

Priority 1 - Leadership and Management

1. To ensure that standards across the school are on track or exceed the targets set for July 2016. These targets reflect the high expectations and aspirations of the Headteacher and Governors. **Target –Targets for attainment and progress are met or exceeded.**
2. To develop the impact of leaders of learning at all levels on pupil outcomes across the school.(HT,DHT,US leader, SENCo, Subject leaders, Class teachers, LSAs) **Target- Every member of staff – as a leader of learning - will have an impact according to their role on standards and pupil outcomes.**
3. To ensure best value and impact is evident across specific areas of funding for Pupil Premium and Sports Premium
Target (i) - Gaps attainment and progress for Pupil Premium children across the whole school will close resulting in higher and more consistent standards. Target (ii) – Sports Premium funding will be targeted to improve standards and provision in PE across the school.

Priority 2 – Teaching, Learning and Assessment

1. To further embed the use of 'incisive' feedback and response marking, particularly in respect of mathematics and writing, to ensure that every child makes at least 'good' progress. **Target – Over time, this contributes to the quality of 'T,L and A' being consistently 'outstanding'.**
2. To further improve outcomes in Literacy with a particular focus on accelerating the progress of lower achieving groups (eg Boys' writing). **Target – Outcomes in writing will improve so that they are more in-line with reading in school and compared to LA and National outcomes across each Keystage.**
3. To use the learning environment to support children's improved independence in learning especially in writing and maths.
Target – Children will make full use of the available environmental scaffolding and this increased independence will allow children of all abilities to fully demonstrate their skills and knowledge.
4. To further improve outcomes in Maths with a particular focus on accelerating the progress of lower achieving groups (eg Girls).
Target – Outcomes in maths will improve so that they are more in-line with or above outcomes for the LA and Nationally across each Keystage.
5. In collaboration with colleagues in other schools, to develop 'irresistible' science that bring a 'WOW' into learning. (Science Locality Project)

Priority 3 – Personal Development, Behaviour and Welfare

1. Explore strategies for more structured play opportunities at Lunchtimes. **Target – there will be more adult led activities which meet the needs and interests of all children**
2. All aspects of SMSC, including those covering British Values, continue to be addressed and further embedded across the school. **Target - Aspects of SMSC will be clearly explicit in curriculum planning.**

Priority 4 – Outcomes

1. Improve proportions of children making good progress and particularly those making more than expected progress from their starting points in reading, writing and maths with a particular focus on boy's progress in writing and girl's progress in maths. **Target - Numbers of children making expected and numbers making more than expected progress in reading, writing and mathematics are above those nationally for girls and boys.**
2. Improve the numbers of children 'at age expectations' and those 'exceeding age expectations' by the end of keystage 1 in reading, maths and especially writing. **Target – Attainment at the end of Year2 (July 2017) is in line with or above LA outcomes and those Nationally.**

Priority 5 - Early Years

1. To develop further the outdoor area to support children's improved independence with learning in reading; writing and maths. (enabling environments) **Target – The outside area is used effectively and children will make sue of the available environmental scaffolding to allow them to fully demonstrate their skills and knowledge.**
2. To develop further the effective collection of observational evidence to highlight key learning and knowledge of the children. **Target – All children make at least typical progress from their starting points and the numbers of children achieving GLD are above national figures.**
3. To develop further our use of successful strategies to engage parents, including those from different groups, in their children's learning in school and at home. **Target – Parents will be provided with opportunities to review and support their child's learning at regular intervals across the year.**