

CHRISTCHURCH JUNIOR SCHOOL

School Development Plan

SDP Priorities 2020 - 22

- 1. To improve the quality of learning and teaching in English**
- 2. To improve the quality of learning and teaching in Mathematics**
- 3. To broaden/increase/improve the provision for children who require additional support with their learning, with particular regard to the impact of Covid-19**
- 4. To improve the attainment and progress of all disadvantaged pupils (Pupil Premium) to be in line with that of all other pupils**
- 5. To improve the quality of written and verbal feedback given to children on their learning**
- 6. To improve the whole curriculum experience of CJS children**
- 7. To improve the school's premises & facilities to improve access to the building, strengthen community partnership and enable improvements in learning and teaching**

Priority 1: To improve the quality of learning and teaching in English

Links to overall school aims: This means...

- We have high expectations for all
- We remove barriers to success
- We inspire excellent learning through a broad curriculum

Link to Twynham Learning 2020 Vision: 2.1 All schools to ensure a secure trajectory of 'Good to Great' by demonstrating a relentless and uncompromising desire for excellence

2.4 To develop an integrated approach to reading across the Trust that can promote increased literacy, expression and oracy.

Desired outcomes

Attainment in reading and writing is higher than national expectation

Attainment gap between disadvantaged and other pupils is closing (especially with boys)

Quality of teaching is graded at 100% good with 50% outstanding.

Strategies/Actions		Personnel	Resources Costs & CPD	Timescale	Impact - evidence									
To ensure succession with subject leadership	To recruit a subject leader for 2020-21 as a development opportunity for current CJS teacher. To recruit permanent subject leader from September 2021	Headteacher and LAB	CPD and support for temp subject leader	Sept 2020 Summer 2021	High quality leadership, developing all teachers' confidence to teach the subject well.									
To improve written outcomes across CJS	To ensure a consistent approach to teaching writing based on a 3-part model (Immerse and engage, Imitate and explore, Innovate and create.) CPD to focus on pedagogy and planning (eg in line with 3 part model; LOs to be learning focused and clear on intended outcomes; ALL units are engaging and foster a love of writing – hooks/ stimulus) To ensure ALL writing tasks have a purpose.	Subject Lead – year leaders	CPD – staff meeting /INSET Subject lead to monitor planning and children's books. Subject lead and Headteacher	Sept 2020 start.	All teachers to be familiar with this approach and the terms – reflected in high quality planning and teaching KS2 outcomes to match FFT50+ targets. <table border="1" data-bbox="1464 863 1706 954"> <tr> <td></td> <td>EXS</td> <td>GDS</td> </tr> <tr> <td>2021</td> <td>85%</td> <td>23%</td> </tr> <tr> <td>2022</td> <td>84%</td> <td>27%</td> </tr> </table> Children can talk confidently about their learning. The process of their writing – the intended outcome and how they can be successful. To be evidenced through book monitoring/ lesson observations		EXS	GDS	2021	85%	23%	2022	84%	27%
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To develop a robust and consistent approach to assessment of writing	Develop across school writing moderation Implement the MAT writing framework for assessment – CJS, SJS and TPS. No More Marking activities for each year group.	Subject Leaders across the MAT – KS2	CPD and support for subject leader	September 2020 – July 2021	All teachers have secure knowledge of end of KS2 written outcomes Teachers have strong professional knowledge about expectations in their own year group and also others.									
Improve spelling (Y3 & Y4)	To improve the teaching of spelling across school. Investigate investment in whole school spelling scheme. Phonics interventions in all years	Subject lead Y3 & Y4 teachers	Training for lower school staff (teachers and TAs) on delivering phonics – as required.	From Sept 2020	Book scrutiny shows improved spelling, in particular amongst lower attaining pupils. Appropriate phonics interventions in place									

<p>To embed high quality reading practices across the school.</p>	<p>Monitor delivery of MAT reading strategy. Monitor the effectiveness of guided reading lessons – active learning, questioning, analytical, deeper understanding.. Closely monitor pupil premium boys and reading.</p>	<p>Subject leader Subject leader and SLT Year leaders</p>	<p>Invest in texts to support a MAT wide “reading canon” Subject lead to join MAT reading working party</p>	<p>September 2020 – July 2021</p>	<p>Whole class reading sessions delivered consistently. Lesson observations and book monitoring evidence that children are “real readers”. KS2 outcomes match FFT50+ targets</p> <table border="1" data-bbox="1467 236 1709 322"> <thead> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>82%</td> <td>32%</td> </tr> <tr> <td>2022</td> <td>80%</td> <td>34%</td> </tr> </tbody> </table>		EXS	GDS	2021	82%	32%	2022	80%	34%
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Priority 2: To improve the quality of learning and teaching in Mathematics

Links to overall school aims: This means...

- We have high expectations for all
- We try our best
- We remove barriers to success
- We inspire excellent learning through a broad curriculum

Link to Twynham Learning 2020 Vision: 2.1 All schools to ensure a secure trajectory of 'Good to Great' by demonstrating a relentless and uncompromising desire for excellence

2.3 To introduce Maths No Problem to cohesively and consistently accelerate outcomes in Mathematics across Twynham Learning.

Desired Outcomes

Progress in maths is better than expected

Attainment in maths is above national averages

Quality of teaching is graded at 100% good with 50% outstanding

Strategies/Actions		Personnel	Resources Costs & CPD	Timescale	Impact - evidence												
To develop and refine 'Maths No Problem' approach across the school	All teachers to receive INSET focused on MNP	Teachers Y3,Y4,Y5 and Y6	One INSET day	4 Sept 2020	CJS Lesson obs to evidence: Consistent pedagogy matching the principles of the mastery approach to teaching. In particular - questioning and modelling -Formative assessment Ensure that all year groups maintain progress towards end of key stage 2 targets <table border="1"> <thead> <tr> <th></th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>87%</td> <td>31%</td> </tr> <tr> <td>2022</td> <td>88%</td> <td>32%</td> </tr> <tr> <td>2023</td> <td>88%</td> <td>35%</td> </tr> </tbody> </table> Any subsequent inspection would grade the Quality of mathematics teaching as at least good Teachers and children using MNP resources to support a mastery approach to the teaching and learning of mathematics		EXS+	GDS	2021	87%	31%	2022	88%	32%	2023	88%	35%
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	Maths subject leader to observe teachers using MNP at CJS and in other TL schools	BC ,DB	Supply costs (weekly)	From Sept 2020													
	Feedback to all staff individually and as a year group on strengths and areas for development	BC	3 x Staff meeting per term	From Sept 2020													
Peer observations in school	Class teachers	Cover	Autumn 2020														
New teachers to receive training on using the Maths No problem resource (text books, work books and online planning resources)	New Teachers (GW,SF)	Supply cover	Sept 2020														
MNP Resources to be provided for all children in all year groups	BC	£8000	Sept 2020														
Extra books to be purchased to ensure new pupils have MNP books available	BC	£300															
Purchase of additional resources to support delivery of Maths No Problem (resources to develop mastery, challenge more able pupils)	BC	£250															

<p>To give all teachers access to high quality CPD for teaching for mastery</p>	<p>Maths subject leader to lead regular staff meeting training for teachers</p> <p>Maths subject leader to use ' Maths blinks' to observe strengths and areas of development</p> <p>Staff meeting to develop a consistent and effective approach to questioning (supporting the development of mastery and questioning strategies for MNP 'in focus task')</p>	<p>BC</p> <p>BC+DB</p> <p>BC+DB</p>	<p>Supply costs - £300</p> <p>Staff meeting</p>	<p>Sept 2019-July 2020</p> <p>Sept 2019-July 2020</p> <p>From September 2020</p>	<p>CJS Lesson obs to evidence: Consistent pedagogy matching the principles of the mastery approach to teaching. In particular - questioning and modelling during 'In focus' and 'Guided' parts of the lesson -Formative assessment Ensure that all year groups maintain progress towards end of key stage 2 targets</p> <table border="1" data-bbox="1653 432 1966 549"> <tr> <td></td> <td>EXS+</td> <td>GDS</td> </tr> <tr> <td>2021</td> <td>87%</td> <td>31%</td> </tr> <tr> <td>2022</td> <td>88%</td> <td>32%</td> </tr> <tr> <td>2023</td> <td>88%</td> <td>35%</td> </tr> </table> <p>Any subsequent inspection would grade the Quality of mathematics teaching as at least good</p> <p>Attainment is above national expectations Quality of teaching is graded at 100% good with 50% outstanding Progress is better than expected</p>		EXS+	GDS	2021	87%	31%	2022	88%	32%	2023	88%	35%
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<p>To establish the CPA approach to support pupils learning (Concrete – Pictorial – Abstract)</p>	<p>Maths subject leader to lead and access training on use of manipulatives for teachers and for teaching assistants</p> <p>Staff to be confident with when and how to use manipulatives, to support pupils learning and their ability to visualise mathematical representations and images. (eg Numicon, Dienes apparatus, counters, 100 squares , tens frames , place value charts)</p>	<p>All staff</p> <p>TL SENDCo's</p> <p>BC</p>	<p>Staff meeting time CPD - MAT</p> <p>TA meeting CPD – MAT</p> <p>TA meetings</p>	<p>From Sept 2020</p> <p>TA INSET Sept 4 2020</p> <p>Oct 2020</p>	<p>Improved TA confidence</p> <p>Lesson obs to evidence:</p> <ul style="list-style-type: none"> - pupils have access to manipulatives during lessons -increased use of manipulatives to embed understanding -increased fluency in basic skills through planned activities -pupils are given frequent opportunities to revisit and deepen core concepts/skills -pupils able to show and explain their thinking using manipulatives when appropriate and /or representations/images 												

<p>To boost automaticity and fluency with number for all pupils, but particularly those at risk of being off track for end of KS2 target</p>	<p>Class teachers to identify pupils who are not on track for end of KS2 target</p> <p>Gaps in understanding identified and targeted support planned</p> <p>Ensure homework focus on arithmetic and consolidation of calculation strategies</p>	<p>Class teachers</p> <p>BC</p>	<p>Tutoring costs</p> <p>My Maths £339 / yr</p>	<p>From Sept 2020</p>	<p>Half termly arithmetic checks will show increased proficiency and progress from September starting point</p> <p>Pupils confident to show and explain strategies</p>
<p>To focus on the effective acquisition of multiplication facts in Years 3 – 4.</p>	<p>Maths subject leader will</p> <ul style="list-style-type: none"> • lead assembly introducing TTRS to Y3 pupils and revisiting this with Y4 • provide access for all Y3 pupils to TTRS and information letter for parents • reintroduce times table challenges to all year groups • Lead staff CPD on My Maths • Provide logins for Y3 on My Maths 	<p>BC</p> <p>Class teachers</p> <p>TAs</p>	<p>TTRS subscription £140 / yr</p> <p>J2Blast</p> <p>My Maths £339 / yr</p> <p>Before school times table club for identified Y3 and Y4 pupils</p>	<p>Y4 from July 2020</p> <p>Y3 from September 2020</p>	<p>Improved and rapid recall of multiplication and division facts</p> <p>Monitor and log pupils achieving times table badges</p>

Priority 3: To broaden/increase/improve the provision for children who require additional support with their learning, with particular regard to impact of Covid-19 (Links to overall school aims: This means...

- We have high expectations for all
- We remove barriers to success
- We are a caring school where everyone feels safe and secure

Link to Twynham Learning 2020 Vision: 2.4 To utilise the 'Twynham Learning Excellence Strategy' to co-ordinate a consistent and high-quality provision for curriculum, assessment, resourcing, opportunity and cultural experience

2.6 The Trust demonstrates a strong commitment to inclusion and diversity recognising the unique nature of individuals, local communities and partner schools.

Desired Outcomes

- To provide support to ensure best possible progress and outcomes for every child with additional learning needs or barriers to learning
- To implement clear identification, personalised effective learning and progress measures for learners who require additional support.
- To further develop links with parents and outside agencies to ensure the best for children who require additional support.

Strategies/Actions REFER TO: SEN Development Plan 2019 – 2021	Personnel	Resources Costs & CPD	Timescale	Outcomes/monitoring
Improve leadership of SEND provision in partnership with SENDCos from all MAT schools. To work with all Trust SENDCOs on SEND Excellence Strategy work stream	EC, LY	Release time for key teachers as per SEN Plan		Provision for children with SEND is of high quality and monitored by leaders. Consistent policies, processes in place across Trust Schools for working with children, families and the wider community
Quality first teaching and learning for pupils with SEND	EC	Staff meetings led by EC		Teachers will plan and deliver lessons that will meet the needs of all learners. Tasks will be accurately pitched to enable independent learning. Appraisal targets related to quality of teaching are met by all teachers. All TAs are effectively deployed to ensure children make good progress.
Improve partnerships with parents of children with SEND Engage Year 2 families and support successful transition for Year 2 children	EC, JC			Parents of SEND and vulnerable children understand their provision and their role in supporting the provision. Effective transition for Y2 children
Improve the Assessment, monitoring, tracking and evaluation of target support for SEND pupils	EC			Time-limited targeted support have clear before and after comparisons. Progress is measureable. Clear plans and resources in place
Quality of SEND Provision – delivery of high quality CPD to all staff in ASD & Behaviour	EC	Purchase CPD from BOOST		Provision of high quality SEND support for all children. Teachers confidently meet the needs of all learners.
Provide support for children and families where they may have barriers to learning as a result of various impacts of COVID-19		Increase PCW hours to 0.8fte Supervision of PCW (£300pa)		Deliver regular parent workshops and projects using evaluation forms and attendance to assess interest and evaluate outcomes Deliver group and 1:1 work with children across year groups Attendance and attainment of pupils identified as having barriers to learning monitored pre and post any interventions
All staff to have a working knowledge of and access to MyConcern for recording all concerns and safeguarding issues				Up to date, confidential recordkeeping of all safeguarding and welfare issues to support pastoral and safeguarding work within school and with external agencies.

Priority 4: To improve the attainment and progress of all disadvantaged pupils (to be in line with that of all other pupils)

Links to overall school aims: This means...

- We have high expectations for all
- We remove barriers to success

Link to Twynham Learning 2020 Vision: 2.4.6 Each school demonstrates fair access to relevant opportunities for their diverse groupings within their school community.

Desired Outcomes

Narrowing of the achievement gap between disadvantaged pupils and all other pupils. (All actions below arise from recommendations of Nov 2017 Pupil Premium Review)

Strategies/Actions	Personnel	Resources Costs & CPD	Timescale	Impact - evidence																								
<p>Deployment of US 3 teacher (0.2 fte) as PP Champion to lead targeted interventions. Autumn term Y6 focus – tuition to start in week 2, September 2020.</p> <p>Termly review meeting with PP Governor to review progress of PP children in each year group and to monitor all actions in this plan.</p>	VW	0.2 US3	Sep 2020 – July 2021	<p>Interventions completed and children making positive progress. PP Pupil outcomes to be in line with or above FFT50 estimates</p> <table border="1" data-bbox="1451 491 1749 847"> <thead> <tr> <th>2021</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>86%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>17%</td> </tr> <tr> <th>2022</th> <th>EXS</th> <th>GDS</th> </tr> <tr> <td>Reading</td> <td>61%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>15%</td> </tr> <tr> <td>Maths</td> <td>68%</td> <td>21%</td> </tr> </tbody> </table>	2021	EXS	GDS	Reading	78%	21%	Writing	86%	12%	Maths	88%	17%	2022	EXS	GDS	Reading	61%	20%	Writing	65%	15%	Maths	68%	21%
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<p>Termly data analysis includes analysis of PP achievement and progress. Analyse PP data, Create PP visual tracking for each year group. Liaise with teachers and identify additional support.</p>	Data Leader? VW		Termly	All teachers are aware of the PP children in their class and progress towards FFT estimates above. PP Checklists reflect actions to address any falling short.																								
<p>Raise the profile of PP children and their entitlement through information sharing at staff meetings.</p> <p>Time given for teachers to meet with class TA and complete Pupil premium checklists.</p>	VW Teachers TAs Year leaders	Meeting times covered by Senior TA	Termly	Lesson observations evidence effective TA deployment and support for PP children in line with Checklist actions. Book scrutinies evidence that PP children have been supported with RTM and are making progress Pupil Premium checklists updated 3x per year. Pupil Premium TA document updated.																								
<p>Champion wider opportunities for PP children through: Attendance at Y5 band Funding one after school club per term per child Direct communication with PP parents to ensure they are aware of this entitlement.</p>	NG VW	£2500 (club fees)	? Termly	50% PP attendance in after school clubs. Stronger family links.																								

<p>Continue to develop attendance structures and strategies, in liaison with Twynham School, to reduce levels of absence by PP pupils through: Closer working with families giving concern regarding attendance. (Making best use of GP passport programme)</p>	<p>EC DU</p>			<p>PP attendance to be above 95% for year 2020-21 Attendance review records show pattern of tailored support for each/every PP absentee.</p>
<p>Utilise pupil voice through</p> <ul style="list-style-type: none"> - providing a group of PP children with a limited budget to improve the provision of books in the library and to each choose a book for themselves - Interview Y3 Pupil premium children to assess learning engagement, barriers to learning from their perspective and engagement in wider opportunities. 	<p>SF/BC VW</p>	<p>£200 (mostly funded through book fair)</p>	<p>Termly Autumn 2020</p>	<p>Books purchased for library and for children</p>

Priority 5: To improve the quality of written and verbal feedback given to children on their learning

Links to overall school aims: This means...

- We have high expectations for all
- We try our best
- We build on our strengths and talents
- We are motivated to succeed

Link to Twynham Learning 2020 Vision: 2.4 To utilise the 'Twynham Learning Excellence Strategy' to co-ordinate a consistent and high-quality provision for curriculum, assessment, resourcing, opportunity and cultural experience

Desired Outcomes

All teachers use the school's marking policy to give pupils specific advice that moves their learning forward rapidly

Pupils are given time to take action on feedback given

Strategies/Actions	Personnel	Resources Costs & CPD	Timescale	Impact - evidence
Ensure that recent changes to marking and feedback are sustained and consistent in all classrooms <ul style="list-style-type: none"> • New appointments to receive induction from their year leaders/teams. • Termly staff meeting given to year team monitoring of marking and completion of report on each class English and maths feedback. 	BC BC & SF		ongoing Each half term	Lesson observations evidence consistent marking and impact on pupil learning (eg marking identifies appropriate next steps – children acting upon them) Termly reports completed. Actions to support any teachers where marking is less than good.
Regular monitoring of the quality of marking and feedback through: <ul style="list-style-type: none"> • Lesson observations include a focus on quality of instant verbal feedback • Termly scrutinies by core subject leaders • Termly scrutinies by senior leaders • Annual book scrutiny by Curriculum committee of Governors 	BC,GB BC, SA, EC Governors	Cover for subject and year leaders	Ongoing	Evidence in learning books that <ul style="list-style-type: none"> • Teachers are providing precise and relevant feedback (ie improvement tasks, next steps and targets) • Children are acting on/responding to advice given by teachers. Lesson obs show high quality verbal feedback. Future inspections judge the quality of marking/feedback to be outstanding.
Establish a working party to investigate how to make marking practices more efficient and reduce teacher workload <ul style="list-style-type: none"> • Study research (eg into effective verbal feedback, less written feedback; Y7 practice etc) • Sharing of good practice to identify “smart working practices” 	BC plus one rep from each year group	Supply cover costs for visits, research or meetings	June 2020 Sept 2020	Children receiving clear feedback on their strengths and areas for improvement Reduced written marking feedback.

Priority 6: To improve the whole curriculum experience of CJS children

Links to overall school aims: This means...

- We inspire excellent learning through a broad curriculum
- We respect and care for our environment
- We make a positive contribution to our local community
- We recognise the part we play in the wider world

Link to Twynham Learning 2020 Vision: 2.4 To utilise the 'Twynham Learning Excellence Strategy' to co-ordinate a consistent and high-quality provision for curriculum, assessment, resourcing, opportunity and cultural experience

Desired Outcomes

A broad, balanced curriculum in place for all children with many enrichment opportunities

Strategies/Actions	Personnel	Resources Costs & CPD	Timescale	Impact - evidence
<p>a) Foundation subject leaders to produce a subject specific progression in skills and knowledge for the whole school.</p> <p>b) Foundation subject leaders to fully audit current coverage in each year group:</p> <ul style="list-style-type: none"> • When are year groups teaching each unit (provide a yearly overview) • Look at unit objective maps and unit lesson plans to ensure all objectives are covered • Provide actions to year teams if objectives are not met <p>c) Foundation subject leaders to save the following information on the VLE (Foundation Subject folder) so it can be accessed by all. This should be updated termly should any changes take place and in conjunction with year leaders:</p> <ol style="list-style-type: none"> 1) Whole school Knowledge and Skills progression document 2) Yearly overview 3) Unit maps and plans for each year group 4) Subject Action plan 	<p>Foundation leaders</p> <p>VD/BC</p>		<p>a) To be submitted to BC/VD by Friday October 9 2020</p> <p>b) End of Autumn term 2020</p> <p>c) February half term</p>	<p>A broad, balanced curriculum in place, designed to bring out the best in every pupil.</p> <p>Topics designed with clear vision of intended outcomes and impact for every child.</p> <p>Curriculum policy and teaching and learning guidelines in place.</p> <p>CJS entitlement agreed and offered to every child.</p>
<p>Year groups to address any gaps in objectives based on subject leader audit. Update planning as necessary.</p>	<p>Year teams led by FL/AA/JW/GF</p>		<p>Summer 2020</p>	

Priority 7: To improve the school's premises & facilities to improve access to the building, strengthen community partnership and enable improvements in learning and teaching

(Links to overall school aims: This means...

- We remove barriers to success
- We include everyone and we respect differences
- We make a positive contribution to our local community

Strategies/Actions	Personnel	Resources Costs & CPD	Timescale	Outcomes/monitoring
<p>Continue to investigate funding streams for priorities identified through staff and pupil consultation to:</p> <ul style="list-style-type: none"> • install disabled access automatic door at front of school • remodel the front of the school (reception and office and admin area) • Instal acoustic ceilings and improved lighting in 3 further classrooms • improving the quality of our sports field (vertidrainning, topdressing, reseeding) 		<p>To be funded through the school's budget surplus plus any MAT capital funding projects</p> <p>£3,000 (R & M budget)</p>	<p>Nov 2020</p> <p>2021</p> <p>Nov 2021</p> <p>From Sept 2020</p>	<ul style="list-style-type: none"> • Access through front door for wheelchair users. • More efficient office and admin team; front of school more welcoming to families; improved confidentiality and safeguarding/security at front of school • Children with hearing impairments can access learning fully • All pupils have regular access to high quality sports field for PE curriculum; improved level of inter school fixtures; field as hub for Christchurch Cricket Club.

Annex 1: Equality objectives.

(Links to overall school aims: This means...

- We remove barriers to success
- We understand everyone's right to be individual
- We include everyone and we respect differences

Strategies/Actions	Personnel	Resources Costs & CPD	Timescale	Outcomes/monitoring
To improve the attainment and progress of all disadvantaged pupils (to be in line with that of all other pupils) SEE PRIORITY 4 OF MAIN SDP			ongoing	
To sustain previous initiatives to increase equal boy-girl and PP participation in music and sporting clubs <ul style="list-style-type: none"> • Termly audit of clubs by PE and Music subject leaders • Continuing investment of Pupil Premium funding in Change 4 Life and Year 5 Band • To develop girls involvement in cricket in Years 4, 5, 6 • Promote boys singing in choir 	LB, NG SA, NG BC AD	£1400 PP ECB/Chance To Shine funding	Dec, March, July each year Summer 2019 ongoing	Audit shows <ul style="list-style-type: none"> • At least 25% PP membership of Change4Life and Y5 Band • Girls involved in cricket team/club in all year groups. Successful girls cricket team (county champions 2017) • Boys involved in choirs, musical groups and school production (25% of all boys)
Provision to support pupils with disabilities Ensure the school meets the needs of any children with disabilities (eg rooms/equipment adapted for hearing and visually impaired pupils; ensuring fair access to all activities including extracurricular clubs) SEE PRIORITY 7 OF MAIN SDP	EC EC, SA	BCP funding See Priority 7	ongoing	Pupils achieving to full potential (as indicated by teacher assessment data)