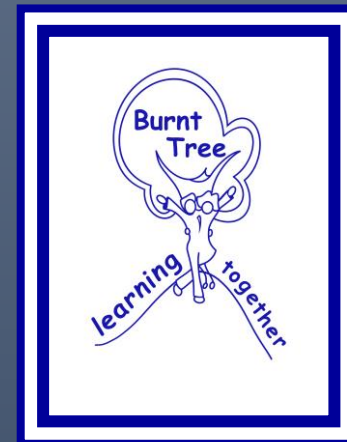


SIP 2024-2025



BURNT TREE PRIMARY SCHOOL IMPROVEMENT PLAN
2024-2025

SCHOOL CONTEXT

Number of pupils on roll	453	Number of pupils eligible for pupil premium Including nursery	130 (29%) 130	Percentage of pupils with English as an additional language (EAL)	203 45%	
Number of pupils with SEN	57 (13%)	Number of pupils with an EHCP	5 (1%)	Number of LA children	5 (1%)	
Boys	237 (52%)	Girls	216 (48%)	Service children	0	
Most recent Ofsted grade	Good	Staff turnover for the previous year	2			
2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attendance						
YTD						
Overall absence – (Reception-Y6)		Persistent absence			Severe persistent absence	
Key Ofsted actions from last report	<ul style="list-style-type: none"> • staff continue in their efforts to encourage pupils to think about how they learn and to develop their self-confidence • teachers set tasks more frequently for pupils – especially the most able – that require them to think deeply. 					
Key staffing considerations.	ECT1 in Year 5 ECT2 in Year 4					

Key Priorities for 2024-2025

Quality of Education

1. To ensure that reading is prioritised, enjoyed and children read widely and often
2. Embed curriculum changes to ensure a rich, exciting and ambitious curriculum
3. Continue to ensure that the curriculum meets the needs of all pupil groups and ensures equality
4. Improve pupils' handwriting, presentation and encourage them to take pride in their work
5. Embed strategies that support the retrieval of knowledge
6. To increase the opportunities of tasks that require pupils to think deeply.
7. Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
8. Ensure that the school is in line with national for achievement in Year 1 phonics and year 2 retakes.
9. Embed the Mastering Number programme in Early Years and KS1.
10. Ensure assessment is used effectively to inform teaching

Personal Development

1. Develop pupils' self-confidence.
2. Provide pupils with opportunities to be responsible citizens, who contribute positively to society, school and their community.
3. Provide opportunities to inspire pupils' aspirations and develop their interest and talents.
4. Continue to provide extra-curricular activities and work with organisations to broaden the curriculum offer and support the well-being and personal development of our children.
5. Ensure the offer of extra-curricular opportunities are inclusive and meet the needs and interests of all pupils.
6. Use visits, guest speakers, assemblies and cultural days to enrich pupils' experiences.

Behaviour and Attitudes

1. Continue to monitor and review practices to improve whole school attendance and punctuality
2. To develop routines and positive behaviour during lunchtimes and movement around school
3. Monitor the use of the school's behaviour system and that emotion coaching is used as a tool to support this.

Leadership and Management

1. Our staff consistently report high levels of support for their wellbeing
2. Maintain a robust system of monitoring to evaluate teaching and learning throughout the school
3. Continue to provide staff with a range of CPD
4. Utilise the ECT framework in order to support the development of Early Career Teachers at the school
5. Ensure that our school culture continues to have an unwavering focus on keeping our children safe.
6. Develop opportunities for parental engagement throughout school.

Early Years

1. Ensure that appropriate challenge and opportunities are given to increase the depth and understanding of pupils
2. Continue to work to ensure that differences are diminishing between pupil groups.
3. Ensure that there is a focus on developing language, vocabulary and communication in early years.
4. Continue to provide expert coaching for all teachers on phonics.
5. Continue to increase parent and carer involvement in school through planned opportunities, including phonics and reading support.
6. Ensure that there is a planned transition so that children are ready for their next stage of education.