



School Development Plan

2023 – 2024

“Progressing together – inside & out”

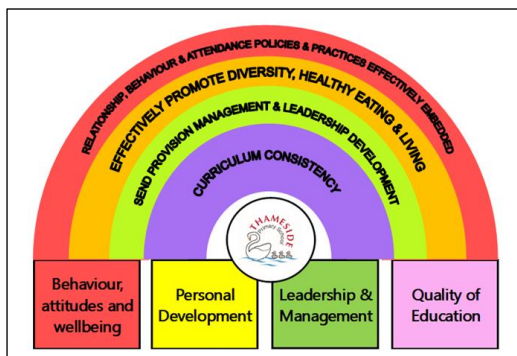
2022 RESULTS	FS	R	W	Ma	GLD	Att
	Exp+	70%	63%	76%	61%	96.1%
	KS1	R	W	Ma	Y1 ph	
	EXS+	72%	65%	75%	70%	
	GDS	46%	20%	39%		
	KS2	R	W(TA)	Spag	Ma	RWM
	EXS+	79%	55%	73%	70%	50%
	GDS	27%	1.8%	30%	21%	
	Prog.					

2023 RESULTS	FS	R	W	Ma	GLD	Att
	Exp+	72%	77%	83%	73%	94.3%
	KS1	R	W	Ma	Y1 ph	
	EXS+	70%	57%	68%	77%	
	GDS	32%	15%	35%		
	KS2	R	W(TA)	Spag	Ma	RWM
	EXS+	75%	65%	69%	52%	48%
	GDS	29%	11%	37%	25%	
	Prog.					

2024 TARGETS	FS	R	W	Ma	GLD	Att
	Exp+	73%	67%	84%	67%	95%
	KS1	R	W	Ma	Y1 ph	
	EXS+	76%	66%	78%	78%	
	GDS	34%	25%	35%		
	KS2	R	W(TA)	Spag	Ma	RWM
	EXS+	75%	68%	72%	70%	68%
	GDS	27%	15%	30%	25%	
	Prog.			N/A		

OFSTED PRIORITIES: NOVEMBER 2019			IDSR 2022: Areas of interest		
<ul style="list-style-type: none">■ The school’s curriculum is not yet sufficiently planned and sequenced in some subjects. Leaders are acting to plan the curriculum better and are training staff in how to deliver the necessary changes.■ Leaders have developed many opportunities for pupils to read a wide range of books. Sometimes, the sequence of when and why these books are read by pupils is not adequately considered. Leaders need to ensure that the books that pupils read are planned to help pupils build knowledge over time.■ The early years curriculum is not yet planned and sequenced well enough. Leaders need to ensure that the curriculum is better planned so more children are ready for the move up to Year 1.			<p>Reading:</p> <ul style="list-style-type: none">● KS1: Attainment of greater depth in reading (47%) was significantly above national and in the highest 20% in 2022● Phonics: Of the 58 pupils, 17 did not meet the expected standard, with an average mark of 11. There were 11 pupil(s) that were screened in Year 2 in 2022; 6 of those met the expected standard. <p>Writing:</p> <ul style="list-style-type: none">● Key stage 2 progress in writing (-2.6) was significantly below national and in the lowest 20% in 2022.● Key stage 2 attainment of greater depth in writing (2%) was significantly below national and in the lowest 20% in 2022. <p>Maths:</p> <ul style="list-style-type: none">● Attainment of greater depth in mathematics (40%) was significantly above national and in the highest 20% in 2022 <p>Suspensions:</p> <ul style="list-style-type: none">● For the whole school, the rate of total suspensions (1.3%) was in the highest 20% in 2020/21.● Of the 5 pupils in the whole school with at least one suspension in 2020/21, 1 was suspended on more than one occasion and none received 10 or more suspensions during the year.● Of the 8 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: verbal abuse/threatening behaviour against an adult (3), persistent disruptive behaviour (3), physical assault against a pupil (1), physical assault against an adult (1). <p>Absence:</p> <ul style="list-style-type: none">● Overall absence (4.7%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation.● Persistent absence (11.0%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation.		
CURRENT OFSTED GRADING: GOOD		CURRENT SEF GRADING: GOOD			
Thameside Primary School continues to be a good school. Every pupil is important in this school. Pupils are cared for and feel safe and happy.		Inspection Due		Autumn 2023	
		Overall Effectiveness		Good	
		Quality of education		Good	
		Behaviour and attitudes		Good	
		Personal development		Good	
		Leadership & management		Good	
		Early years		Good	

YEAR GROUP ATTAINMENT & PROGRESS (%EXS+)																		
AP	Reading						Writing						Maths					
	Base line	End Autumn	Mid Spring	End Summer	End of year Target	+/-	Base line	End Autumn	Mid Spring	End Summer	End of year Target	+/-	Base line	End Autumn	Mid Spring	End Summer	End of year Target	+/-
FS	67%	70%	71%		73%		51%	68%	59%		67%		71%	70%	74%		84%	
Y1	72%	64%	66%		81%		77%	56%	57%		77%		83%	69%	81%		84%	
Y2	57%	62%	64%		76%		50%	53%	47%		66%		59%	66%	66%		78%	
Y3	72%	76%	70%		74%		55%	63%	54%		60%		68%	79%	68%		70%	
Y4	77%	63%	68%		77%		62%	57%	60%		65%		79%	76%	66%		79%	
Y5	86%	69%	71%		86%		74%	75%	69%		78%		78%	69%	67%		78%	
Y6	75%	65%	76%		75%		68%	50%	53%		68%		64%	60%	67%		70%	



SDP: Action Plan

Working Parties for 2023-24
Play-based Learning
Curriculum Development
SEND
Mental Health, Wellbeing & Healthy Living

Quality of Education (FGB Strategic Plan Priority 2)		Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar)			
EYFS CURRICULUM DEVELOPMENT					
Aim: To ensure that the <u>Early Years</u> curriculum is well planned and sequenced, with an overarching focus on Communication and Language.					
Intent & Implementation		Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: To gain an understanding of a working model of language and practical classroom skills and techniques that can be used and embedded across the EYFS at Thameside.					
To work alongside the Whiteknights English Hub with the support from Speech and Language UK to support early language development in the EYFS. Thameside will attend 6 training sessions	The hub will cover the supply costs for an EYFS teacher from Thameside to attend the training	Whiteknights English Hub Training attended by Lydia D’Arcy and implementation overseen by Rachel Thomas	Date of ELD Session 1:	Thursday 5 th October – 1.30 – 4pm	All children will be screened using the LanguageScreen assessment to assess children’s language skills as they enter FS. Over the course of the training, we will be implementing what we have been taught through small group interventions. All children will then be re-screened at the end of the year using the LanguageScreen assessment where the impact of the training and interventions in place will be seen as children’s language skills should have improved.
			Date of ELD Session 2:	Thursday 30 th November – 1.30 – 4pm	
			Date of ELD Session 3:	Thursday 25 th January – 1.30 – 4pm	
			Date of ELD Session 4:	Thursday 7 th March – 1.30 – 4pm	
			Date of ELD Session 5:	Thursday 16 th May – 1.30 – 4pm	
			Date of ELD Session 6:	Thursday 4 th July – 1.30 – 4pm	
Priority 2: For all children to be able to use their communication and language skills (vocabulary) across all areas of the curriculum to effectively communicate their learning and express their wants and needs.					
<ul style="list-style-type: none">RBA completed with all children during the first 6 weeks to identify children needing specific C&L interventionsCommunication and language opportunities built into all continuous provision both in and outdoors.Using the EYFS long term plan (progression document) provide children with an exciting and stimulating curriculum where children’s interests are consideredSALT interventions for target children identified	Cost of communication boards TBC	RT and the FS team	Ongoing	All children are able to communicate successfully. in some way to convey their wants and needs.	

<ul style="list-style-type: none"> • All practitioners modelling good quality language and engaging in conversations with children through their play • Staff to attend training offered by the Speech and Language team: <ul style="list-style-type: none"> ➤ Working with Children with Speech Sound Difficulties – LD ➤ Supporting Children & Young People with Limited Communication - RT ➤ Social Communication Skills (General strategies/Lego Therapy) - CC ➤ Supporting Speech and Language Skills in EYFS/ KS1 - RT ➤ Using Colourful Semantics in the Classroom (Colourful Semantics in 1:1, groups and whole class activities) – RT & LD • Communication boards are created as part of the SEND working party and displayed in areas of the FS 				
--	--	--	--	--

Quality of Education (FGB Strategic Plan Priority 2)		Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar)		
CORE SUBJECTS CURRICULUM DEVELOPMENT				
Aim: Lessons sufficiently planned, sequenced and scaffolded in all core subjects to ensure an exceptional curriculum offer which leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well.				
Intent & Implementation	Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: Improving standards in phonics and ‘learning to read’				
<ul style="list-style-type: none">• Use ‘Making a Strong Start’ planning in the first half term of Reception and the ‘Starting Strong Tracker’ to monitor progress and identify those who need extra intervention• Reception class to have an additional phonics session in the afternoon- watch Set 1 Elly and Fred film• Reception teachers to send Set 1 Elly and Fred video links home to parents to practice the 5 sounds learnt each week and the corresponding handwriting sheets• Teachers and TAs attend Phonics Development Day training with RWI trainer Helen Marshall• Teachers and as many TAs as possible attend whole school training on January inset• Teachers and TAs to watch set pathway videos on Ruth Miskin School Portal• Children who are working below expected are quickly identified and interventions put in place (1:1 tutoring/FreshStart)• TAs are trained in delivering 1:1 tutoring and FreshStart programmes• Reading leads attend online training on how to use the new online assessment tool• Reading leads to run parent Information Workshops	£2950	RT/LD/CR CC/RT CC/RT CC/RT	First half term Termly Half termly Sept Half termly	Reception children make good progress in phonics and know Set 1 sounds Staff are confident in teaching phonics and children make good progress All children make good progress Parents understand how we teach phonics and learning to read so they can support at home

Priority 2: Improving standards in learning to comprehend				
<ul style="list-style-type: none"> Ensuring our 'learning to comprehend' scheme is embedded consistently across the school To continue to increase the number of pupils working at the higher standard across the school through the high quality texts chosen on our reading spine and effective teaching in lessons through, for example, our engagement in the Tom Sherrington WalkThru project. Refining how children learn to comprehend within our Year 1 continuous provision New staff trained in 'learning to comprehend' approach at Thameside Readers Theatre embedded as our chosen approach to ensure the lowest 20% develop their fluency to enable them to read for pleasure. 		SG, SC & SC	Ongoing across 2023-24	<ul style="list-style-type: none"> Standards (achievement and progress) will improve in EYFS, KS1, KS2 Children's engagement through learning walks and/or deep dives will be high Teachers will plan with confidence and consistency in their approach and this will be seen Year 1 teachers and leaders will be confident in how we deliver 'learning to comprehend' in Year 1 and positive impact on learning and progress will be seen as a result. Stimulating and consistent learning environments across the school in all subject areas All groups of children will achieve and gaps will diminish Lowest 20% will make accelerated progress in reading due to 'Readers theatre' approach to teaching fluency.
Priority 3: Improving standards in writing by consistent implementation and adaptation of the Literary curriculum across KS1 and KS2 so that pupils' depth of understanding, and fluency in writing further improves.				
<ul style="list-style-type: none"> CPD cycle for staff on aspects of the Literary Curriculum that need further developing – derived from external and internal monitoring. Development of two writing leads from Year 6 and EYFS by the deputy headteacher Robust writing moderation internal and external A focus on improving presentation and the volume children write in lessons A focus on conference marking and ensuring we have the most effective working model in place for enabling the highest level of pupil progress through verbal feedback To develop scaffolding in lessons to ensure the lowest 20% are more able to access the learning To develop consistency in non-negotiables being addressed To introduce daily handwriting for the whole school to support with developing fluency To think more deeply about the Literary Curriculum and how the lessons are sequenced and adapt it to suit the needs of the class To ensure all writing models are aimed at GDS level 		IB, LD, HT		<ul style="list-style-type: none"> Writing outcomes will close the gap on national averages for progress (0) school (-1.1) Writing outcomes will close the gap on national for attainment 2022/23 (71.5% KS2) school (65%) No group will be significantly below the national average in the IDSR as was the case in 2023; Middle attainers for KS2 RWM and PP KS1 writing. All pupils will demonstrate confidence and fluency in writing through their books including lowest 20%. Pupils will be able to communicate with leaders how their writing has improved across the school year. EXS and GDS teacher assessments are accurate Children will be writing more and making more progress on a daily basis due to effective verbal feedback practices Children's books will be better presented and handwriting more controlled and consistent
Priority 4: Improving standards in maths, especially for lower and middle prior attainers boys with SEND and PPG.				
<ul style="list-style-type: none"> CPD cycle for staff on aspects of teaching for Maths Mastery that need further developing – derived from external and internal monitoring. To continue to increase the number of pupils working at the higher standard across the school through further development of the 'solve it' problem solving part of the lesson with open-ended activities and depth of knowledge challenges Consistency in teaching for Maths Mastery with a focus on the progress of the lowest 20% A focus on scaffolding for children with SEND and the lowest 20% in maths lessons so that they have increased confidence, make accelerated progress and gaps do not widen 		SG (with SB & CR)	Ongoing across 2023-24	<ul style="list-style-type: none"> Standards (achievement and progress) will improve in EYFS, KS1, KS2 across all starting points. % of pupils working at the higher standard continues to increase in maths Pupil voice continues to show that the lowest 20% of children are engaged in their maths lessons Children with SEND will make more progress in maths and the achievement gap will close Deep dives evidence effective scaffolding for children with SEND

<ul style="list-style-type: none"> Effective teaching across the curriculum through engagement in the second year of the Tom Sherrington WalkThru project A catch up plan is formulated to ensure maths lessons missed by PPG, SEND boys in maths are still taught so that gaps do not continue to form due to less than good levels of attendance. A focus on times table automaticity and depth of understanding of related number facts. 				<ul style="list-style-type: none"> Improvement in progress of PPG pupils, especially in KS2 maths for PPG boys with SEND because they are attending school more regularly and a catch up plan is in place for absent days
--	--	--	--	--

Quality of Education (FGB Strategic Plan Priority 2)		Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar)		
PLAY-BASED LEARNING				
PARY MEMBERS: Christina Calvert, Lydia D’Arcy, Clare Rawson, Sarah Cooney, Trine Darboe				
Aim: To embed play based learning strategies on the playground at lunchtimes To further embed and develop effective Continuous Provision practice in Year 1				
Intent & Implementation	Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: To embed play based learning strategies on the playground at lunchtimes				
<ul style="list-style-type: none">To zone the playgroundTo use school council to get pupil voiceTo buy new resourcesLook into larger structures to weather proof areasStaff training on ‘interaction and play’To teach children and staff how to use each zoneMonitor the use of zonesTrain and use the Active Leaders to lead gamesTrain and the Anti-bullying Ambassadors and Peer Mediators	£5000 available for new resources	CC, LD, CR, TD, SC	Zones resourced and up and running by Dec Use and training to be monitored throughout the year	<ul style="list-style-type: none">Behaviour improves on the playground (reduction in the number of CPOMs)Children feel safe on the playgroundChildren enjoy their playtimes (pupil voice)
Priority 2: To further embed and develop effective Continuous Provision practice in Year 1				
<ul style="list-style-type: none">Time for staff training on how to play with the childrenInvestigate how continuous provision has developed from Rec to Y1Add challenges into Y1 provisionAdult prompts in each zoneZone areas on Y1 quadAllocate areas for staff to lead on areas and set up daily in appraisalsBuy new resourcesTo lead a CPD about continuous provisionFencing for quadRequest for parent volunteers to support with regular gardening, decorating, maintenance of outdoor areas in FS and year 1Fundraising activities to support new resources to be bought	Class allocations for TSA Fundraising activities- food festival, colouring competitions	CC, LD, CR, TD, SC	July 2024	<ul style="list-style-type: none">Staff are confident in interacting with children and moving their learning onChildren are practising knowledge and skills learnt in lessonsChildren are making good progress and retaining knowledge learntChildren are happy and safe in school

Quality of Education (FGB Strategic Plan Priority 2)		Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar)		
FOUNDATION SUBJECT CURRICULUM DEVELOPMENT				
PARTY MEMBERS: Ingrid Burton, Helen Trevithick, Seb Sussman, Rob Hazell, Sarah Cooper, Sam Bird, Abi Hitchcock, Charlotte Hazell, Alison Spencer				
Aim: Lessons sufficiently planned and sequenced in all foundation subjects to ensure an exceptional curriculum offer which leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well.				
Intent & Implementation	Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: To develop greater cohesion and consistency within the Science curriculum				
<ul style="list-style-type: none">To raise the profile of ScienceEvaluate current planningDevelop consistency in planning e.g use of rapid recall to develop knowledge, key vocabularyIncrease the focus on scientific enquiryLook for higher quality texts to incorporate into the planningEnsure there is clear progression throughout the school	Potential cost of resources to support scientific enquiries	All teachers in the working party	July 2024	<ul style="list-style-type: none">Science curriculum will be well sequenced and engagingClear progression will be seenMost lessons will include elements of scientific enquiryThe percentage of children working at the expected level and at greater depth will increase
Priority 2: To develop whole class marking for all Foundation subjects				
<ul style="list-style-type: none">Look at how e-journals can be developed to support learning and provide whole class feedbackMonitor the use of whole class feedback across the Foundation Subjects	No cost involved	Seb and Ingrid	November 2023	<ul style="list-style-type: none">Children to make better progress (from all starting points) in foundation subjects due to effective whole class feedback
Priority 3: To monitor the implementation of the PSCHÉ programme to ensure lessons includes opportunities where pupils are taught about the on and offline risks of: extremism, radicalisation, domestic abuse, CSE, CCE, FGM in an age appropriate way. This includes knowing where to get support.				
<ul style="list-style-type: none">To monitor planning to ensure new lessons identified have been incorporated into planningTo support teachers to feel confident covering PSCHÉ topics	-	Ingrid & Alison	July 2024	<ul style="list-style-type: none">PSCHÉ lessons will include opportunities where children are taught about the risks of extremism. Radicalisation etc.Children will know how to keep themselves safe and where they can get support.

Behaviour, attitudes and wellbeing

(FGB Strategic Plan Priority 3)

RELATIONSHIPS, BEHAVIOUR & ATTENDANCE

Aim: Policies related to Relationships & Behaviour, SEMHD and Attendance are effectively embedded to allow both staff and pupils to work in a safe, healthy and productive way.

Intent & Implementation	Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: To improve the attendance of our PPG pupils and reduce cases of persistent absenteeism.				
<ul style="list-style-type: none"> Late form to become an electronic sign in system to deter late drop offs Working effectively with the Educational Welfare Service Being part of the Attendance steering group and magpie-ing good practice Referring families to LA's new Attendance & Inclusion Hub for support The Family Hub lead to work in partnership with parents to remove barriers in the way of good attendance and to celebrate improvements Attendance Celebration Days to continue Attendance of Year 6 PPG, SEND boys closely monitored and supported and a plan in place to ensure any further gaps in learning do not develop 	£900	Family Hub with EWS support	July 2024	<ul style="list-style-type: none"> Reduction in persistent absenteeism in PPG children Reduction in need for EWS support for PPG families Improvement in whole school attendance figures Improvement in progress of PPG pupils who are attending school more regularly, especially in KS2 maths for PPG boys with SEND
Priority 2: To ensure that parents of children with SEMH difficulties feel well supported by the school and that there is a positive home-school working relationship around the child(ren).				
<ul style="list-style-type: none"> Family Hub lead goes on home visits Supports families to attend meetings, visits to other settings, Being there to listen to the families with children who have SEMH difficulties School –home partnership working and supporting families to adopt similar approaches at home that are used at school. Team around family meetings Referrals for support to Reading One Partnership Ensuring that parents with children with SEMH difficulties have a support network of staff around them and open communication avenues Children with SEMH difficulties will be identified in line with school policy and effective provision/support actioned. Behaviour plans will be followed consistently at school by all staff working around the child and, wherever possible, parents will also use the same strategies at home for consistency. 	-	Family Hub, SEND Team & SLT	Ongoing across the year	<ul style="list-style-type: none"> Behaviour of children with SEMH difficulties will improve – as documented on CPOMS Families will feel better supported – as documented in TACs/TAFs/Annual Reviews and additional correspondence Children with SEMH difficulties will be able to speak positively about the relationship between home and school Behaviour plans will be effective and, as such, a short term intervention needed to support a child with SEMH difficulties

Quality of Education

(FGB Strategic Plan Priority 2)

Leadership and management

(FGB Strategic Plan Priorities 1+4 & Finance Pillar)

LEADERSHIP & MANAGEMENT DEVELOPMENT

Aim: The strengthening of leadership at all levels, to secure a more distributed model across the school.

Intent & Implementation	Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: Ensure new subject leaders are effective in their roles to raise standards in their allocated curriculum areas.				

<ul style="list-style-type: none"> To ensure subject leaders know how to monitor their subjects effectively and how they can use this monitoring to inform the actions they need to take To develop subject leader knowledge in specific areas of the school e.g EYFS curriculum and Rainbow Room To ensure subject leaders have the skills to support and develop other members of staff To support subject leaders in developing their confidence using data to identify areas they need to develop Subject leadership monitoring schedule overview for the academic year is being effectively implemented. Subject leader to be given support and the opportunities to present/report to governors, which will include: <ul style="list-style-type: none"> Monitoring activities Evidence and impact of common pedagogies which include Walkthrus, quizzing and retrieval activities Impact of scaffolds/support on the lowest 20% Evidence of quizzing, retrieval Progress of PP and impact of intervention Curriculum sequencing from EYFS-year 6 CPD for staff and impact on pupils. Outcomes/predicted outcomes for pupils. Pupil voice Staff voice 		IB	April 2023	<ul style="list-style-type: none"> Subject leaders will have a good understanding of how their subject is taught across all areas of the school Lessons will be high quality and a clear progression will be evident There will be positive feedback from staff with regards to subject leaders Data analysis will be used to inform action plans and subject leadership days The senior leadership structure shows delegated responsibilities across the team. The Headteacher's responsibilities in the leadership structure demonstrate strategic intent. UPS teachers assume responsibilities and are held accountable for their individual impact by senior leaders. The directed time budget is shared with all staff and clearly defines leaders' expectations. Scaffolds/support for pupils in the lowest 20% or who are PP are in place across all subjects and monitored for implementation and impact by all middle leaders. Walkthrus are consistently applied across all subjects and monitored for implementation and impact.
Priority 2: Ensure new team leaders are effective in their roles to ensure good management of their teams.				
<ul style="list-style-type: none"> To provide opportunities for staff to shadow current phase leaders to develop leadership skills To look at how data from core subjects is analysed and reported Current phase leaders to model good leadership and be explicit in what they are doing in their role as a phase leader SLT responsibility structure drawn up, showing clear lines of delegation. Whole staff leadership structure draw up, including UPS teacher responsibilities/accountabilities. 		IB and SG	December 2023	<ul style="list-style-type: none"> Teachers will feel well equipped to apply for phase leadership roles New phase leaders taking up posts after Christmas or in September will have a good understanding of the roles and responsibilities

Quality of Education (FGB Strategic Plan Priority 2)		Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar)			
SEND					
PARTY MEMBERS: Charlotte Harkins, Rachel Thomas, Charlotte Muldoon, Ciara Finn and Esther Jacobs.					
Aim: To improve provision and rates of progress for SEND pupils across the school.					
Intent & Implementation		Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1:					

To implement the expansion of Rainbow Room to include Garden room provision and to ensure all pupils are making best possible progress.	To be covered by contract if costs increase beyond banding and SEND budget	CH, CM and EJ	Throughout year	Progress data remains same or increases Observations Examples of work Feedback from pupils, staff and parents
Priority 2:				
To provide individualised planning for children across the school who are not able to access differentiated year group planning: <ul style="list-style-type: none"> Rainbow Room pupils Garden Room pupils Pupil AW in Year 6 Pupils accessing the Nest (transferred to A Lazor as primary need SEMH rather than C&L) Planning to be split as follows: <ul style="list-style-type: none"> EJ – English and maths for Rainbow and Garden, RE CM – PSCE, life skills, natural world / Science RT – Computing and oversee pupils accessing the Nest CH – Art and DT, AW planning CF – AW planning JS – music (TA with specialism) 	Staff time covered in working party time Resources covered by team / subject budgets	All working party members	Throughout year	Progress data remains same or increases Observations Examples of work Feedback from pupils, staff and parents Feedback from subject leaders
Priority 3:				
To support communication across the school through consistent implementation of symbol use, and through introduction of communication boards in key areas.	TBC – taken from PPG budget (quotes being sought)	CH, CM, RT supported by SaLT	By February '24	All staff are able to communicate with all children Feedback from staff, pupils and parents

Behaviour, attitudes and wellbeing (FGB Strategic Plan Priority 3)		Personal development (FGB Strategic Plan Priority 3 & Safeguarding Pillar)			
MENTAL HEALTH, WELLBEING & HEALTHY LIVING					
PARY MEMBERS: Sophie Greenaway					
Aim: To effectively promote strategies to maintain good mental health, healthy living, healthy eating and celebrate diversity across the whole school community.					
Intent & Implementation		Cost	Led by?	Timescale/date	Impact/ how will we know?
Priority 1: To create a culture to ensure that our pupils from racially diverse backgrounds are encouraged to seek mental health support and identify strategies that work for them at school (as well as within their communities).					

<ul style="list-style-type: none">• The Senior Mental Health Led (S. Greenaway) will be an active participant on the Anti-Racist and Racial Equity Forum and will regularly share good practice, ideas and advice from the forum with the working party to upskill the knowledge and understanding needed to meet this priority.	-	SG	Ongoing across the year	<ul style="list-style-type: none">• Children from racially diverse backgrounds are able to speak about how they independently use strategies to support and maintain positive mental health• Children from racially diverse backgrounds are able to speak about mental health strategies that work for them
<ul style="list-style-type: none">• The working party will read and use the findings of the short report for schools: ‘Supporting the Mental Health Children and Young People from Racially Diverse Communities’ to inform their work on this priority.	-	All working party	By October half term	
<ul style="list-style-type: none">• Anti-racism training will be organised for all staff with a focus on the impact of racism on mental health and how to promote self-care for our pupils from racially diverse backgrounds.	-	SG	Has been organised for January 24	
<ul style="list-style-type: none">• To provide assemblies on the following topics to promote self-care: Hobbies and Activities, Relaxation, Healthy living and physical health, Thinking and attitudes (understanding negative emotions, crying, positive-thinking), Talking and learning (self-talk, text message, email, phone, face-to-face support, psychoeducation), Social relationships and Technology.• In these assemblies, involve student volunteers from racially diverse backgrounds to share what they do to promote self-care in these areas.• To use this resource in the planning of assemblies: Self Care, Anxiety, Depression, Coping Strategies On My Mind Anna Freud Centre	-	SG (whole school assemblies) & working party (class assemblies)	Ongoing by SG and working party members across the school year	
<ul style="list-style-type: none">• To encourage students to create a well-being plan and share with other students. Create a table which students can fill in about what they do on a ‘daily’, ‘weekly’ and ‘monthly’ basis to stay well in the five areas of well-being: Connecting with others, Staying active, Learning New Skills, Giving to others, Being present.	-	SR – in ELSA sessions	Ongoing by SR across the year	
Priority 2: To create a whole school culture where healthy eating is promoted with a positive atmosphere and culture in the dining space.				
<ul style="list-style-type: none">- To engage pupils in meeting this priority by it being a council led project <p>Pupil ownership is important and our suggestions for actions include:</p> <ul style="list-style-type: none">- Mapping out where food education is taught at Thameside e.g. the LOs in science, PSCE, DT and in which year groups- Improving the culture and behaviour in the hall by visiting other settings to magpie ideas and good practice e.g. Sonning Common Primary- Writing a child friendly version of the whole school Food Policy – perhaps renaming it ‘Food & Healthy Eating Policy’- Use of some PP funding to promote healthy eating and a positive atmosphere in the dining hall- Start a School Nutrition Action Group (SNAG) meetings and invite a governor along- Raising the profile of healthy eating across the school through optics, visitors, competitions etc- Survey pupils across the school to find out what they think would improve their lunchtime experience. Also survey before after e.g. simple rating out of 10 to see what impact project has had.	Up to £2000 allocated to the project	TD – school council led project		<ul style="list-style-type: none">• Positive impact on pupils’ behaviour at lunchtimes and in afternoon lessons – monitored through CPOMS, staff and pupil voice• School meals take up to increase• PP report reflects positive impact of spend on learning and behaviour of PP pupils• Pupils are better informed about healthy eating and this informs their food choices

<ul style="list-style-type: none"> - Check on the provision CPD opportunities for teachers and support staff in relation to health and wellbeing. - Carry out a pupil led deep dive inspection on healthy eating at Thameside and write a report on their findings - Support and be involved in the annual Food Festival - Engage with the wider school community e.g. local cafes and farms - Think about how to promote healthy eating at home <p>Helpful resources:</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/school-food-standards-resources-for-schools/creating-a-culture-and-ethos-of-healthy-eating • https://www.schoolfoodplan.com • https://www.nutrition.org.uk/healthy-eating-week/ • https://www.nhs.uk/healthier-families/ 				
--	--	--	--	--

Priority 3: To effectively promote mental health support for all pupils

This priority is informed by our Oxwell survey results from Y5 Summer 23 and this report for schools: 'Supporting the Mental Health Children and Young People from Racially Diverse Communities'.

<ul style="list-style-type: none"> • To promote the new policy across the school community and ensure the Mental Health & wellbeing pages on the website are up to date 	-	Working party	Ongoing across the year	<ul style="list-style-type: none"> • Pupil, family and staff voice will reflect that they feel supported with their mental health and that they know self-care strategies and where to access additional support if needed
<ul style="list-style-type: none"> • To design a more inclusive and informative Safeguarding & Wellbeing annual survey for our pupils (using suggested questions as used by Oxwell and The Key's Safeguarding Report 2023) 	-	Working party	Deliver survey by October half term (& then again in July)	<ul style="list-style-type: none"> • Survey will be carried out successfully i.e. accessed by all year groups and will provide informative information to initiate and track the impact of change
<ul style="list-style-type: none"> • To have somewhere in the school for mental health first aid as well as physical first aid. 		First aiders & SG	Set up within the first few weeks of term and monitor impact	<ul style="list-style-type: none"> • Pupils will know where they can go at lunchtimes if they are having mental health difficulties • Staff will be more available to listen and initiate routes of support for those pupils who need it
<ul style="list-style-type: none"> • To promote playfulness in our staff community which will support good mental health in our pupils because they are being taught by happy adults 	-	Working party	Ongoing across the year	<ul style="list-style-type: none"> • Staff feedback on surveys will be positive about working in a happy school where there is fun and they feel valued
<ul style="list-style-type: none"> • To ensure Stormbreaks are being used across the school 2 or 3 times a week so that children are having movement breaks whilst learning self-care strategies 	-	Working party to monitor	Ongoing across the year	<ul style="list-style-type: none"> • Children will be learning self-care strategies though Stormbreak movement breaks and will be able to talk about them and begin to use them independently.
<ul style="list-style-type: none"> • To ensure that pupils with SEMH difficulties are being correctly identified and supported in line with school policy 	-	DSLs & SEND team via CPOMS	Ongoing across the year	<ul style="list-style-type: none"> • Pupils with SEMH difficulties will be correctly identified though pupil progress meetings, SEND reviews and the right support will be initiated e.g. ELSA, PMHW, play therapy
<ul style="list-style-type: none"> • To ensure that pupils know where to seek support in school and what support is available to them 	-	Working party	July 24	<ul style="list-style-type: none"> • In the July survey, pupils will be able to speak about how they can seek support for their mental

				health in school e.g the mental health first aid station at lunchtimes
<ul style="list-style-type: none"> To set up a new lunchtime club which pupils from racially diverse backgrounds are telling us they would like to attend. 	-	Working party	To start the club in Term 2	<ul style="list-style-type: none"> Pupils who attend the club from racially diverse backgrounds will be able to speak positively about the club and the impact that it is having on their wellbeing. The club may also improve general happiness levels, self-esteem, attendance and sense of belonging for the children
<ul style="list-style-type: none"> To better advertise mental health support in school (this can be co-produced with the students). We will ask students where they would be most likely to seek support in school and where it can be advertised. For example, well-being quotes on computer screensavers and signposting to services on the back of toilet doors. 	£200 for signage	Working party	Have signs ready to go up after Christmas	<ul style="list-style-type: none"> Children will know where they can go for mental health support because it is better advertised around the school Children can talk about the signs/adverts and recall what they say because they read/see them frequently. The signage/advertisements are inclusive and accessible for all children

September 2023