



School Development Plan - September 2022

There is no doubt that the pandemic has had a significant impact on all aspects of family life not least, the disruption to children's school experiences.

At Motcombe we are looking forward to and are hopeful of an academic year that will not be interrupted by anything.

The following quote reflects our optimism for a better year to come.

'To plant a garden is to believe in tomorrow.'

Audrey Hepburn

Head Teacher
Tracy Robinson

Chair of Governors
Debbie Aggett

SDP was presented to the FGB and approved at the meeting – 21 September 2022

Our School Mission Statement

'Flying High Together'

Our School Vision

"To provide a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

We will support every child

to have academic confidence

to make safe and sensible choices

to be physically fit

to gain mental strength through resilience

to show kindness

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and, as infant practitioners, we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Staffing Structure

Senior Leadership Team Tracy Robinson Adam Robinson Jo Ansell Emma Moore Gill Bradshaw	
Foundation Stage Teachers Emma Moore Emma Clarke Jess Newby Hannah Moon Lily Springall	Foundation Stage Support Staff Lana Burnett Claire Barnes Beatriz Stanley Katie Rudolph (TA3) Nathalie Summers Lisa Thar Gemma Williams (MDSA) Anne Hall (MDSA)
Y1 Teachers Sophie Willats Norma Manktelow Adam Devlin	Y1 Support Staff Jayanthi Shanker (TA3) Arta Onuzi (TA3) Amy Lopez (TA3)
Y2 Teachers Adam Robinson Fiona Evans Sarah Firth Janet Sayers Dani Laslett Sonya Hammond	Y2 Support Staff Lucy Kingsland (TA3) Julia Dowsett Lisa Thar Maz Robbins Rachel Wolecki
Admin Team Sue Spencer Becky Andrews	
Caretaker Marcus Bright	

Additional Responsibilities

	Role	Leadership responsibility	Link Governor	Planned leadership tasks	Additional related tasks
Tracy Robinson Headteacher	Headteacher	British Values, MacMillan Coffee morning with School	Debbie Aggett	Termly safeguarding training, School Council. Children's DP,	DSL, Performance Management Team Leader
Emma Moore Assistant Headteacher –	FS Leader	History	Maridy Platon	Core Texts, Giving Garden, Transition	DDSL, PM Team Leader, Attendance Lead, Transition
Adam Robinson Assistant Headteacher – KS1	KS1 Leader	Maths	Alex Dundas	Mastery Curriculum Lead, Social Media, Y2 Transition	DDSL, PM Team Leader, Transition
Jo Ansell Assistant Headteacher -	Inclusion Leader	PHSE and RHE	Emma Clarke	Catch-up Teacher for Y2, APDR, Transition for vulnerable	DDSL, PM Team Leader, vulnerable pupils,
Adam Devlin (FT)	Y1 Teacher (F/T)	Reading	Jamie Atherton	Bug Club lunchtime provision, Speedy Reader organisation	Plan Home Learning Grid for Y1 – share on Dojo and
Norma Manktelow (FT)	Y1 Teacher (F/T)	English - Phonics and Writing	Jamie Atherton	Launch 'WriteWell' from FS to Y2	Support staff with training for 'WriteWell'
Lily Springall (FT)	FS Teacher (F/T)	Art and Hygge	Sandie Howlett	3D art provision including textiles	Support staff with creating Hygge Classrooms
Sophie Willats (FT)	Y1 Teacher (F/T)	Science	Sally Bowman	Embed Plan B and evaluate the use of outdoor science	Support staff with outdoor science learning
Janet Sayers (PT 3 days)	Y2 Teacher (F/T)	Thrive	Fizz Starkey	Deliver termly Thrive training	Support staff to develop whole class Thrive activities
Emma Clarke (PT 2 days)	FS Teacher (P/T)	RE	Kevin Hefferan	Deliver training for new Curriculum	Support staff with new RE curriculum
Hannah Moon (PT 2 days)	FS Teacher (P/T)	DT and outdoor learning	Ian Pickard	Research the existing curriculum for opportunities for	Extend the use of the outdoor environment
Sarah Firth (PT 2 days)	Y2 Teacher (P/T)	Geography	Maridy Platon	Enrichment Day organisation	
Fiona Evans (PT 4 days)	Y2 Teacher (P/T)	Music	Liz Barker	Music teacher for whole school	Choir
Jess Newby (PT 3 days)	FS Teacher (P/T)	PE	Jess Newby	Plan Sports days and in school tournaments	Active role in Ratton PE group,
Sonya Hammond (PT 2 days)	FS Teacher (P/T)	DT and Charities	Ian Pickard	Plan charity events to raise awareness	Plan Home Learning Grid for Y2 – share on Dojo and
Danielle Laslett (PT 3 days)	Y2 Teacher (P/T)	Computing	Jon Davies	Termly e-safety planning	Provide advice for families via our social media and website

Introduction

The success of Motcombe School is built on respect, trust, co-operation, participation, consultation, collaboration and teamwork.

The following drivers are at the heart of our development planning:

- Possibilities
- Adventure
- Curiosity
- Creativity
- Mastery
- Enquiry
- Diversity
- Community

... leading our decisions to enable children to:

1. achieve academic confidence
2. maintain physical health
3. develop mental strength through resilience
4. make safe and sensible choices
5. show kindness

The School Development Plan (SDP) is designed to enable the School's vision and values to be shared and understood by the whole school community. As we work towards the aims of the plan, we seek to harness the skills and talents of the whole school community to enable us to realise our ambitions.

The school is part of the Eastbourne Education Improvement Partnership (EIP) and will work on cross school projects to support improvement. These will include:

- *Maths – Motcombe will input fluency training as required*
- *Early Years – Motcombe will support the Early Years Hub as required following the pilot year of the new curriculum*
- *Senior/Middle Leaders – Motcombe will share our Enrichment Day programme, as required*
- *Closing the Gap - Motcombe will share our FIFA programme as required*

The review involves all aspects of the school's work outlined through the following:

- Safeguarding and Attendance
- Disadvantaged and Vulnerable groups
- Standards, attainment and progress
- Teaching, learning, assessment and tracking
- Curriculum review
- Budgets

The Strategic Plans in this document are divided into the following sections and link directly to the School's Self-Evaluation

Ofsted Key Issues from inspection (January 2018) will be incorporated in all sections as appropriate and colour-coded blue for ease of identification	
Targets	
	Overall performance (Priority 1)
	Quality of Education (Priority 2)
	Behaviour and Attitudes (Priority 3)
	Personal Development (Priority 4)
	Leadership and Management (Priority 5)

SLT meetings are timetabled weekly but can be more frequent where necessary. Strategic decisions are discussed and fed back to staff as appropriate. Planning and work/learning scrutiny is planned termly. Learning Walks are undertaken by the HT and AHTs. SLT meetings include the following standing agenda items:

- Safeguarding update - where individual files are discussed using the Continuum of Need as the key document for cross reference for individual children
- Attendance – where individual cases are discussed and actions agreed
- Health & Safety issues including near misses
- Disadvantaged and Vulnerable groups
- SLT Learning Walks are discussed, issues identified by AHTs will have been shared during weekly PPA Sessions
- Financial information and decisions

A 3 year programme of redecoration and refurbishment of the school is planned – where quotes have been received, these will be shared with the FGB and reported in the minutes

Actions in the SDP are coloured green when completed and moved to *italics* when the SLT and the Governing Body are confident that this is embedded practice.

Key Areas for Improvement from Ofsted Inspection January 23rd 2018

To ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum.

Attainment Targets

(Agreed by the Governing Body 21 September 2021)

Attendance target for the academic year 2021/22	Target: 97%
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FS – Current Cohort size 89	GLD 85%	Average Point Score 40
Disadvantaged and Vulnerable Groups	Pupil Premium 85% SEND 25%	
Y1 – Current Cohort size 74		
Phonics Screening Test for Y2 by end of Term 2	Target 95%	
Phonics Screening Test for Y1 2022	Target 95%	
Disadvantaged and Vulnerable Groups	Pupil Premium 100% SEND 100%	

Y2 – Current Cohort size – 87				
Subject	Expected Standard/Greater Depth (2019)		Targets for 2022	
Reading	This will be used as a benchmark for 2021 Targets			
	Expected Standard	84.2%	Expected Standard	90%
	Greater Depth	35.3%	Greater Depth	45%
Pupil Premium	Expected Standard	76%	Expected Standard	80%
	Greater Depth	20%	Greater Depth	30%
SEND	Expected Standard	62.1% GD 20.7%	Expected Standard	70% GD 25%
Writing				
	Expected Standard	75.5%	Expected Standard	90%
	Greater Depth	10.8%	Greater Depth	35%
Pupil Premium	Expected Standard	64%	Expected Standard	75%
	Greater Depth	8%	Greater Depth	18%
SEND	Expected Standard	48.3 GD 6.9%	Expected Standard	60% GD 10%
Maths				
	Expected Standard	80.6%	Expected Standard	90%
	Greater Depth	17.3%	Greater Depth	40%
Pupil Premium	Expected Standard	80%	Expected Standard	80%
	Greater Depth	12%	Greater Depth	25%
SEND	Expected Standard	62.1% GD 10.3%	Expected Standard	65% GD 15%
Science				
	Expected Standard	94.1%	Expected Standard	95%
Pupil Premium	Expected Standard	84.2%	Expected Standard	86%
SEND	Expected Standard	75%	Expected Standard	75%

Context for improvement in the FS: A rising trend in the average point score had continued prior to Lockdown. The trend in Good level of Development (GLD) also continued to be above the National data pre-lockdown.

Pupil Progress Objectives for the Foundation Stage 2022/2023:

- To continue to rigorously monitor the progress of disadvantaged and vulnerable pupils so that focused teaching and effective intervention ensures that these pupils make good progress and the attainment gap is eradicated.
- To further focus on attendance for disadvantaged and vulnerable groups.
- Pupil Premium provision for children in FS is delivered via one or more intervention strategies within the FS environment.
- Continue to implement the NELI programme

Data comparison with East Sussex and National for all pupils at the end of academic year 2018/19 *will be used as a benchmark for 2022*

Pupil progress Objective for Phonics

To continue to rigorously evaluate the effectiveness of provision and make use of the school's Lead Teacher for Phonics for the teaching of phonics, so that at least 95% of pupils in Year 2 reach expected levels in these skills for 2022 and 95% of pupils in Y1 for 2023. This Teacher will provide ongoing training and will dictate how phonics is to be taught across the school, based on the most recent training using on her knowledge and expertise, complemented with reading resources that closely match the current taught phonics.

Pupil Progress Objectives for KS1 2022/23

- To continue to rigorously monitor the progress of disadvantaged and vulnerable pupils so that focused teaching and effective interventions ensure that these pupils make good progress and the attainment gap is eradicated.
- To continue to implement FIFA to support children who are eligible for the Pupil Premium funding.
- Establish a 'catch-up' class for identified children in Y2 to support a catch-up programme for phonics, reading, writing and maths. This will operate 4 mornings each week and will be led by the AHT responsible for Inclusion.
- To accelerate the pre-COVID rising trend of attainment in KS1 by ensuring that more pupils make "good" progress from their starting points. A target of at least 11 steps of progress through KS1 on Target Tracker has been set. The school expects vulnerable and disadvantaged children to make more progress than their peers.
- To accelerate the attainment in writing so that the school achieves end of KS1 Expected Standard data that is significantly above national average, bringing this area of the curriculum in line with the improvements that the school had previously achieved in reading and Maths for all pupils.
- To further focus on attendance for disadvantaged and vulnerable groups.

Objectives for the Academic Year 2022/2023

Overall Effectiveness – Priority 1	
Objective:	Evidence of success will be:
1.1 The roll out of the Hygge and curiosity approach in all classes.	1.1 The children will benefit from a more 'homely' environment.
1.2 The embedding of the 5 Values so that all children recognise how their learning and development reflects these. The School Council will be our Kindness Champions, as part of their role.	1.2 The children will understand how they play a key role in embedding our values.
1.3 Embedding the use of key vocabulary to support learning in foundation subjects, taken from subject leader plans.	1.3 The children will know and be able to use a wider range of vocabulary in their learning
1.4 Introducing the lunchtime Bug Club to further support for disadvantaged children.	1.4 Disadvantaged children will access daily reading and will make good progress
1.5 Extend the use of volunteers to support the Speedy Reading programme.	1.5 More vulnerable children will access regular reading support which will enable greater progress

Quality of Education – Priority 2 (Ofsted area of improvement - To ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum)	
Objective:	Evidence of success will be:
2.1 The creation of a 'catch-up class' will be planned for children in Y2, led by the AHT responsible for inclusion; based on the success of the 'catch-up class' from last year.	2.1 Disadvantaged children will make accelerated progress leading to improved attainment
2.2 Establish re-designed enrichment days to broaden children's knowledge and understanding of a range of inspirational people, linked to national themed days.	2.2 Children extend their knowledge of inspirational people
2.3 Embed the revised Music curriculum	2.3 School compliant with revised Music curriculum
2.4 Embed the revised RE curriculum	2.4 School compliant with revised RE curriculum
2.5 Introduce children in FS to table based phonics learning	2.5 Improved handwriting linked to phonics learning

Behaviour and Attitudes – Priority 3	
Objective:	Evidence of success will be:
<p>3.1 To link the 5 Values to Class Dojo rewards.</p> <p>3.2 Redesign the visual timetable and include a 'now and then' for the whole class as well as for those children who need this provision individually.</p> <p>3.3 Re-brand 'Golden Time' as 'Thrive Together Time' to better support vulnerable children who find this aspect of the week challenging.</p>	<p>3.1 Children will be rewarded for demonstrating our shared values</p> <p>3.2 All children will know what they are going to be learning and taking part in each day</p> <p>3.3 All children will look forward to and enjoy free time each week</p>
Personal Development - Priority 4	
Objective	Evidence of success will be:
<p>4.1 Extend the Giving Garden and introduce a permanent greenhouse and irrigation system to extend the project for more children to take part.</p> <p>4.2 Develop the skills needed to become a Beach School.</p> <p>4.3 Provide 'loose parts' resources at playtimes for children in KS1 to further encourage their use of imaginative play.</p> <p>4.4 Develop a free school 'shop' to support families struggling with the cost of living crisis. This will uniform, dressing up clothes, toys and games to support families struggling with the cost of living crisis.</p>	<p>4.1 The planting will be extended to more varieties of plants.</p> <p>4.2 Children in Y1 will benefit from their involvement in the natural world.</p> <p>4.3 Children will have more opportunities for imaginative play</p> <p>4.4 Families will feel less anxious about providing their children with the things that they need.</p>

Leadership and Management - Priority 5	
Objective:	Evidence of success will be:
5.1 To make sustainable provision for coping with the increase in fuel bills	5.1 The school will manage to continue to balance the school's budget
5.2 To consult with PROM schools (Pashley, Ratton and Ocklynge) to devise an appropriate way to deliver the required 32.5 hour school day.	5.2 The school will be compliant.
5.3 Commence succession planning for the planned retirement, at the end of the academic year, for the School Business Manager.	5.3 The school will have a smooth transition to a new SBM.
5.4 Embed the revised foundation subjects information sheets enabling Subject Leaders continue to have an impact on standards across the school.	5.4 Subject Leaders will continue to influence standards in their subject.

Priority 1 – Overall Effectiveness				
Objective 1.1 The roll out of the Hygge and curiosity approach in all classes. Led by Lily Springall and Katie Rudolph Link to Values Statement: 1				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> To purchase pre-loved resources and accessories for displays Source 'natural' accessories for storing and displaying resources and equipment 		Children will: <ul style="list-style-type: none"> learn in a more homely environment benefit from the soft lighting enabling them to be more relaxed in the classroom recognise the 'history' of display objects understand the need to re-use objects 	£2500.00 from the 'Friends of Motcombe' (PTA)	<ul style="list-style-type: none"> Leaders will report to Governors via their Termly Report – this evidence will be anecdotal – Governors will challenge Leaders as applicable
CPD Opportunities – Yes, for all staff		Linked to performance Management – N/A		
Objective 1.2 The embedding of the 5 Values so that all children recognise how their learning and development reflects these. The School Council will be our Kindness Champions, as part of their role. Led by the SLT Link to Values Statement: 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> To display the 5 values in each class To link Class Dojo to the 5 values To include the School Council in the Giving Garden; they will create a book based on weekly progress in the garden 		Children will: <ul style="list-style-type: none"> understand the 5 values are shared values link the 5 values to their learning, behaviour and attitude to school have improved confidence in their learning will better develop independent learning skills termly data will show improvement 	N/A	<ul style="list-style-type: none"> Leaders will report to Governors via their Termly Report – this evidence will be anecdotal Termly data will be presented and Governors will challenge where applicable
CPD Opportunities – Yes for all KS1 staff		Linked to performance Management – Yes for Teachers class data		
Objective 1.3 – Embedding the use of key vocabulary to support learning in foundation subjects, taken from subject leader plans. Led by Subject Leaders Link to Values Statement: 1 & 3				
Action	Term to commence – Term1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Subject Leaders will plan key vocabulary to be explicitly taught in foundation subjects Subject leaders to monitor and evaluate the impact of their planning through work/learning scrutiny and questioning of teachers in planned staff meetings Subject leaders will evaluate all themed units of learning and make changes where needed 		Governors will: <ul style="list-style-type: none"> be confident that the school has comprehensive plans for all subjects that meet all of the DfE requirements for schools to deliver the curriculum Teachers will: <ul style="list-style-type: none"> be confident to teach key vocabulary in all foundation subjects Children will: <ul style="list-style-type: none"> have a comprehensive and subject specific vocabulary 	N/A	<ul style="list-style-type: none"> Subject Leaders will meet with their link governor twice a year to share their work and answer question posed by their governor

CPD Opportunities – Yes for all staff		Linked to performance Management – Yes, for SL		
Objective 1.4 - Introducing the lunchtime Bug Club to further support for disadvantaged children. Led by Adam Devlin and delivered by members of the SLT Link to Values Statement: 1 & 3				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> To identify disadvantaged children who are not reading at home (this information can be retrieved from Bug Club, by teachers) To organise a lunchtime 'Bug Club' reading group in the computer suite To create a 'bug club group' on Target Tracker to enable the SLT to monitor progress from this bespoke group 		Vulnerable children will: <ul style="list-style-type: none"> have access to regular reading that is linked to the phonics that they have been learning that day/week 	Annual subscription to Bug Club £1500	<ul style="list-style-type: none"> Data collected 3 times per year will enable governors to see the progress that this group of children is making.
CPD Opportunities – No		Linked to performance Management – Yes, for Reading Leader		
Objective 1.5 - Extend the use of volunteers to support the Speedy Reading programme. Led by Adam Devlin Link to Values Statement: 1 & 3				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> To contact the volunteers from last term Advertise for more volunteers Deliver a refresher meeting Identify the children who will undertake this intervention 		Children will: <ul style="list-style-type: none"> be more able to apply their phonic knowledge to their reading 	N/A	As above
CPD Opportunities – No		Linked to performance Management – Yes, for Reading Leader		

Priority 2 – Quality of Education				
Objective 2.1 - Continued revisiting of provision for disadvantaged and vulnerable groups to ensure that each child receives Teacher input and an opportunity to work independently in each lesson so that the gap in attainment continues to reduce. Led by Jo Ansell Link to Values Statement: 1 & 3				
Action	Term to commence – Term 1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Teachers will identify children who would benefit from a catch-up class. These children will be cross-referenced against attainment data from the end of Y1, undertaken by the SLT, prior to the commencement of the class. The class will continue to provide 'catch-up' support for children in Y2 for 4 mornings each week 		In reading children will: <ul style="list-style-type: none"> improve the speed and fluency with which they apply reading skills become good readers with a reading age that at least matches their chronological age In writing children will: <ul style="list-style-type: none"> improve writing skills become confident to write independently and at length In maths children will: <ul style="list-style-type: none"> become confident to problem solve independently 	N/A	Data will continue to be reported on the termly Data Wall and presented to Governors.
CPD Opportunities – No		Linked to performance Management – Yes for SLT		

Objective 2.2 - Establish re-designed enrichment days to broaden children's knowledge and understanding of a range of inspirational people, linked to national themed days. Led by Subject Leaders				
Link to Values Statement: 1				
Action	Term to commence – 1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Subject Leaders to identify key vocabulary to be taught Teacher to explicitly teach the key vocabulary 		Children will: <ul style="list-style-type: none"> learn and use a wider range of vocabulary 	N/A	Subject Leaders will evaluate the impact of key vocabulary
CPD Opportunities – Teachers and TAs		Linked to performance Management – N/A		
Objective 2.3 - Embed the revised Music curriculum Led by Fiona Evans				
Link to Values Statement: 1				
Action	Term to commence – Term 1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Timetable the Music Subject Leader to teach all music lessons Teachers to take part in music lessons to extend their skills Create a Music Room in the school (using one of the empty classrooms) 		Children will: <ul style="list-style-type: none"> experience high quality music lessons Teachers will: <ul style="list-style-type: none"> develop their skills 	N/A	Governors will evaluate and scrutinise music data, captured 3 times per year.
CPD Opportunities – Teachers		Linked to performance Management – Yes – for Music Subject Leader		
Objective 2.4 – Embed the revised RE Curriculum led by Emma Clarke				
Link to Values Statement: 1				
Action	Term to commence – 1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> RE Leader to attend training RE Leader to lead staff meeting to explain the revised curriculum 		Children will: <ul style="list-style-type: none"> enjoy a more enriched curriculum Teachers will: <ul style="list-style-type: none"> deliver a more enriched curriculum 	N/A	As part of the usual cycle of evaluation
CPD Opportunities – No		Linked to performance Management – Yes – for RE Subject Leader		

Objective 2.5 - Introduce children in FS to table based phonics learning Led by Emma Moore				
Link to Values Statement: 1				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Set up a bespoke classroom for FS children to use for their phonics learning Purchase books for the children to record their phonics learning 		Children will: <ul style="list-style-type: none"> be confident to work in a more formal way during phonics learning 	N/A	As part of the usual cycle of evaluation
CPD Opportunities – No		Linked to performance Management – N/A		
Behaviour and Attitudes – Priority 3				
Objective 3.1 - To link the 5 Values to Class Dojo rewards. Led by Adam Robinson				
Link to Values Statement: 1, 2, 3, 4 & 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Create Dojo criteria to link with the revised 5 Values 		The children will: <ul style="list-style-type: none"> become familiar with the revised school values be rewarded for demonstrating the values 	N/A	N/A
CPD Opportunities – No		Linked to Performance Management – No		
Objective 3.2 - Redesign the visual timetable and include a 'now and then' for the whole class as well as for those children who need this provision individually. Led by Jo Ansell				
Link to Values Statement: 1 & 3				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Create a range of images to use for the revamped visual timetable Ensure that this is in a prominent place in every classroom Ensure that the 'now and then' section is used consistently Provide vulnerable children with their own visual timetable that reflects the revised images 		The children will: <ul style="list-style-type: none"> become familiar with the revised school visual timetable be clear about what the day holds for them 	N/A	N/A
CPD Opportunities – No		Linked to Performance Management – No		
Objective 3.3 - Re-brand 'Golden Time' as 'Friday Fun' to better support vulnerable children who find this aspect of the week challenging. Led by Janet Sayers				
Link to Values Statement: 1 & 3				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> To introduce the children to 'Thrive Together Time' Support vulnerable children by reviewing whole class Thrive sessions 		The children will: <ul style="list-style-type: none"> Look forward to Fridays Vulnerable children will cope better with this unstructured time of the week 	N/A	N/A
CPD Opportunities – No		Linked to Performance Management – No		

Personal Development – Priority 4				
Objective 4.1 Extend the Giving Garden and introduce a permanent greenhouse and irrigation system to extend the project for more children to take part. Led by Lana Burnett, Emma Moore and Sophie Willats				
Link to Values Statement: 1, 3, 4 & 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Paint the new greenhouse, when it arrives Research an irrigation system to support the watering that the Giving Garden requires 		Children will: <ul style="list-style-type: none"> have access extended access to the garden be able to plant more seeds and bring on more seedlings 	The greenhouse was purchased last year and should be delivered in October. The Friends has donated £400 for the irrigation system	Governors will be invited to visit the garden each term to meet the School Council and find about what has been happening in the garden.
CPD Opportunities – No		Linked to performance Management – NO		
Objective 4.2 - Develop the skills needed to become a Beach School. Led by Hannah Moon				
Link to Values Statement: 1, 3, 4 & 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> book a place on the October training for Hannah Book cover for Hannah's class whilst she is undertaking the training 		Children will: <ul style="list-style-type: none"> have further opportunities for outside learning be able to demonstrate a growing knowledge of the natural world 	£400 from the Friends for the course £600.00 from Budget Share to cover supply costs	Hannah will write a report for Governors
CPD Opportunities – Yes, for all Teachers		Linked to performance Management - Yes, for Hannah Moon		
Objective 4.3 - Provide 'loose parts' resources at playtimes for children in KS1 to further encourage their use of imaginative play. Led by Hannah Moon				
Link to Values Statement: 1, 3, 4 & 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Secure loose part resources Work with the Playground Friend lead to establish how this will work at break times Train the TAs to support this provision 		Children will: <ul style="list-style-type: none"> Have further opportunities to extend their imaginative and cooperative play 	N/A	N/A
CPD Opportunities – Yes, for TAs		Linked to performance Management - N/A		

Objective 4.4 Develop a free school 'shop' to support families struggling with the cost of living crisis. This will uniform, dressing up clothes, toys and games to support families.				
Link to Values Statement: 3 & 5				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Sort out the second hand clothes that the school already has Secure space in the cupboard in one of our empty classrooms Seek 2 parents to run the 'shop' Advertise the 'shop' 		Families will: <ul style="list-style-type: none"> Be able to access free clothes and toys for their children 	N/A	N/A
CPD Opportunities – N/A		Linked to performance Management - N/A		

Leadership and Management - School Priority 5				
Objective 5.1 - To make sustainable provision for coping with the increase in fuel bills Led by the HT and SBM				
Link to Values Statement:				
Action	Term to commence – Term 1 2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> SBM to talk to all staff at the start of the year to request that the school is more aware of the amount of electricity that is used SBM to attend all meetings arranged by the Children's Authority that are relevant to fuel bills The new Caretaker to undertake any required measures to offset changes to the school' bills 		The school will: <ul style="list-style-type: none"> be able to maintain a balanced budget 	N/A	SBM will report to the Governing Body via her SBM report
CPD Opportunities – No		Linked to Performance Management - Yes – SBM		

Objective 5.2 - To consult with PROM schools (Pashley, Ratton and Ocklynge) to devise an appropriate way to deliver the required 32.5 hour school day. Led by HT				
Link to Values Statement:				
Action	Term to commence – Term 1 2021	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Arrange a PROM meeting Engage the CA to seek ideas for extending the school day for Motcombe that will not negatively affect the school timings of Ocklynge. 		The school will: <ul style="list-style-type: none"> be compliant with the length of school day 	N/A	N/A
CPD Opportunities – N/A		Linked to Performance Management - N/A		
Objective 5.3 Commence succession planning for the planned retirement, at the end of the academic year, for the School Business Manager. Led by HT				
Link to Values Statement:				
Action	Term to commence – 1/2022	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Investigate the use of the apprenticeship levy to train the Head's PA Support the training PA to work alongside the SBM this year in addition to the training course 		The school will: <ul style="list-style-type: none"> Secure a smooth transition for the new SBM 	Apprenticeship levy	N/A
CPD Opportunities – Head's PA		Linked to Performance Management - Yes – for SBM		
Objective 5.4 - Embed the revised foundation subjects information sheets enabling Subject Leaders continue to have an impact on standards across the school. Led by SLT				
Link to Values Statement:				
Action	Term to commence – 1/2022	Impact	Budget	School and Governor Evaluation

<ul style="list-style-type: none">Regular staff meeting set aside for Subject Leader training	The school will: <ul style="list-style-type: none">be confident that Subjects Leaders have clarity of understanding about the subject that they lead	N/A	Twice yearly meetings with link Governor to share progress
CPD Opportunities – Yes, for all Subject Leaders		Linked to Performance Management - Subject Leaders	

