



**2022-25  
School Development**

**&**

**2022-23 Summary SEFs**

***Solidifying and maintaining Outstanding***

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## Context & Vision of Our School

### School Context

Our Vision prayer highlights the need for our school to develop pupils who want to **make the world a better place**, in an **international** context. Jesus highlights the importance of doing his works in a global context. We believe that we need to support the development of the whole child, nurturing strong self-esteem, self-knowledge and self-responsibility.

We believe strongly in developing children who have a love for the arts and vocational fields, who have strong basic skills and are able to take pride in themselves as a British and international citizen. We develop **courageous advocacy** in pupils following the example of John Wesley and believe in **international collaboration**, mirroring Anglicanism as a global church.

We are a larger than average primary school (408) and pre-school class (42) situated in the new build development of Cambourne. The school opened in 2005 has been **Good** since 2010. We have an **Outstanding SIAMS** (10/11/2015) and are a **dual Methodist and Anglican school**. In 2021/22 our national data outcomes are **far above national** in all areas (phonics 98%; KS1 RWM 75%; KS2 RWM 74%- including reading at 92%)

Pupils of The Vine are known for being good citizens locally. They actively support worthwhile causes and take a lead in organising charitable activities both locally and nationally, due to deliberately planned and spontaneous opportunities. The Vine curriculum is broad and exciting, and the foundation subjects are well taught, our curriculum is rooted in basic skills and our values of internationalism and advocacy. **43 languages are spoken**, with **EAL being above national average at 41%**. The % of children on **pupil premium (18%)**, however, due to the nature of the new build development the vulnerable children at The Vine have a higher-than-average level of emotional need (**over 68% of our pupils are monitored due to having a potential vulnerability indicator (up from 65% in 20-21)**). Many of our pupils have been rehoused in Cambourne from the city, & consequently have moved away from support networks, resulting in vulnerable families being isolated within a community that is more affluent around them. **At least 65% of the PPG children at The Vine have child protection issues or receive formal mental health support from us. 13% of pupils have SEND and 4 have an EHCP (with 5 more in process).**

Our **attendance** before and during pandemic (94%) has consistently been well above national (88%), with a focus on vulnerable groups (SEN 95% (national SEN 82%), FSM 93% (national FSM 84%) due to praise, rewards and persistence. **Pupils join The Vine below average (largely due to high EAL numbers) they leave EYFS in line with national, they steadily improve and leave Yr1 and KS2 SATs above national and then leave year 6 above average and Exceeding.**

### Christian Vision:

This is **our school**<sup>1</sup>. Let **peace** dwell here<sup>2</sup>

Let the rooms be full of **contentment**<sup>3</sup>.

Let **love**<sup>4</sup> abide here.

Love of **one another**<sup>5</sup>, love of **mankind**<sup>6</sup>, love of **life itself**<sup>7</sup> and love of **God**<sup>8</sup>.

Let us remember that as many hands build a house, so **many hearts**<sup>9</sup> make a school.

<sup>1</sup> Our school is ecumenical in every sense of the word. We were born from a four-denomination church, we have 39 different languages at the school and we genuinely welcome those of all faiths and none

<sup>2</sup> Follow Wesleyan traditions of good order and discipline we pride ourselves on making sure behaviour policies are clear, fair and maintain good order and peace. This allows every person to achieve. Our behavior system ensures this happens.

<sup>3</sup> Pupils and staff are encouraged be guided by self-discipline, rooting contentment in steady hard work and patience. Our planning is progressive and skills are taught from the earliest stage.

<sup>4</sup> Through the Fruit of the Spirit we aim for our people to feel loved by: nurture, tolerance, respect & compassion. Our support for the neediest demonstrate this commitment

<sup>5</sup> As a school each person is treated as an individual. Diversity is celebrated in each classroom and around the school. This is coupled with us teaching children the importance of following the rules, working as a group and the value of team work.

<sup>6</sup> The Vine is committed to "The Global Citizen", reflecting our values of being inclusive to all. Our curriculum has a global focus, we hold the international award, teaching makes links to the British Council's global values and year groups each have international link schools. This way we can learn about life and church in the wider world.

<sup>7</sup> We embrace the challenges of life and through determination show pupils and adults the joy that can be achieved from lifelong learning. Staff have funded CPD, pupils are exposed to art, music and sports specialists in a meaningful way, we provide vocational and aspirational Enrichment Programs and our curriculum is broader than the national curriculum to meet the individual academic and social needs of all.

<sup>8</sup> Worship takes place daily as well as prayers through the day. We encourage children to find a sense of God within a range of formal & informal activities, reflections, deep thinking and through learning itself.

<sup>9</sup> The founding principle of "all are welcome here" guides what we do. The school grew at a time when there was limited community in the area and we still have a range of families who have limited support networks and pupils who need extra care. We are clear that all of these elements make us stronger as a school, working together to create a community

(PRAG-ed compared to national: **R**- below; **A**- broadly in line; **G**-at ; **P**-above)

Early years- GLD	2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS
<b>The Vine</b>	71%			<b>80%</b>
<b>National average</b>	72%		Approx.. 65% (LA)	
Year 1 - phonic check	2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS
<b>The Vine</b>	90%			<b>85%</b>
<b>National average</b>	82%			
Year 2 - phonic check	2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS
<b>The Vine</b>	93%			<b>98%</b>
<b>National average</b>	91%			

YEAR 2		2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS
Year 2 - SATS- Reading ARE	The Vine	67%		<b>87%</b>	<b>87%</b>
	National average	75%		Approx. 68%	
Year 2 - SATS- Reading GD	The Vine	7%		<b>20%</b>	<b>20%</b>
	National average	25%		Approx. 17%	
Year 2 - SATS- Writing ARE	The Vine	61%		<b>82%</b>	<b>85%</b>
	National average	69%		Approx. 60%	
Year 2 - SATS- writing GD	The Vine	14%		<b>18%</b>	<b>20%</b>
	National average	15%		Approx. 9%	
Year 2 - SATS- maths ARE	The Vine	72%		<b>84%</b>	<b>85%</b>
	National average	76%		Approx. 70%	
Year 2 - SATS- Maths GD	The Vine	12%		<b>20%</b>	<b>20%</b>
	National average	22%		Approx. 15%	
Year 2 - SATS- RWM ARE	The Vine	57%		<b>75%</b>	<b>75%</b>
	National average	65%			
Year 2 - SATS- Science	The Vine	79%		<b>86%</b>	<b>90%</b>
	National average	82%			

Year 4 - Multiplications	2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS
<b>The Vine</b>	NA		[Scored 80% +] = 62%	<b>75%</b>
<b>National average</b>	NA			

Year 6		2019	2020 & 2021 (pandemic)	2022	22-23 TARGETS BASED ON PREVIOUS ATTAINMENT OF COHORT (FFT 5- Very High expectations setting)
Year 6 - SATS- Reading expected standard	The Vine	71%		92%	88%
	National average	73%		74%	
Year 6 - SATS- Reading GD	The Vine	11%		31%	
	National average	22%			
Year 6 - SATS- Writing Expected standard	The Vine	72%		77%	91%
	National average	78%		69%	
Year 6 - SATS- writing GD	The Vine	10%		16%	
	National average	20%			
Year 6 - SATS- maths expected standard	The Vine	67%		85%	92%
	National average	79%		71%	
Year 6 - SATS- Maths GD	The Vine	19%		44%	
	National average	27%			
Year 6 - SATS- RWM combined expected	The Vine	59%		74%	83%
	Cambridgeshire average	63%			
	National average	65%		59%	
Year 6 - SATS- RWM combined GD	The Vine	5%		10%	
	Cambridgeshire average	9%			
	National average	11%			
Year 6 - SATS- GPS	The Vine	69%		87% (49% GD)	92%
	National average	78%			

Progress KS1-KS2				Predicted
	2016- 17	2017- 18	18- 19	21-22
<b>Reading (all)</b>	-1.45	-2.2	-3.2	+ 1.55
<b>Writing (all)</b>	-2.70	-0.1	-3.2	+1.03
<b>Maths (all)</b>	-1.2	-1.9	-3.3	+3.74

#### Context and narrative of 18-19 national data

The 18-19 Year 6 cohort were a particularly challenging group of pupils in terms of volatile relationships between a number of individuals and their families. There were frequent disputes outside of school which led to disagreements in school and subsequently attention moving away from learning towards social issues by both pupils and parents. Multiple systems were put in place to mitigate the negative impact on learning, staffing was reorganised to provide three teachers, (enabling teaching groups of 20 for Maths and English), structured mental health support was provided (55% of our counsellor's time and 50% of our KS 2 mentor's time was spent supporting Y6 pupils) and robust behaviour management systems were followed (compared to an average year group, lost golden time increased by 328%, internal exclusions by 206% and the number of antisocial incidents rose by 233%. There were also 3 fixed term exclusions.) It is as a result of these systems that this cohort achieved Year 6 SATS broadly in line with national RWM combined ARE.

## Summary SEFs

<https://www.thevine.cambs.sch.uk/siams/>

<b>SIAMS- Excellent</b>
<p><b>SECTION 1 Vision and Leadership</b></p> <p>The Vine School is committed to support both pupils and adults to flourish. The school ethos immerses our community in our strong values, taken from The fruits of the spirit (Galatians 5). Through living through our values we aspire to achieve our vision. Whilst worship is the main vehicle to deliver this, it is enhanced through RE teaching, our dynamic international curriculum, close links with local and global Churches, links with the community and the unique ethos of The Vine.</p> <p>The SLT and Governors drive forward the school vision with careful development, planning and focussed monitoring visits that lead to change. The areas from the last inspection have been surpassed. We have broadened the range of music and song in worship and have enabled our pupils to enhance their individual spiritual journeys through encouraging spontaneous prayer and structured reflection.</p>
<p><b>SECTION 2 Wisdom, Knowledge and Skills</b></p> <p>Our curriculum design reflects our diverse community and aims to support the academic potential of all our pupils through clear progression towards challenging end of year expectations. Our curriculum structure actively enables reflection and exploration of the spiritual and ethical dimensions of all subjects through unit of learning linked to the British Councils Global Values e.g Fairness and Equality, Rights and Responsibilities.</p>
<p><b>SECTION 3 Character Development, Hope, Aspiration and Courageous Advocacy</b></p> <p>Sharing leadership across the school by ensuring that our pupils are listened to, valued and have opportunities such as leading worship, pupil voice, peer mediators, running GT clubs for younger pupils, office/kitchen assistants. Courageous Advocates ‘Do all the good you can’</p>
<p><b>SECTION 4 Community and Living Well Together</b></p> <p>Working with our families, governors, staff to share our vision and values so that spreads into our wider community (local, national and global) Positive behaviour system –using a restorative approach of forgiveness and reconciliation ensuring respect and equality for all and mental wellbeing eg counsellor</p> <p>International and faith partnerships ‘World is my parish’.</p> <p>During Covid 19 food was delivered to pupils and staff in need, wellbeing support available to pupils and families with dedicated safe and well systems in place.</p>
<p><b>SECTION 5 Dignity and Respect</b></p> <p>Ecumenical in every sense 43 languages spoken and celebrated, multi denominational ‘All are welcome.</p> <p>Our pupils have a greater understanding of local, national and global issues because The British Council’s planned global values play a key role in the curriculum of each year group.- rights and responsibilities, conflict and peace, fairness and equality and sustainability.</p> <p>“All are welcome here” is repeated in every worship. Our belief in creating an inclusive family, that builds on the strengths of many distinct groups runs through all that we do.</p> <p>Pupils actively challenge inequality and injustice: “see something say something”. This is instilled in by the school to promote respect for all, through the vine language and common expectations.</p> <p>Designated “valuing all of Gods children” teacher leadership to champion LGBT and stonewall inclusion meaning the profile remains high</p>
<p><b>SECTION 6 Impact of Collective Worship</b></p> <p>Worship structure allowing different voices and experiences to be shared with our staff and pupils</p> <p>Led by pupils (including spontaneous prayer), HT, DH, Senior leaders, Teachers, coordinators, Cambourne Church, Methodist Circuit, GENR8 and other visitors including international visitors</p>
<p><b>SECTION 7 Effectiveness of Religious Education</b></p> <p>Whole school Easter and Christmas SMART learning days allowing all pupils to work together across year groups to celebrate, create, reflect and question a particular theme. RE curriculum all pupils learn about Christianity and another religion each year, celebrating the diversity of our school community, taught as explicit lessons Methodist story – history, traditions and identity</p>

OFSTED – Summary SEF			
Area	SEF grade	Strengths	Next steps
Quality of Education	<b>2/1</b>	<ul style="list-style-type: none"> <li>+ Curriculum gives pupils good cultural capital and is well planned and sequenced. A broad range is taught.</li> <li>+ Teachers develop subject knowledge snapshots and regular CPD and team teaching</li> <li>+ Sticky learning is well used to support memory and learning theories</li> <li>+ Assessment is used to support pupils and Pupil progress meetings help to triage support as needed; NFER validated</li> <li>+ Work given to pupils matches the aims of the curriculum</li> <li>+ reading is very strong across the school</li> <li>+ Leaders read with a range of pupils regularly to monitor the books read by pupils match their ability</li> <li>+ All pupils on the SEND register have a personalized APDR targets reviewed termly</li> <li>+ national data in all areas is above national</li> </ul>	<ul style="list-style-type: none"> <li>- maths curriculum sequencing is being improved</li> <li>- in most year groups reading books are very closely linked to phonic skill (accelerated reader being rolled out to support here)</li> </ul>
Behaviour and attitudes	<b>1</b>	<ul style="list-style-type: none"> <li>+ Good criteria met regularly</li> <li>+ pupils involved in setting standards</li> <li>+ strong ethos in the school and curriculum</li> <li>+ pupils actively support the wellbeing others and are courageous advocates for change</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing development of pupil taking more ownership for their learning resources</li> <li>- ensuring consistency of all staff completing higher level STEPS plans</li> </ul>
Personal development	<b>1</b>	<ul style="list-style-type: none"> <li>+ Good criteria met regularly</li> <li>+ character development through advocate role models, clear messages from teachers, clear expectations and curriculum choices, opportunities to debate and be responsible means that pupils develop as good citizens.</li> <li>+ Pastoral support is beyond excellent and over and above requirements</li> <li>+ school values are very strong and throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>+ wide &amp; rich of experiences provided for pupils to be developed further post covid through “The Vine Passport”.</li> </ul>
Leadership and management	<b>1</b>	<ul style="list-style-type: none"> <li>+ Values and vision feeds through all policies and at all times</li> <li>+ CPD is clearly planned out and is progressive</li> <li>+ leaders take account of staff pressures and action workload / parental pressure pressures where they can</li> <li>+ safeguarding is strong and externally audited regularly Internal deep dives support leaders</li> <li>+ staff actively engaged in the NQP process and support others in this</li> </ul>	<ul style="list-style-type: none"> <li>- making sure English and maths shadow leaders continue to develop in their new role</li> <li>- increasing the robustness of monitoring</li> <li>- continue to support foundation leaders’ deep dives</li> </ul>
EYFS	<b>2</b>	<ul style="list-style-type: none"> <li>+ Curriculum planned and sequenced based on cohort needs and to lead into main school</li> <li>+ Phonics teaching is strong and well supported</li> <li>+ pupils are well supported emotionally and PSEd is strong</li> <li>+ parental information is strong and tapestry support this</li> <li>+ interventions are bespoke and based on needs e.g. NELI, lang link, motor skills,</li> <li>+ GLD outcomes strong</li> <li>+ pre school and FS2 pupils discussed at termly pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Sourcing SaLT support as LA support lacking</li> <li>- continue to develop teachers’ pedagogical knowledge of maths techniques</li> <li>- Use of outdoor spaces</li> </ul>
Overall Effectiveness	<b>2/1</b>		

## Pupil Premium

<https://primarysite-prod-sorted.s3.amazonaws.com/the-vine-inter-church-primary-school/UploadedDocument/c6661db8-514f-443e-99be-1ddb3015bc9c/pupil-premium-strategy-statement-21-22.pdf>

Intended outcome	Success criteria
Improved attainment of PPG pupils in line with non-PPG	To Increase the proportion of PPG pupils who make at least good progress so that they begin to achieve at least in line with other pupils nationally/move closer towards this point.
Improved number of PPG achieving greater depth in reading, writing or maths (KS2)	To Increase progress in KS2, so that more PPG pupils reach greater depth, or make more than expected progress from their starting points.
Improve standard of quality first teaching through curriculum planning	To ensure all curriculum areas have a clear intention to enable for a progression of skills and the appropriate acquisition of knowledge for PPG pupils.
To create an open culture in which to share best practice	To ensure that there is consistency of best practice for all PPG pupils.
Improved aspirations for all PPG pupils	To enable PPG pupils to see themselves as citizens of the world, where they aspire to 'do all the good they can'.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.  The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

## COVID19 & Catch Up

CATCH UP	RATIONALE	TIMESCALE /RESOURCES	EVALUATION
Tuition	1:4 after school schooled tuition with qualified tutors (Targeted year groups Y4/5)	Time Cost Space -	
Early Bird Catch UP	Before school to run alongside breakfast club. 7.30-8 breakfast 8-8.30 learning time. (Targeted year groups 4/5) in RM and SPAG. Teachers inform VW/JC/NK who to invite and where the gaps were. Small intervention groups ran across the year.	Time Cost Space-hall Staffing VW -Y4 JC -Y5	
Catch up Club	<ol style="list-style-type: none"> <li>For pupils to come to talk to a skilled TA about their learning or areas they feel they need to work on / <b>self-chosen mentoring</b></li> <li>For adults to send pupils where the teacher believes the pupil <b>has not put in enough effort and</b> needs to do more of the work / redo it to a higher standard /catch up on their reading</li> <li>Where teachers feel sending a pupil will aid the pupil's understanding (for a concept to</li> </ol>	Time Cost Space-learning centre Run by VW KP WL RM	

	be re-explained etc.), <b>post teach support.</b> 4. A pupil has missed part of a lesson due to having consequence time in a lesson and needing to catch up on the part of the lesson <b>due to being sat under a balloon.</b>		
Lowest 10% readers	WL -read weekly with lower 10% of readers Y3-6 , weekly for sustained period	Time Cost	
Maths interventions in afternoon for year 5s who didn't get 80%+ in MTC 2022	KP ran catch up Maths groups during the afternoon and after school for Y5 to focus on catching up these pupils in MTC	Time Cost Space-LC	
Kick Coaching from chaplain	This programme looks to challenge behaviours and support young people by developing them in bespoke areas. The service is fully assessed exploring a learner's distance travelled to show progress and demonstrate impact	21-22 Time Cost	

**Recovery Ethos:** Teachers have been given time to hand over individual and cohort information about what has been taught well during and before Covid and what will need extra coverage in the following year. PSHE and resilience is a key focus as are PE and RE for mental health. Our new curriculum focuses on progressive skills that build over time while building in revisiting and revision (Ebbinghaus/ Spaced practice). This means that we will be able to move the pupils forward (in deliberately low QTS to pupil ratios) while also recapping previous learning, so that new gaps are not allowed to form. Classroom practice is designed to support pre teaching, post teaching memory retention and meta cognition reflections, while still ensuring an international and courageous advocacy angle is taken in sessions. Basic skills have been woven through each subject to ensure rehearsal and application across a breadth of subjects.

## SDP Targets- Maintaining Outstanding

**Target 1** - To ensure 'quality first teaching' is achieved throughout the school, especially in maths and writing, through consistent delivery approaches and adherence to the sequential learning provided by The Vine Curriculum and carefully selected schemes that are chosen and adapted to meet the need of The Vine.

**Target 2** - To ensure that EYFS, KS1 and KS2 outcomes continue to be above national average. With the percentage reaching 'Greater Depth' in writing increasing by 5% compared to 2022 data (KS1 18% - KS2 16%) and the PPG v non gap closing in all areas

**Target 3** - To ensure that the vision, the ethos and the curriculum at The Vine enables the pupils to develop holistically.

**Target 4**- to ensure that pupils continue to have a love of reading and that reading remains at the centre of the curriculum

**Target1:** To ensure ‘quality first teaching’ is achieved throughout the school, especially in maths and writing, through consistent delivery approaches and adherence to the sequential learning provided by The Vine Curriculum and carefully selected schemes that are chosen and adapted to meet the need of The Vine

**Success criteria**

- To embed and ensure the consistent use of ‘Maths No Problem’ (MNP) scheme for years 1-5, The Vine Curriculum for EYFS and year 6 (MATHS)
- To embed and ensure the consistent use of ‘The Write Stuff’ (TWS) approach to writing in years 1-6, The Vine Curriculum for EYFS (Writing)
- Consistent use of the updated version of The Vine Curriculum (to plan, teach and assess in)
- Subject leaders identify examples of good practice and share this throughout the school, and support areas of practice requiring improvement
- All staff have access to CPD which supports and develop pedagogical content knowledge over time

Specific Activity & date established by	Lead	Resources	Evaluation of impact
<p>INSET</p> <ul style="list-style-type: none"> <li>• September 22 – INSET 1 day MNP training for all staff, to explain and support staff understand the change in pedagogical approach to Maths teaching</li> <li>• July 22 – 1 day TWS training for all teaching staff, to introduce the approach and support staff with the planning and delivery of lessons</li> <li>• July 22 – Long term planning snapshot to support staff to develop a coherent long term plan which is appropriately sequenced</li> </ul>	<p>MNP facilitator</p> <p>English lead</p> <p>Curriculum lead</p>	<p>£1,000</p> <p>Cover costs</p> <p>n/a</p>	
<p>Planning</p> <ul style="list-style-type: none"> <li>• July 22 – Planning Committee established to review the school’s agree planning pro forma’s ahead of September; to reduce unnecessary workload whilst maintaining high quality teaching</li> <li>• Long term, Medium term and short term planning to ensure lessons are coherently planned and sequenced</li> </ul>	<p>Headteacher</p> <p>Curriculum lead</p>	<p>Time</p> <p>Time</p>	
<p>CPD</p> <ul style="list-style-type: none"> <li>• Planned calendar of CPD through ‘Tuesday Teacher Meetings’ and ‘Thursday Snapshot’ training sessions to facilitate subject leaders delivering pedagogically subject specific training</li> <li>• Planned calendar of CPD to echo teacher training for all support staff</li> <li>• Long term, Medium term and short term planning to ensure lessons are coherently planned and sequenced</li> <li>• All subject leaders to receive expert coaching from Local Authority Professional Development and Improvement Advisor (JA) to support appropriate highly effective professional development</li> <li>• Senior Leaders and Middle Leaders to receive expert coaching from OFSTED consultant (AB) to support highly effective professional development which in turn supports whole school development</li> </ul>	<p>Curriculum lead</p> <p>Assistant Headteacher</p> <p>All teaching staff</p> <p>Assistant Headteacher</p> <p>Headteacher</p>	<p>Time</p> <p>n/a</p> <p>n/a</p> <p>£1,000 &amp; cover costs</p> <p>£500 p/day?</p>	
<p>Coaching</p> <ul style="list-style-type: none"> <li>• Maths and English subject leaders to receive weekly class release time to monitor the quality of teaching in learning within their subject</li> <li>• Initial snapshots during autumn 1 to be set aside for English and Maths leads to ensure MNP and TWS is embedded and to support the pedagogical understanding of the approach</li> </ul>	<p>Subject leads</p> <p>Subject leads</p>	<p>Time &amp; cover costs</p> <p>Time &amp; cover costs</p>	

**Impact this target has on our Christian Vision:**

- **Let Love Abide here** – reflecting on our practice and introducing new schemes to ensure all learners can achieve
- **Let The Rooms Be Full Of Contentment** – Pedagogical content which consistently builds and develops over time

**SDP target Details**

**Target 2:** To ensure that EYFS, KS1 and KS2 outcomes continue to be above national average. With the percentage reaching 'Greater Depth' in writing increasing by 5% compared to 2022 data (KS1 18% - KS2 16%) and the PPG v non gap closing in all areas

**Success criteria**

- Consistent use of The Vine Curriculum document and agreed schemes of work to ensure both coverage and pitch
- Subject leaders to monitor their subjects and provide support and coaching as identified
- Supportive assessment moderation meetings introduced to support teacher judgements and pupil progress meetings used to identify pupils not at expected standard and appropriate support provided

<b>Specific Activity &amp; date established by</b>	<b>Lead</b>	<b>Resources</b>	<b>Evaluation of impact</b>
Curriculum <ul style="list-style-type: none"> <li>• Updated 2022 Vine Curriculum circulated to staff</li> <li>• Maths No Problem (MNP) used in Years 1-5, with additional fluency lessons provided through; morning arithmetic, afternoon '10 minute maths' slots and termly problem solving days</li> <li>• The Write Stuff (TWS) introduced to support the planning and delivery of writing across years 1-6</li> <li>• Spelling Shed scheme introduced to support spelling from years 1-6 to support embedding spelling rules, and improve spelling accuracy appropriate to each year group</li> <li>• Introduction of new style guided reading sessions (SDP Target 4)</li> </ul>	Curriculum lead Maths lead  English lead  Assistant Headteacher	£800 £7,000  £1,500  £4,000	
Subject Leaders <ul style="list-style-type: none"> <li>• Subject leaders to review 'data drops' termly as part of ongoing monitoring</li> <li>• Subject leaders to meet with Curriculum Lead to review subject throughout the year, identifying trends and areas requiring intervention</li> <li>• Maths &amp; English subject leads to be invited termly to SLT meetings to discuss their subject in depth</li> </ul>	Subject leaders Curriculum lead Curriculum lead	Time  Time & cover costs Time	
Assessment <ul style="list-style-type: none"> <li>• Introduce termly whole school Writing and Maths moderation meetings, with one being in conjunction with another local school (<i>facilitated by an external advisor to ensure pitch and accuracy of judgements</i>)</li> <li>• Termly data drops (increase foundation subjects to termly from bi-annual) to ensure data is up to date and relevant to support monitoring and improvement</li> <li>• Pupil progress meetings to continue termly to facilitate effective and meaningful discussions about all pupils within the school and to put in place support measures for those not achieving expected standards in Maths or English</li> <li>• Pupil premium pupils monitored by Pupil Premium lead, with additional support provided where required or identified as part of whole school pupil progress meetings</li> </ul>	Curriculum lead  Class teachers  SLT / Class teachers  Pupil premium lead	Est £250?  Time  SLT cover / cover costs  Time	

**Impact this target has on our Christian Vision:**

- **Let love abide here** – Supporting all learners to achieve their potential
- **Love of life itself** – supporting pupils to achieve knowledge and skills for future learning and employment

**Target: 3**

To ensure that the vision, the ethos and the curriculum at The Vine enables the pupils to develop holistically.

**Success criteria**

- All pupils are introduced to a wide range of enrichment experiences.
- Pupils are inspired by a diverse range of positive role models
- Pupils are responsible for themselves, others and the natural world.
- Pupils are socially, emotionally, physically and spiritually healthy.

Specific Activity & date established by	Lead	Resources	Evaluation of impact
Pupil passports detailing enrichment experiences to be embedded in all year groups detailing opportunities for... <ul style="list-style-type: none"> <li>• Educational visits</li> <li>• Musical &amp; theatrical events</li> <li>• Sporting experiences</li> <li>• Personal and social development</li> </ul>	C Miles	Time	
Pupils introduced to a diverse range of positive role models through ... <ul style="list-style-type: none"> <li>• Biblical and secular courageous advocates in weekly worship</li> <li>• An in depth focus on a specific courageous advocate</li> <li>• An in depth focus on a role model from the LGBT+ community</li> <li>• An in depth focus on a role model from the BAME community</li> </ul>	AC/ LF	Time Research Materials	
Pupils are taught to be responsible citizens through... <ul style="list-style-type: none"> <li>• Learning about local, national and global issues</li> <li>• Engaging in our global ambassador programme</li> <li>• Identifying a worthwhile cause that either benefits others or the environment and then through being awarded for pro social behaviours, making a positive contribution to the cause.</li> </ul>	LR  Class Teachers	Time  Money for Causes	
Pupil supports ..... <ul style="list-style-type: none"> <li>• Mental health support provided by School mentor, School counsellor, School nurse, School gardener and grounds man</li> <li>• Social development support through School mentor, therapeutic behaviour teaching assistant, Inclusion Manager</li> <li>• Physical development support through School nurse</li> <li>• Spiritual development support through Kick Coach (Chaplain), the provision of inspiring prayer spaces and the opportunity to engage in a pupil ethos committee</li> </ul>	AC/LF	Staffing Budget	

**Impact this target has on our Christian Vision:**

Our Vision is based on the Great Commission. This target focusses on our belief that our pupils can follow the lead of Jesus to be a positive courageous advocate in both their local community and in the wider world.

<b>Target 4: To ensure that pupils continue to have a love of reading and that reading remains at the centre of the curriculum.</b>			
<b>Success criteria</b>			
<b>RWI</b>			
<ul style="list-style-type: none"> <li>By following our RWI scheme all pupils will have completed the scheme by the end of Year 1. Those who require additional teaching in Year 2 will be identified and targeted with bespoke intervention.</li> </ul>			
<b>Guided Reading</b>			
<ul style="list-style-type: none"> <li>All pupils to have access to 3 guided reading sessions per week following our new approach.</li> <li>Guided Reading-To make oral reading productive, accountable and efficient as well as promote a love of reading.</li> </ul>			
<b>6 Book Challenge</b>			
<ul style="list-style-type: none"> <li>For every pupil to access and enjoy the texts in the 6 Book Challenge, so that they have read each book by the end of the year.</li> </ul>			
<b>Accelerated Reading</b>			
<ul style="list-style-type: none"> <li>Pupils will be accessing books which are closely matched to their reading ability and pupils should make accelerated progress if the process is monitored and pupils have access to resources.</li> </ul>			
<b>Specific Activity &amp; date established by</b>	<b>Lead</b>	<b>Resources</b>	<b>Evaluation of impact</b>
<b>Phonics EYFS + Y1</b> <ul style="list-style-type: none"> <li>Phonics in FS1 to Year 1 is taught daily in addition to the English session.</li> <li>Our phonic teaching begins in FS1 where the pupils participate in a range of planned activities linked to the Phase 1 areas (Steps 1 – 7). Pupils will be assessed at each step and staff will liaise with FS2 staff as to where the pupils are. Any pupil who has those early phonological skills embedded will progress onto learning initial letter sounds.</li> <li>In FS2 pupils begin to use the RWI scheme starting with Speed Sounds 1, learning initial sounds and how to blend and segment words for reading and spelling. Later in the year they progress onto Speed Sounds 2 which introduces the pupils to digraphs and trigraphs so that by the end of the year they can spell any word phonetically correctly.</li> <li>In Year 1 the focus is on reading and spelling alternative digraphs and trigraphs along with embedding the skills taught in FS2. Within the lessons pupils will practise reading and writing sentences using the taught sounds and also the Year 1 CEW. By the end of Year 1 our aim is for pupils to be confident at reading and spelling words using these taught sounds.</li> <li>Moving into Year 2 any pupils who have not passed the Statutory Phonics Screening will continue to have daily phonics sessions. Those who have significant gaps will have twice daily lessons. The aim is that all pupils will pass the retest in the summer term.</li> </ul>	Hannah Bennett	RWI Scheme and resources Daily time to teach September Inset Half Day for training Leadership time	
<b>Guided Reading at The Vine (Y2-6)</b> Our new whole school approach (Y2 upwards) starting with guided reading (in addition to the English daily hour) x3 sessions per week. One lesson x3 per week -30 mins each (Mon, Wed, Fri) Each lesson is split into <b>FASE</b> (fluency, accountability, social, expressive) (1) on unfamiliar words, looking at where the word comes from, etymology, meaning/definition.	Nicky Kenny Gemma Grey	Sept. INSET half day training Leadership time Sets of books for each half term x30 for each year group (15 each) Y2-6	

<p>_(2) All pupils to track text with a ruler. The teacher picks pupils in turn to read extracts and the teacher bridges by reading aloud which indicates when one pupil stops and another starts. The teacher also sounds a clicker for everyone to read tricky words in unison.</p> <p>(3) VIPERS-reading comprehension questions to answer and mark/discuss together.</p>		<p>Doug Lemov- Reading Reconsidered x1 Literacy Shed subscription-comp questions Clickers x12 Highlightersx12 Pink / green pens Lesson slides /annotated text.</p>	
<p><b>Six Book Challenge (all)</b></p> <ul style="list-style-type: none"> <li>• Each Year group has a collection of 6 high quality texts which include non-fiction, poetry and texts from different cultures. We believe that these books are important texts which each child in that year group should have access to.</li> <li>• Pupils have access to these texts throughout the year to take home and enjoy with their families. They are able to access each of the different texts.</li> </ul>	<p>Class teachers- facilitating</p> <p>GG/ HB - championing</p>	<p>Each year group has a collection of 6 different books from FS1 to Year 6 Staff to promote the completion of the challenge. Completed book reviews</p>	
<p><b>Accelerated Reading -used as a pupil's individual reading book (Y3-6)</b></p> <p>8.30-9 as part of early morning learning across the school. Gives pupils ownership Quizzes taken when book completed 70% + or more to gain to move on Books closely matches pupils reading age and ability Pupils pick a book within a set band. STAR termly test.</p>	<p>Class teacher Facilitating</p> <p>Sarah Talmage -championing</p>	<p>Ipads Books scanned and banded Access to range books Time given daily to read, change book or take quiz.</p>	
<p><b>Learning Centre (all)</b></p> <p>Our school learning centre to become a library again. A range of books both non fiction, reference and fiction which teachers and pupils will have access to. At lunchtimes this will be used for various reading clubs. (Space will also be used for intervention teaching groups and teacher training as well as before school , lunchtime and after school catch up clubs.</p>	<p>Sarah Talmage</p>	<p>Learning centre Books Time Clubs</p>	
<p><b>Impact this target has on our Christian Vision:</b></p> <p><b>Love of life itself</b> -access, exposure and enjoyment of high quality 'real' books.</p> <p><b>Let the rooms be filled with contentment</b></p> <p>Through exposing pupils to high quality literature and our commitment to making every child a reader will ensure they have the sufficient knowledge and skills for future learning and employment.</p> <p><b>Love of one another</b></p> <p>Our consistent approach to teaching reading will translate into improvements in the teaching of the curriculum. This approach will benefit both the pupils and teachers as they will feel supported in knowing how we plan, teach and deliver in a specific way.</p>			

Safeguarding Action	Rationale	Timescale/ resources/cost	Evaluation
<b>Maintain weekly DSL meetings and supervision</b>	To keep up to date with newest guidance and CP cases in school. To update staff on newest info.	As of Aut 1 recurring weekly. Salaries for 1 hour and time.	
<b>Safeguarding update in September</b>	To update staff on newest policies and guidance (eg KCSIE, Code of conduct) and sign as read. To signpost staff to services and advice in relation to support for pupils and staff (eg counsellor, mentor, DV champion, Mental health first aider etc)	<sup>2nd</sup> Sept 2022 Time	
<b>PSHE focused training to staff focusing on wellbeing and mental health support</b>	Provide practical ideas for teaching staff to support mental health post Covid in the curriculum. Increased time for circle time and staff availability to talk about anxieties reinforced to staff.	22 <sup>nd</sup> oct 2021  Time	
<b>Update vulnerable pupil list</b>	Due to changes in home circumstances during Covid and cost of living	By October half term	
<b>Review SEND, Safeguarding and the PPG policy</b>	To take account of the changes in pupil needs and the aftermath this may have had on home life mental health.	Annually	
<b>Weekly safeguarding update / information provided for all staff on key topics</b>	To keep staff as up to date as possible. To drip feed new information and to drip feed knowledge in a range of areas from (DV , mental health, FGM etc) on staff bulletin	Ongoing weekly	

Health and safety	Rationale	Timescale/ resources/cost	lead	Evaluation
<b>Year 6 classroom carpet/ flooring replacement.</b>	Carpet tiles lifting and various areas causing a trip hazard for pupils and staff	October half term replacement £1500 per class	S Doidge	
<b>Replace worn/ damaged finger guards around school</b>	Many finger guards on door s are either worn or damaged and need replacing. A suitable alternative has now been sourced. Risk of trapped fingers	Autumn term 22 - £450 total In-house fitting	S Doidge	
<b>Replace FS1 fencing to YR3/4 playground.</b>	Fencing broken and in need of replacement. Metal protruding from fencing.	Summer – we have replacement fence panels and the tools to replace it.	S Doidge	

Leadership	Rationale	Timescale/ resources/cost	Evaluation
<b>Subject leader action planning</b>	Leaders at all levels encouraged to reflect on the needs of he school and their pupils, peers and subjects they lead.	By sept 2022 and ongoing release time	
<b>Continued distributed leadership and development</b>	Leadership meetings widened and focused on pupils education. Leadership coaching ongoing to upskill leaders	Ongoing	
<b>Succession planning</b>	Continue to develop shadow core subject leaders	Ongoing	