

SIP 2023-2024



BURNT TREE PRIMARY SCHOOL IMPROVEMENT PLAN
2023-2024

SCHOOL CONTEXT						
Number of pupils on roll	443	Number of pupils eligible for pupil premium Including nursery	124 31% 132 30%	Percentage of pupils with English as an additional language (EAL)	205 43.4%	
Number of pupils with SEN	64 14.4%	Number of pupils with an EHCP	6 1.4%	Number of LA children	3 0.7%	
Boys	239	Girls	204	Service children	0	
Most recent Ofsted grade	Good	Staff turnover for the previous year	2 3.9%			
2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attendance	94.6%	94.5%				
YTD	94.6%	94.5%				
Overall absence – End of Autumn term (Reception-Y6)	5.5%	Persistent absence	19.7%	Severe persistent absence	0.5%	
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 4, ECT2 in Nursery, 1 teacher on maternity leave					

Key Priorities for 2023-2024

Quality of Education

1. All children will receive a rich, exciting and purposeful curriculum, which is ambitious and designed to develop their knowledge and cultural capital.
2. Continue to ensure that the curriculum meets the needs of all pupil groups and ensures equality.
3. Improve pupils' handwriting, presentation and encourage them to take pride in their work.
4. Continue to develop and build on retrieval of knowledge, so that children are able to know more, learn more and share more of what they know.
5. To increase the opportunities of tasks that require pupils to think deeply.
6. Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
7. Ensure that provision for pupils with English as an additional language improves their learning and ensures that they are able to access the full curriculum.
8. Ensure that the school is in line with national for achievement in Year 1 phonics and year 2 retakes.
9. Continue to provide a wide range of experiences linked to pupils learning to enrich the curriculum.
10. Develop a positive attitude towards reading, expose children to a wider range of texts and develop pupil's confidence, fluency and enjoyment of reading.
11. Continue to embed the mastery approach to teaching mathematics and implement the Mastering Number programme in Early Years and KS1.

Personal Development

1. Develop pupils' self-confidence.
2. Provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
3. Provide opportunities to inspire pupils' aspirations and develop their interest and talents.
4. Continue to work with organisations to broaden the curriculum offer.
5. Develop children's understanding of the fundamental British Values.
6. Continue to identify opportunities for extra-curricular activities, experiences and external agencies to support the well-being and personal development of our children.
7. Ensure the offer of extra-curricular opportunities are inclusive and meet the needs and interests of all pupils.

Behaviour and Attitudes

1. Our pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
2. Provide staff with CPD to ensure that they are equipped to better understand the behaviour and support all pupils.
3. Continue to monitor and review practices to improve whole school attendance.
4. Continue to uphold an environment where children feel safe and bullying is not accepted.
5. To develop routines and positive behaviour during lunchtimes.
6. Monitor the use of the school's behaviour system and that emotion coaching is used as a tool to support this.

Leadership and Management	<ol style="list-style-type: none"> 1. Our staff consistently report high levels of support for their wellbeing 2. Maintain a robust system of monitoring; procedures are continuously used to monitor and evaluate teaching and learning throughout the school 3. Ensure that governors understand their role and carry this out effectively 4. Utilise the ECT framework, policy and associated materials in order to support the development of Early Career Teachers at the school 5. Ensure that there is high quality professional development for all staff including those new to both teaching and support roles to develop their pedagogical and subject knowledge 6. Continue to build, develop and use the experience of local services to support our work on aspirations and curriculum work 7. Ensure that our school culture continues to have an unwavering focus on keeping our children safe, through appropriate training opportunities to identify pupils at risk.
EY	<ol style="list-style-type: none"> 1. Ensure all children are supported to work towards achieving GLD at the end of reception with extra support in place for children who have begun reception below age expectations. 2. Narrow the GLD gap between disadvantaged pupils and their non-disadvantaged peers. 3. Ensure that appropriate challenge and opportunities are given to increase the depth and understanding of pupils in all areas of learning. 4. Continue to work to ensure that differences are diminishing between pupil groups. 5. Carryout accurate Reception Baseline Assessments for pupils at the start of Reception and use this as a tool for identifying needs. 6. Ensure that in the Early Years, there are high rates of progress from all starting points. 7. Continue to ensure that there is a focus on language development for all pupils including new arrivals and advanced bilingual learners. 8. Ensure that there is a focus on developing vocabulary and communication in early years. 9. Provide high quality provision to develop children's social interaction skills. 10. Continue to ensure that the content, sequence and progression in the seven areas of learning enable all pupils to make good progress through the EYFS curriculum. 11. Continue to embed the RWI phonics scheme and ensure all children have books that match their phonics knowledge. 12. Expert coaching for all teachers on phonics. 13. Continue to increase parent and carer involvement in school through regular planned opportunities – workshops, open days, trips/visits. 14. Implement the Mastering Number programme.