SECTION 3

ACTION PLANS FOR STRATEGIC GOALS 2023-2024

ST. BRIGID'S PRIMARY SCHOOL LITERACY ACTION PLAN YEAR: 2023-2024

-	ndemic there is a significant decline reading attainment of our pupils.	in the talking and	e talking and PRIORITY: To maximise learning progress within thes curricular areas.				
TARGET/S (Aspects to be addressed)	(How we will know we've succeeded)	TASKS (Action to be tak		TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)	
 To develop talking and listening skills of Nursery, year 1,2 and 3 pupils. To develop the vocabulary of pupils in all year groups. 	 Staff will plan for and deliver a talking and listening programme.(HearSay) Pupils will demonstrate progression in their talking and listening skills. Pupils in Nursery and Year 1 will show an increase in their Wellcomm score. Pupils will use any new uppercent the progression in t	 Embed the use of Hear listening programme in Introduce the use of F Nursery. A refocus in Year 3 on listening with further show and tell. A focus on vocabulary through the whole sch strategy 'Word of the Corbett. Introduce the 	Year 1 and 2. learsay in talking and development of development pol, adopt the Day' from Pie	Term 1,2 &3 Term 3 Term 1, 2 &3 Term 2	Y1 and Y2 teachers & coordinator Nursery staff Year 3 teachers and coordinator N-Y7 teachers	Staff meetings Y1 & 2 Planning time Coordinator cover SDD workshop resources	
2. To embed guided reading teaching practices throughout the whole school.	 vocabulary they have learned. All Teaching Staff will demonstrate increased confidence and competency when delivering guided reading lessons. Pupils will demonstrate age- appropriate standards of achievement and progression in line with our reading targets. Pupils will show an increased reading age as evidenced by the STAR test. Pupils will achieve targets set on 	 Staff inset provided b trainer will focus on be guided reading. Teachers will teach gu the assessment tracke feedback. Teachers will use the F to correctly level the r pupils. Teachers will choose 1 half term and complete intervention plan for e 	y an external est practice for ded reading using r and provide M benchmark kit reading levels of pupil to track per e a reading	August 2023 Term 1,2,3 Term 1 and 3 Term 1, 2,3	All teachers All teachers Coordinator All teachers Coordinator All teachers	External facilitator Planning time PM benchmark kit Planning time	
Coordinator to sample of	s each term.	tion) Evaluation report on pr Evaluation report on th Principal.	e progress of imple	tation of the action mentation of the a	n plan to all staff.		

MATHS ACTION PLAN 2023

	introduced Numicon to support the Ins	•		PRIORITY: To e	enshrine the learn	ing intentions for ea	ich year group
is a need to further c	levelop its use in KS2 to create a conc	rete four	ndation for	in a working doc	ument with the co	ollaboration of all sta	aff.
previous learning an	d continuing development through Nur	micon's ι	use in practical				
and investigative ma	ths activities.						
TARGET/S	SUCCESS CRITERIA		TASKS		TIMESCALE	STAFF	RESOURCES
(Aspects to be addressed)	(How we will know we've succeeded)	(Action to be taken)			(When/how long will it take?)	ENGAGEMENT	(Human/material/ include support required)
1.To create a 'Milestones	Staff in all year groups will have a clear	-	taff training session, each		Term 1	Yrs 1-7 staff	Staff development
for Mathematics'	understanding of the expected activities and		ints of learning highlighte			Coordinator	day and staff
document with	level of learning to be taught in each year.		nd identify the end of yea				meetings.
agreement from each	Staff will have amended the maths planners		c area. Every year's listed				
year group, to enshrine	for their year group to ensure the expected		into a working document a	s a reference for			Coordinator cover
the learning targets to	milestones have been addressed.	each year	r group.		Term 1		
be completed by the end							Planning time
of each academic year.							
2. Use of Numicon within	An increased use of practical and investigative	Inset training to promote practical activities and the			Term 1	Yrs 1-7 staff.	Planning time
the maths scheme to be	maths lessons using Numicon to reinforce	use of Numicon in the classroom.					
clearly identified and	understanding as part of the 'Concrete-	Audit and restock of Numicon resources.					(Resources to be
targeted for individual	Pictorial-Abstract' doctrine followed by	During training sessions, staff will learn new methods of				Coordinator	bought dependent
topics.	'Inspire Maths.'	-	nicon to supplement and s	••			on audit results)
Continue to develop	Children will have a better understanding of		learning in varying areas o	2			
staff competence and	previously taught and new mathematical		actions, multiplication, div		Terms 1,2 and 3		
confidence in the use of	concepts.		ing account of the different	ent learning styles.			
Numicon, particularly in	Staff will be more willing to use Numicon to	(VARK)					
KS2.	develop their teaching approaches with		phic evidence of use of Nu				
	several topics.		f internal school display b				
			of practical investigative				
		delivery	of the maths curriculum in	••			
MONITORING STRATEGIES (Who will lead/What form will it take?)				EVALUATION (How v	vell did we do? - proces	ss/outcome)	
Coordinator to sample o	ngoing pupil work.		Evaluation report on pr	rogress of implement	tation of the action	plan to all staff.	
Teacher self-evaluation	and feedback to co-ordinator.		Evaluation report on the progress of implementation of the action plan each term to the B.O.G. by the				
Monitoring of half term	ly planners.		Principal. End of action plan evaluation report by Numeracy coordinator and presented to the B.O.G by				
5	<pre>/s each term. (Dependent on Industrial actio</pre>		the Principal.		. /	'	,
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Programme needs to be taught consiste	ntly from	Year 1 to Year 7. PRIORITY: Prom of each Child.	noting the Mental	health and the Emot	ional wellbeing
SUCCESS CRITERIA (How we will know we've succeeded)		TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF ENGAGEMENT	RESOURCES (Human/material/ include support required)
Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom.	All teachers to teach one formal lesson from the programme each Friday. (Feel Good Friday) Followed by implementing appropriate strategies to support the lesson content and to ensure children can use them effectively in a variety of situations. The children will be reminded of internet safety and the dangers of social media.		40 Minutes per week 3 terms.	All teachers to include in their timetable And follow the Mind Up Curriculum. Link with Damien Harvey- community officer.	Mind up Curriculum age- appropriate book and available sensory materials within the classroom.
TRATEGIES (Who will lead/What form will it take k at half term Curriculum / Pastoral Reviews.	EVALUATION (How well did we do? - process/outcome) Feedback from teachers and children. Reduced disruption in classroom/ learning				
	SUCCESS CRITERIA (How we will know we've succeeded) Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom.	SUCCESS CRITERIA (How we will know we've succeeded) Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom. All teach the prog Followed strategie ensure c variety of The chill safety of	of each Child. SUCCESS CRITERIA (How we will know we've succeeded) TASKS (Action to be taken) Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom. All teachers to teach one formal lesson from the programme each Friday. (Feel Good Friday) Followed by implementing appropriate strategies to support the lesson content and to ensure children can use them effectively in a variety of situations. The children will be reminded of internet safety and the dangers of social media. STRATEGIES (Who will lead/What form will it take?) EVALUATION k at half term Curriculum / Pastoral Reviews. Feedback from teachers and children.	of each Child. SUCCESS CRITERIA (How we will know we've succeeded) TASKS (Action to be taken) TIMESCALE (When/how long will it take?) Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom. All teachers to teach one formal lesson from the programme each Friday. (Feel Good Friday) Followed by implementing appropriate strategies to support the lesson content and to ensure children can use them effectively in a variety of situations. The children will be reminded of internet safety and the dangers of social media. 40 Minutes per week 3 terms. TRATEGIES (Who will lead/What form will it take?) EVALUATION (How well did we do) k at half term Curriculum / Pastoral Reviews. Feedback from teachers and children.	of each Child. SUCCESS CRITERIA (How we will know we've succeeded) TASKS (Action to be taken) TIMESCALE (When/how long will it take?) STAFF ENGAGEMENT Children will display improved social and emotional skills and increased confidence in a range of settings within and beyond the classroom. All teachers to teach one formal lesson from the programme each Friday. (Feel Good Friday) Followed by implementing appropriate strategies to support the lesson content and to ensure children can use them effectively in a variety of situations. The children will be reminded of internet safety and the dangers of social media. 40 Minutes per week 3 terms. All teachers to include in their timetable And follow the Mind Up Curriculum. Link with Damien Harvey- community officer. TRATEGIES (Who will lead/What form will it take?) EVALUATION (How well did we do? - process/outcome) k at half term Curriculum / Pastoral Reviews. Feedback from teachers and children.

To ensure identified pupils are engaged in a programme of behaviour strategies to support self-regulation. And build respect for self and others.	Targeted pupils will engage meaningfully in class. listen, and respond to teacher's directions. Pupils will engage in play with peers in a positive way during structuralised times.	staff and children. teachers and oth Deliver the C. Mead behaviour programme 20 lessons weekly to each targeted group of individual pupils. Reinforce rules in ongoing group sessions. Class teacher will reinforce in the classroom.		Weekly for 20, 30 minuet lessons.	Designated L.S.A Class teachers Assigned Assistants	Programme Materials Time limited sessions Spine	
MONITORING	STRATEGIES (Who will lead/What form will it take	?)		EVALUATION	(How well did we d	o? - process/outcome)	·
Reviewed by SENCO at Feedback on staff days	, 2		Programme success [.] Pupils displaying imp Reduce level of ange	proved behaviour ar		s settings.	

ST. BRIGID'S PRIMARY SCHOOL OUTDOOR/ACTIVITY BASED LEARNING ACTION PLAN YEAR: 2023-2024

BASELINE: There is a continued need to develop Outdoor/Activity Based Learning to support academic outcomes and promote positive mental health and wellbeing.

PRIORITY: To enhance effective teaching & learning experiences within Outdoor/ Activity Based Learning, utilising all resources available within our outdoor settings.

			outdoor settings.			
TARGET/S (Aspects to be addressed)1. To develop the teamwork and problem- solving skills of pupils through the delivery of effective teaching in Outdoor/ Activity Based learning.	SUCCESS CRITERIA (How we will know we've succeeded) All teaching staff will demonstrate increased confidence and competency when planning for Outdoor/Activity Based Learning. Staff will deliver and assess Outdoor/Activity Based Learning lessons and make adjustments where appropriate for further teaching, learning and assessment. Pupils will show increased skills in teamwork and problem solving.	•	Tasks (Action to be taken) Teachers will plan in their year group teams, making links to the WAU themes for Outdoor/Activity Based Learning. Resources will be timetabled for all year groups and pupils will be taught how to access and return resources independently. Teachers will participate in a whole school focus on water. Water will be planned and delivered in each year group using the outdoor resources. Teachers will create a whole school display of the lessons in action as evidence to	TIMESCALE (When/how long will it take?) Terms 1,2 & 3 Term 1 Term 2 Term 2	STAFF ENGAGEMENT Teaching & Learning Support staff. Teachers Teachers Coordinator.	RESOURCES(Human/material/ include support required)Planning timeStaff, year team & steering group meetings.Whole School DisplayCoordinator cover
	problem solving.	•		Terms 2 & 3		
Coordinator to sample ongo Teacher self-evaluation an	STRATEGIES (Who will lead/What form will it take bing pupil work. (Union Action) d feedback to co-ordinator. planners in correspondence with pupil evidence each		Evaluation report on progress of implement Evaluation report on the progress of impl		n plan to all staff.	the B.O.G. by the
Monitoring through observ Learning.	ations of children engaged in Outdoor/ Activity Bas tive Learning environments.		Principal. End of action plan evaluation report by W presented to the B.O.G by the Principal.	'AU coordinator/ Ou	utdoor learning Steering	Group and

RAISING STANDARDS ACTION PLAN

YEAR: 2023-2024 ST. BRIGID'S PRIMARY SCHOOL

• •	e a gap of 15 or more between their PTE a e a gap of 15 or more between their PTM	PRIORITY: To close the gap for pupils identified as underachievers. To increase the number of classes achieving in line with the National average.				
TARGET/S	SUCCESS CRITERIA	TASKS		TIMESCALE	STAFF	RESOURCES
(Aspects to be addressed)	(How we will know we've succeeded)	(Action to be taken)		(When/how long will it take?)	ENGAGEMENT	(Human/material/ include support required)
1.To close the gap for underachievers.	-Pupils will score more in line with their CAT score in PTM/PTE in May 2024. -There will be a reduction in the number of pupils listed on the SLT target group.	-Teachers will be provided with test report for each child iden target group, they will plan in c to meet the needs identified. -Each child will be provided wit AR/Mathletics plan to support	tified in the SLT lass interventions h a personalised	August 2023 Termly	Assessment coordinators All teachers Literacy and Maths coordinator	Planning time Coordinator cover SDD workshop resources GL Testwise software
2. To increase the number of classes achieving in line with the National average.	 -In May 2023 5/8 classes had a percentage above 75% in PTM (discrepancy) we aim for 8/8 classes to achieve this in May 2024. -In May 2023 3/10 classes had a percentage above 60% (Stanine 5+) we aim for 6/10 classes to achieve this in PTE May 2024. -In May 2023 5/10 classes had a percentage above 60% (Stanine 5+) we aim for 7/10 classes to achieve this in May 2024. 	- Teachers will be provided wit test report for each child iden of 10 or more between their Co PTM/PTE score, they will plan interventions to meet the need -Teachers will use the GL class areas of the curriculum that th for to address gaps in knowled planners reflect the recommen GL reports.	tified with a gap at score and their n class s identified. report to identify aey need to plan ge and ensure the	August 2023 August 2023	Assessment coordinators All teachers Literacy coordinators Numeracy Coordinator Assessment coordinators All teachers	Planning time Coordinator cover SDD workshop resources GL Testwise software

MONITORING STRATEGIES (Who will lead/What form will it take?)	EVALUATION (How well did we do? - process/outcome)				
Coordinator to monitor AR/Mathletics plans. Teacher self-evaluation and feedback to co-ordinator. Monitoring of half termly planners. Monitoring of pupil books each term. Monitoring of reading levels and reading ages.	Evaluation report on progress of implementation of the action plan to all staff. Evaluation report on the progress of implementation of the action plan each term to the B.O.G. by the Principal. End of action plan evaluation report by assessment coordinator and presented to the B.O.G by the Principal.				