



Church Cowley St James Church of England Primary School

School Improvement Plan

Raising Achievement Plan

2017/18





School Improvement Plan: 2017-18

Items in GREEN: initial scores / assessments Usually Sept. Revised scores / Targets / mid Year (usually Jan or Feb)

Priority 1: Raising Attainment and Pupil Progress

Specific Actions	Ownership	Where are we now? (September 2017)	Success Criteria (by end of July 2018)	Linked Documents	Monitoring and Evaluation
<p>1. Ensure 85% of all children make expected progress across KS1 to KS2, and from EYFS to KS1, as evidenced by ASP</p> <p>2. Improve attainment figures for KS2 SATs results from July 2017 (see separate targets (Y6 RAP))</p> <p>2b. Attainment in all subjects for Y6 SATs pupils @ Greater Depth improves.</p> <p>3. Improve attainment figures for KS1 SATs results from July 2017</p> <p>4. Achieve Phonics results above 80%, improving 2017 results (and in line with national results)</p> <p>5. Improve percentage of pupils achieving GLD in EYFS to 75%+ from July 2017</p> <p>6. Ensure teachers are supported in understanding children's rates of progress, identify those at risk of underachieving and make plans to overcome obstacles and 'diminish the difference'.</p> <p>6a. Ensure progress measures for those who receive PPG remain above +0 and above national average for PPG nationally.</p> <p>7. Ensure pupils who are disadvantaged are supported to achieve above the national attainment expectations for pupils who are disadvantaged as evidenced through ASP Online.</p> <p>8. Ensure that boys, who are also disadvantaged, are supported to achieve in writing in line with national expectations for the pupil group as evidenced through in school data/ESS.</p>	<p>1 – 5 SLT, middle leaders and phase leaders</p> <p>5. RE</p> <p>6. RE, KD and middle leaders</p> <p>7. KD</p> <p>8. KD</p>	<p>1. and 2. Baseline data for Expected Standard Y6 (July '17/Nov '17) Reading = 27%/41% (GDS 9%/9%) Writing = TBC Maths = 21%/30% (GDS 0%/2%) SPaG = 30%/63% (GDS 9%/ 11%)</p> <p>3. Baseline for KS1 due to be collected in Oct'17 Reading = 24% Writing = TBC Maths = 24% SPaG = 17%</p> <p>4. Baseline phonics screening results (Sept 17) = 19%</p> <p>5. Baseline data for EYFS (Oct 17): Reading = 45% Writing = 52% Maths = 53% CL = Listening 67%, Understanding 64%, Speaking 52% PSED = Self – confidence and Self – awareness 59%, Managing feelings 46% and behaviour, Making relationships 34% (All identified as a target area and should improve by Feb '18)</p> <p>6.</p> <p>6a.</p> <p>7.</p> <p>8.</p>	<p>1a. 90% of pupils make expected -progress from KS1 to KS2 (ASP)</p> <p>1b. 90% of pupils make expected progress from EYFS to KS1 (ASP)</p> <p>1c. Ensure 90% of pupils make expected progress on CCSJ assessment continuums</p> <p>2. KS2 Attainment targets for expected level 2018: Reading = 75% (GDS ^25%) 75-80% Writing = 80%(GDS ^25%) Maths = 75% (GDS ^25%) 75-80% SPaG = 70% (GDS ^25%) 80% Combined (R, W, M) = 65% EXS/10% GDS 68%</p> <p>3. KS1 Attainment targets for expected level 2017: Reading = 70% (25% GDS) Writing = 70% (25% GDS) Maths = 70% (25% GDS) SPaG = 65% (20% GDS)</p> <p>4. Target phonics screening results 2018: 80%+</p> <p>5. Pupils in EYFS achieve 65% - 70% at Good Level of Development(GLD)</p> <p>6a and 7a. Assessment continuums are accurate for all pupils and reflect their next steps.</p> <p>6b and 7b. 90%+ of vulnerable groups make in line with or greater progress using the assessment continuums in each KS.</p> <p>7. 90%+ of disadvantaged pupils achieve in line with other pupils on assessment continuums.</p> <p>8. 90%+ of boys, who are also disadvantaged, achieve in line with other disadvantaged boys nationally.</p>	<p>Monitoring and Assessment Action plan</p> <p>RAP year 6 plan</p> <p>Phonics Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>PPG report 2018 – 2017</p> <p>SEN report 2016 – 2017</p> <p>Historical disadvantaged achievement report 2016 - 2017</p>	<p>See below</p>



Priority 1: Raising Attainment and Pupil Progress

Monitoring and Evaluation

<p>1 and 2: KS2 Results:</p> <p>Attainment Nov 2017: (Based on Y6 SATS 2017 Paper) Reading = 41%EXS/ 9% GDS Writing = TBC SPAG = 63% EXS/ 11% GDS Maths =30% EXS/ 2% GDS Combined = TBC</p> <p>8/9: Pupils with PPG and Boys with PPG Nov 2017:</p> <table border="0"> <tr> <td>PPG:</td> <td>Boys/PPG:</td> </tr> <tr> <td>R: 39%</td> <td>R: 40%</td> </tr> <tr> <td>W: TBC</td> <td>W: TBC</td> </tr> <tr> <td>M: 30%</td> <td>M: 27%</td> </tr> <tr> <td>Sp: 59%</td> <td>Sp: 53%</td> </tr> </table> <p>Attainment Jan 2018: (Based on Y6 SATS Testbase Paper) Reading = 54%EXS/ 9% GDS Writing = TBC SPAG = 61% EXS/ 11% GDS Maths =34% EXS/ 2% GDS Combined = TBC</p> <p>8/9: Pupils with PPG and Boys with PPG Jan 2018:</p> <table border="0"> <tr> <td>PPG:</td> <td>Boys/PPG:</td> </tr> <tr> <td>R: 56%</td> <td>R: 50%</td> </tr> <tr> <td>W: TBC</td> <td>W: TBC</td> </tr> <tr> <td>M: 41%</td> <td>M: 25%</td> </tr> <tr> <td>Sp: 59%</td> <td>Sp: 67%</td> </tr> </table>	PPG:	Boys/PPG:	R: 39%	R: 40%	W: TBC	W: TBC	M: 30%	M: 27%	Sp: 59%	Sp: 53%	PPG:	Boys/PPG:	R: 56%	R: 50%	W: TBC	W: TBC	M: 41%	M: 25%	Sp: 59%	Sp: 67%	<p>3. KS1 – Year 2 Results: Attainment October 2017 (Based on Y2 SATS 2016 paper) Reading = 24% Writing = TBC SPAG = 17% Maths = 24%</p> <p>7/8: Pupils with PPG and Boys with PPG November 2017:</p> <p>Boys: R: 13% W: TBC M: 27% Sp: 10%</p> <p>Boys/PPG: R: 0% W: TBC M:13% Sp: 0%</p> <p>March 2018 Reading = TBC% Writing = TBC SPAG = TBC% Maths = TBC%</p> <p>Boys: R: TBC% W: TBC M: TBC% Sp: TBC%</p> <p>Boys/PPG: R: TBC% W: TBC M:TBC% Sp: TBC%</p>	<p>4. Y1 Phonics Screen Check September: 19% January: 41% April: TBC</p> <p>7/8: Pupils with PPG and Boys with PPG January: PPG: 25%;Boys/PPG: 0%</p> <p>Phonics Target: Boys: = 71% (Sept: 20% passed) Boys/PPG: = 100% (2 children) (Sept: 0% passed)</p>	<p>5. EYFS Attainment Sept 2018 (As above) Reading = 45% Writing = 52% Maths = Number: 53% Shape: 60% CL = L&U: 67%, U: 64% and Sp: 52% PSED = SCSEA: 59%, MFB: 46% and MR: 36%</p> <p>7/8: Pupils with PPG and Boys with PPG GLD Target: Whole cohort = 65 – 70% PPG: = 67 - 78% Boys/PPG: = 20%* *Focus for Pupil Progress in Jan</p> <p>EYFS Attainment March 2018 Reading = TBC% Writing = TBC% Maths = Number: TBC% Shape: TBC% CL = L&U: TBC%, U: TBC% and Sp: TBC% PSED = SCSEA: TBC%, MFB: TBC% and MR: TBC%</p> <p>7/8: Pupils with PPG and Boys with PPG GLD Target: Whole cohort = TBC% PPG: = TBC% Boys/PPG: = TBC%* *Focus for Pupil Progress</p>	<p>Assessment continuums AP1: November '17</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83%</td> <td>86%</td> <td>73%</td> </tr> <tr> <td>Y2</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td>Y3</td> <td>72%</td> <td>66%</td> <td>67%</td> </tr> <tr> <td>Y4</td> <td>62%*</td> <td>59%*</td> <td>57%*</td> </tr> <tr> <td>Y5</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> <tr> <td>Y6</td> <td>66%</td> <td>TBC</td> <td>59%</td> </tr> </tbody> </table> <p>*Some data currently under review</p> <p>Feb 2018</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>81%</td> <td>86%</td> <td>73%</td> </tr> <tr> <td>Y2</td> <td>76%</td> <td>68%</td> <td>86%</td> </tr> <tr> <td>Y3</td> <td>72%</td> <td>66%</td> <td>72%</td> </tr> <tr> <td>Y4</td> <td>62%</td> <td>57%</td> <td>59%</td> </tr> <tr> <td>Y5</td> <td>67%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>Y6</td> <td>66%</td> <td>48%</td> <td>59%</td> </tr> </tbody> </table>		R	W	M	Y1	83%	86%	73%	Y2	TBC	TBC	TBC	Y3	72%	66%	67%	Y4	62%*	59%*	57%*	Y5	TBC	TBC	TBC	Y6	66%	TBC	59%		R	W	M	Y1	81%	86%	73%	Y2	76%	68%	86%	Y3	72%	66%	72%	Y4	62%	57%	59%	Y5	67%	64%	64%	Y6	66%	48%	59%
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Priority 2: Improve the Quality of Teaching and Learning

Specific Actions	Ownership	Where are we now? (September 2017)	Success Criteria (by end of July 2018)	Linked Documents	Monitoring and Evaluation
<p>1. Improve quality of teaching and learning in Reading, Writing and Maths and so that 80% teaching is good or better via lesson observations.</p> <p>2. Provide opportunities for children to apply Reading, Writing and Mathematical skills across the curriculum.</p> <p>3. Ensure that teachers planning identifies children's next steps from accurate data and ensures that they are taught hard work that they can do in order to move forward.</p> <p>4. Ensure that CPD matches school priorities for all teachers in developing their skills in teaching and learning</p> <p>5. Develop pupil progress meetings to focus on those children who are at risk of not making appropriate progress within year and across the Key Stages and use these meetings to identify learning opportunities to improve practice.</p> <p>6. Refine the use of learning outcomes and success criteria to ensure that progression of skills for all learners are linked to the CCSJ continuums.</p> <p>7. Improve the quality of teaching spellings so that a children in Y6 improve their SPaG scores over SPaG 2016.</p> <p>8. Ensure a consistent approach to the teaching of Guided Reading across the school form Y1-Y6</p>	<p>1. SLT, middle leaders</p> <p>2-4. HR</p> <p>5. RE</p> <p>6. All SLT</p> <p>7.SLT, middle leaders</p> <p>7. CJ</p> <p>8. SM</p>	<p>1. September 2017: rated as good or better = %.</p> <p>1a. All SLT members assigned staff members across the year (Sept 2017)</p> <p>2a. Topic planning identifies key questioning in 5 areas.</p> <p>2b. Topic book scrutiny yet to monitor standards across the school (see monitoring and assessment cycle)</p> <p>3. Gaps identified in reading, writing and maths through CCSJ assessment continuums. Class scores as identified through assessment data (see document)</p> <p>4a. Staff INSET days to cover key areas in assessment, inclusion and curriculum development – mapped out across the year.</p> <p>4b. Staff meetings developed for T1-2.</p> <p>4c. Support staff training (weekly x30 mins) developed for T1-2</p> <p>5. 3 XPupil progress meetings achieved 2017 – 2018. Cycle in place for monitoring and developing pupil progress meetings</p> <p>6 & 7. Staff INSET Sept 2017. CJ to lead spelling and SPaG across the school.</p> <p>7. 2016 SATs scores ave XX spellings.</p> <p>8. SM leadership of GR. Monitoring plan completed.</p>	<p>1a. Teacher ratings of lessons show 80% good or better</p> <p>1b. Books show accelerated progress and personalised learning in order to develop pupil skills</p> <p>2a. Topic books show key skills in reading, writing and maths developed in all subject areas</p> <p>2b and 3. Reading, writing and maths assessment continuums show 80% expected pupil progress across the academic year.</p> <p>2c and 3. Attainment levels for assessment continuums at 70% at expected standard across the year</p> <p>4. CPD plugs gaps in teacher and support staff in order to provide effective teaching and learning (through observation and data)</p> <p>4b. Assessment data (national and CCSJ continuums) in line with predicted results as priority 1.</p> <p>5. Accelerated progress for pupils identified at risk of falling behind. Vulnerable groups are well planned for and make 80% or greater progress, in line with their peers across the school (as evidenced through ASP and CCSJ assessment continuums).</p> <p>6. Raise standards in teaching and learning and assessment to 80% or better as evidenced through books and observations</p> <p>6a. 80% of planning evidences clear progression of skills for pupils and groups of pupils, in relation to the assessment continuums.</p> <p>7. Improve SATs Average to XX % by end of Y6.</p> <p>8. Reading improves across the school in each</p>	<p>Curriculum Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>Monitoring and Assessment Action plan</p> <p>NQT Action plans</p> <p>Instructional feedback document and feedback notes</p> <p>Pupil progress documentation</p>	



Priority 3: Behaviour, Engagement and Safety of Pupils

Specific Actions Action	Ownership	Where are we now?	Success Criteria (by end of July 2018)	Linked Documents	Monitoring and Evaluation
<p>1.Improve attendance to 96.8% for years 1 – 6</p> <p>2. Improve attendance in Reception to 94%</p> <p>3. Ensure behaviour for learning in lessons shows 80% good or better</p> <p>4. Develop the use of lunchtime supervisors and P.E equipment to ensure pupils develop ‘purposeful play’ during playtimes.</p> <p>5. Train lunchtime supervisors to be ‘play supporters’.</p> <p>6. Develop lunchtime supervisors to be better able to manage and report on incidents of unsatisfactory behaviour.</p> <p>7. Complete the E-safety award for the school.</p> <p>8. Behaviour and Safety remains at least good.</p> <p>9. Increase parental engagement in all areas of the curriculum to ensure that parents feel fully equipped to support their child in learning</p>	<p>1.KD and DL</p> <p>2. KD and RE</p> <p>3. SLT, KD oversee</p> <p>4 – 6. HR</p> <p>7. RH (PSHCE lead), HR and KD oversee</p> <p>8. KD</p> <p>9. SLT, middle leaders</p>	<p>1a. and 2a. Attendance for 2016 – 2017</p> <p>1b. and 2b.</p> <p>3. Current behaviour for learning rating:</p> <p>4 - 6. Play equipment purchased for lunchtimes and playtimes</p> <p>Playground markings in place</p> <p>7.</p> <p>8a.8b. Currently good. SLE report and dioceses reporting.</p> <p>9.</p>	<p>1. Attendance in years 1- 6 is 96.8% overall</p> <p>2. Attendance for pupils in reception is 94% over the academic year.</p> <p>3a. Behaviour for learning in lessons shows 80% good or better</p> <p>3b. Incident reporting reduces by 15% over the course of the year.</p> <p>3c. Identified pupils with unsatisfactory behaviour have a clear and measurable action plan to ensure appropriate support and progress academically</p> <p>4 and 5. Lunchtime supervisors are purposeful in their job role, ensuring that pupils are engaged in play</p> <p>6. Reduction of lunchtime incidents, ensuring that consequences are appropriate, timely and managed successfully in 80% of cases</p> <p>7. E-Safety award received for school</p> <p>8. Ofsted rating / dioceses / SLE and other professional observation shows behaviour and safety as good or better</p> <p>9. Engagement / attendance at parents evenings to show 80% on average across R – Y6. Curriculum events for years R – 6 show attendance of 70% and increased satisfaction on parent surveys.</p>	<p>Inclusion Action Plan</p> <p>HSLW Action plan</p> <p>Lunchtime supervisor Action plan</p> <p>Lesson observation records and instructional feedback documents/ schedule</p> <p>Parental engagement records</p>	



Priority 4: Develop Capacity for Leadership and Management

Specific Actions Action	Persons responsib	Where are we now?	Success Criteria (by end of July 2018)	Linked Documents	Monitoring and Evaluation
<p>1. Ensure governance demonstrates strategic direction and the capacity to improve the school.</p> <p>2. Governors hold the school to account for the results at each KStage</p> <p>3. Ensure governors take responsibility for reviewing the standards in core subjects and report back to the governing body.</p> <p>4. Develop leadership capacity across the school for aspiring and active middle and senior leadership.</p> <p>5. Use coaching to support leadership and management development from SLT to enable increased Middle Leader (ML) accountability</p> <p>6. Develop capacity and understanding within the wider management of the school through appropriate qualification and training.</p> <p>7. To increase the capacity of the GB to support and challenge the school.</p>	<p>1. SD and members of the governing body</p> <p>2. SD</p> <p>3. SLT, middle leaders</p> <p>4. SLT members</p> <p>5. SD.</p> <p>6.</p> <p>7. GB</p>	<p>1a. SLT members assigned governor to oversee role 1b. Governor meetings held once per term, with financial meetings per term as a separate meeting</p> <p>2. Minutes for meetings show increased scrutiny, questioning for evidence and support for improvement.</p> <p>3. English and R.E are monitored 3X per school year and reported back to the GB.</p> <p>4a. Curriculum subject mentorship in place for leaders (NQTs and less experienced teachers).</p> <p>4b. Curriculum leaders in place across the school for teachers in areas of interest</p> <p>4c. Course/INSET opportunities for all – extensive CPD budget in place (15k)</p> <p>5. SLT to coach key ML’s to enable them to make better and more timely decisions concerning the curriculum. Through coaching and support ML’s to challenge poor performance (Teaching and Learning) within their team or subject and ensure that a resolution is found that enables the school to improve and the teacher to move on.</p> <p>6. All enrolled on leadership courses: CW, RW, SM– NPQSL KD – EdD year 3.</p> <p>7. Diminished capacity because of high proportion of governors who are new to the role.</p>	<p>1a. Regular meetings between school leaders and appropriate members of governing body in order to provide additional challenge, monitoring and scrutiny.</p> <p>1a. CofG newsletter to support all governors to make strategic decisions based on discussion and evidence.</p> <p>1b. Governor meeting minutes evidence of strategic direction and development towards targets set at HT appraisal.</p> <p>3. Lead to achieve atleast 1 documented visit that leads to 1 discussion based on performance across the KS. 3a. Improvement in performance.</p> <p>4. Teachers develop capacity through appropriate CPD.</p> <p>4a. Accountability structures of which all staff are aware. 4b. Delegated responsibility for ML’s. 4c. Pupil attainment and progress reflects effective leadership across the school. 4d. Projects completed during course duration improve pupil progress/attainment across the school as outlined in priority 1.</p> <p>4e. All leadership courses completed with report to show direct outcome from action research.</p> <p>5. Documented staff satisfaction; Feedback from staff allows better provision for them next year. 5a. Staff survey indicates that Leadership and Management are effective and supportive.</p>	<p>Instrument of governance</p> <p>Staff leadership overview 2016 – 2017</p> <p>All senior leader action plans</p> <p>Qualification documents</p>	



Priority 5: Raising Attainment and Pupil Progress in EYFS

Specific Actions Action	Persons responsible	Where are we now?	Success Criteria (by end of July 2018)	Linked Documents	Monitoring and Evaluation
<p>1. Ensure that the characteristics of effective learning are embedded into the ethos of EYFS practice so that children transition to Y1 with these skills.</p> <p>2. Raise standards of pupils learning achieving GLD to 70% for the cohort.</p> <p>3. Embed the use of Tapestry (and latterly the CCSJ Continuums) to support assessment in EYFS.</p> <p>4. Raise the attainment of boys and pupils with PPG.</p>	<p>1. RE</p> <p>2. RE and EYFS teachers</p> <p>3. RE lead</p> <p>4. RE and KD, SLT and middle leaders</p>	<p>1. Lesson observations and instructional feedback</p> <p>2. July 2017 data for GLD 68% Baseline data: See Priority 1</p> <p>4a. July 2018 Boys GLD: %</p> <p>4b. July 2018 PPG GLD: %</p> <p>5. 2016-2017 attendance for reception: 94.4%</p>	<p>1. Lesson observations to develop characteristics show 80% good or better for all staff in EYFS</p> <p>2. GLD percentage to be 70% by July 2018</p> <p>3a. Tapestry embedded with all staff to ensure that assessment is accurate, up to date and develops next steps in pupils' learning</p> <p>3b. Pupils receive personalised learning and thus accelerated learning within EYFS</p> <p>4a. Boys GLD July 2018 target: 65%</p> <p>4b. PPG GLD July 2018 target: 65+% (TBC based on numbers of PPG recruited by KD) Feb 2018: 4 pupils identified</p>	<p>EYFS SEF</p> <p>EYFS Action plan</p> <p>Inclusion Action Plan</p>	<p>2. EYFS Attainment Feb 2018 Reading = on track Writing = on track Maths = N, SSM CL = Listening and Attention, Understanding, Speaking PSED = Moving and Handling, Health and Self Care, Self Confidence and Awareness</p> <p>EYFS Progress Feb 2018 Reading = TBC Writing = TBC Maths = TBC CL = TBC PSED = TBC</p> <p>4a. Feb 2018: Boys GLD: Target: %</p> <p>4b. PPG GLD: Target: 3/4 = %</p> <p>Boys/PPG GLD: Target: 2/2 = %</p>



Specific Actions Action	Persons responsible	Estimated Costs
1. Build new nursery to increase capacity and secure the long term future of the school.	SD	1. £325,000 Nursery, £30,000 Landscaping and £25,000 outdoor area games and apparatus, £18,000 fit out. (Agreed at EGM)
2. Build forest school site on school grounds for outdoor provision across the school.	SD	2. Tree's £10,000 (Complete) ; SolarDome £33,000; Landscaping 10,000 (Complete)
3. Allotment site and green house / growing area.	SD	3. £6,000 on greenhouse (Complete); £4,000 on raised beds (Complete) and £10,000 disabled access. – (Complete)
4. Redevelop the old nursery building into two new classrooms.	SD	4. Redevelopment budget £100,000 from grant gained from OCC for capital spend on the Nursery project. (Application submitted)
5. Develop assessment system (web based) to resolve data processing issues (particularly with time) to enable improved management of data that supports Governors, SLT and Teachers and allows for a constant up-to-date view of children's learning for parents.	SD and RE	5. Development costs £10,000 - £13,000 over the year (from Jan 2018 – Jan 2019) to be offset against improved data responses, data resolving, time management for SLT. Improving access to manipulated data for teachers and SLT and offering an up-to-date pupil interface / view for parents. Once trialled within school with 50% of teachers and adopted school wide the system will save approx. £20,000 per year in data administration time and increase Governor / teacher and parental understanding of data and increase productivity of Assessment and monitoring leader and teachers – future proofing data collection/ manipulation.
6. (Aspirational) Demolish the old Y3 mobile block and build 2 larger modular classrooms for Technology and a 'studio' for art / dance and DT that can be used as a holiday club / after school club and Breakfast club.	SD	6. Approx £150,000 for replacement basic+ build. Only possible from in year spend April 2018/March 2019 budget.
7. Tender for a new catering service for Jan 2018.	SD	7. No charge / business plan to secure profit share of 60/40% in favour of the school on any uplift in profit from 2016/17 levels of income / profit.