style="list-style-type: none"> Weekly CPD sessions for TAs focusing on Catholic life and mission, RE teaching and learning support and collective worship Feedback and support as required from ongoing monitoring <p>Resources:</p> <ul style="list-style-type: none"> Resources to enhance RE curriculum Y4 attend St Marie's Cathedral Good Shepherd thanksgiving Y6 attend Padley Pilgrimage Celebration of St Alban's Feast day <p>Monitoring:</p> <ul style="list-style-type: none"> RE Lead and SLT fortnightly monitoring lesson drop ins, work scrutiny and discussions with children. Governor Learning Walk Action plan updated and report to Governors 	<p>£100</p> <p>£100</p>
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<ul style="list-style-type: none"> • Questionnaires from staff, parents/carers and children • Learning Review with Fiona Rigby and Jonathan Lear 					
Total cost:	£2156	Total cost:	£400	Total cost:	£200

Evaluation for term added here.

Evaluation for term to be added here.

School Improvement Overview – Other Areas for Development

Other areas for development Note those areas for development that you have not identified as priorities at this time. These areas may become priorities in the future.	Rationale Why are these areas not currently priorities?
Continue to drive improvements in attendance and punctuality building on the work from last year so that attendance continues to improve in line with National Average and/or above attendance at schools similar to St Alban's.	Policy, procedures and team are set up and already the work that happened last academic year has improved attendance and punctuality but to increase attendance to pre COVID levels this work needs to continue over the next few years.
Continue to expand Nursery to meet the needs of our community and the Government Reforms for free childcare for working families: 15 hours free for 2 year olds in April 2024 30 hours free for 2 year olds in September 2024 Possibly 30 hours free for 9 months upwards September 2025	This is a staged process due to the level of change and factors beyond school including the building/acquisition of a property to enable St Alban's to meet the 2025 reform target. The final goal is not imminent but the 15 hours free childcare for April 2024 requires some focus this year to enable us to offer this successfully.
Continue to enhance provision with trips out and visitors to school and resources for use within school building and grounds.	This is ongoing and part of the key priority within curriculum development and leadership. It is also heavily influenced with the reliance on fundraising which is currently supported in the main by funds raised by Friends of School.
Continue to raise progress and outcomes in core subjects throughout school.	This is ongoing however outcomes and progress are very cohort dependent rather than a pattern through school over a few years hence the reason to still focus on this as children start well below average and the school currently has 3 ECTs in KS2. National Tutoring grants have been used in the past to enhance support post COVID and will continue.
Continue to support families through enhanced support and provision in school via Safeguarding and SEN support Lead with Early Help, mental well-being for children and parents, workshops, coffee mornings, home visits, links with other agencies due to the increasing safeguarding and SEN support needs of children and their families. This links to ensuring also that PP funding is spent on disadvantaged and SEN support for these children is having an impact on progress and outcomes for these children.	This is ongoing however member of staff employed last year is still undergoing new training offered and her role has grown as the expectations and provision within Doncaster Safeguarding Team and Doncaster Early Help Team is changing. There is also a mixed picture of progress and outcomes for those who are PP and SEN.
Continue to keep profile raised for mental well-being with active playtimes, active and creative learning and mindfulness sessions daily.	This is ongoing and still needs to be highlighted due to increasing numbers of new staff to school so the profile is high and mental well-being is prioritised.

Introduce new Ten Ten programme to improve teaching and learning in PSHE.			This is not a priority as within our life learning curriculum RE is the priority. Much of the work in developing PSHE will be with TAs/HLTAs who deliver this subject when covering teacher PPA so this will be a focus for this group of staff within their PM and appraisals.		
Autumn Term actions	Autumn term proposed spend	Spring Term actions	Spring term proposed spend	Summer Term actions	Summer Term proposed spend
<p>CPD:</p> <ul style="list-style-type: none"> Attendance team DfE webinars DSLs attend network training Head attend CMAT meetings SSL to attend all DMBC DCST/Early Help training as required Weekly CPD for all staff in house with updates Training on Ten Ten PSHE for staff teaching this <p>Resources:</p> <ul style="list-style-type: none"> SSL time and extra time needed to maintain standards of support necessary Replenish and add to active playtime equipment Ten Ten PSHE programme – noted above Staff time to support EYFS communication, Y1, Y2 phonics, Y4 	Nat Tutor income = £5300 (23/24)	<p>CPD:</p> <ul style="list-style-type: none"> Attendance team DfE webinars DSLs attend network training Head attend CMAT meetings SSL to attend all DMBC DCST/Early Help training as required Weekly CPD for all staff in house with updates ELSA training <p>Resources:</p> <ul style="list-style-type: none"> SSL time and extra time needed to maintain standards of support necessary Replenish and add to active playtime equipment Staff time to support EYFS communication, Y1, Y2 phonics, Y4 MTC and Y6 boosters <p>Monitoring:</p> <ul style="list-style-type: none"> SLT fortnightly monitoring, 	<p>£354</p> <p>Nat Tutor income = £5300 annual</p>	<p>CPD:</p> <ul style="list-style-type: none"> Learn Sheffield Strategic lead PP course DSLs attend network training Head attend CMAT meetings SSL to attend all DMBC DCST/Early Help training as required Weekly CPD for all staff in house with updates <p>Resources:</p> <ul style="list-style-type: none"> SSL time and extra time needed to maintain standards of support necessary Replenish and add to active playtime equipment Staff time to support EYFS communication, Y1, Y2 phonics, Y4 MTC and Y6 boosters Another TA in Nursery to support 2 year 	<p>Nat Tutor income = £5300 annual</p> <p>£11,010</p>

<p>MTC and Y6 boosters</p> <ul style="list-style-type: none"> • <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT fortnightly monitoring, feedback, coaching and support • Questionnaires from staff • Peer review for safeguarding through CMAT 		<p>feedback, coaching and support</p> <ul style="list-style-type: none"> • Governor learning walk • Questionnaires from children 		<p>olds free places from April - July</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT fortnightly monitoring, feedback, coaching and support • Learn Sheffield Pre-Ofsted school improvement partner work 3 days • Questionnaires from parents/carers 	
Total cost:		Total cost:		Total cost:	£11010
Funding in from: Pupil Premium supporting these areas only	£74007	Funding in from: Pupil Premium	As Autumn	Funding in from: Pupil Premium Early Years funding for 10 x 2 year olds 15 hours:	As Autumn £14,060

OVERALL SIP COSTINGS END OF YEAR:

Priority	Total cost over the year:
1. SEND	
2. Teaching and learning across curriculum	
3. Curriculum leadership development	
4. Catholic Life and mission and collective worship	
5. Other areas	
TOTAL:	