



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Hastings Primary School



Core Strategic Plan 2023/2024

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2023-2024	2024-2025	2025-2026
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Review / Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Review / Implement	Embed
5.Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team

Rachel Mckeown Headteacher	Amy Foster Senior Teacher	Lisa Watson School Business Manager
<ul style="list-style-type: none"> Designated safeguarding lead Strategic direction Standards and Progress Teaching and learning Behaviour Attendance Performance management teachers Mental Health First Aider 	<ul style="list-style-type: none"> Deputy designated safeguarding lead To act as Senior Designated Person in the Headteacher's absence Performance Management – support staff EYFS standards and progress English / PSHE Leader RSE Lead 	<ul style="list-style-type: none"> Finance Premises HR Procurement Health and Safety

Subject / area responsibilities

Subject / area	Staff name	Governor link (if applicable)
English	Amy Foster	
Maths	Rachel Mckeown	
Pupil Premium	Rachel Mckeown	
SEND	Alison Freeman	
EYFS	Amy Foster	
Science	Josh Grice	
Computing	Rachel Mckeown	
History	Tessa Martin	
Geography	Josh Grice	
Music	Rachel Mckeown	
PE	Rachel Mckeown	
DT	Tessa Martin	
Art	Tessa Martin	
RE	Rachel Mckeown	
PSHE	Amy Foster	
MFL	Rachel Mckeown	

Long Term Development Plan

Focus Area	2023/2024	2024/2025	2025/2025
1. Leadership and management (including governance)	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Expanded leadership team including Senior Teacher – possible restructure of model to remove of Exec model and replace with HT model 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year
2. Teaching and Learning	<ul style="list-style-type: none"> At least 50% of lessons to be outstanding with the rest at least good. EYFS curriculum a flagship for other free schools joining the trust KS1 curriculum fully embedded KS2 curriculum started and amended where needed Work with the RDG and other Symphony schools to develop the best curriculum for AH Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result. 	<ul style="list-style-type: none"> At least 50% of lessons to be outstanding with the rest at least good. EYFS curriculum a flagship for other free schools joining the trust KS1 curriculum fully embedded KS2 curriculum embedded Work with the RDG and other Symphony schools to develop the best curriculum for AH Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result 	<ul style="list-style-type: none"> At least 50% of lessons to be outstanding with the rest at least good. EYFS curriculum a flagship for other free schools joining the trust KS1 curriculum fully embedded KS2 curriculum fully embedded Work with the RDG and other Symphony schools to develop the best curriculum for AH Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result
3. Standards in Core subjects	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average % of pupils achieving pass mark or better in Phonics screening will exceed national figures End of KS1 (at least) above national averages in each of Reading, Writing and Maths. 	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average % of pupils achieving pass mark or better in Phonics screening will exceed national figures End of KS1 (at least) above national averages in each of Reading, Writing and Maths. Mean average score of pupils completing the Year 4 Multiplication check to be at least in line with national average. 	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average % of pupils achieving pass mark or better in Phonics screening will exceed national figures End of KS1 (at least) above national averages in each of Reading, Writing and Maths. Mean average score of pupils completing the Year 4 Multiplication check to exceed national average.
4. Standards in other subjects	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects.

	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> To increase the % of pupils working at GDS in foundation subjects
5. Standards in EYFS	<ul style="list-style-type: none"> % of pupils achieving GLD will be above national average Evaluate Sounds-Write and continue training staff where necessary Curriculum adapted and improved for new intake of pupils 	<ul style="list-style-type: none"> % of pupils achieving GLD will be above national average Evaluate Sounds-Write and continue training staff where necessary Monitor and evaluate the curriculum and improve where necessary 	<ul style="list-style-type: none"> % of pupils achieving GLD will be above national average Evaluate Sounds-Write and continue training staff where necessary Monitor and evaluate the curriculum and improve where necessary
6. Progress of different groups of learners	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Some PP+ money targeted to support specific rather than generic needs SEND progress is assessed regularly and data is thoroughly analysed Pupils with SEND achieve at least 2 ISP targets termly 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Some PP+ money targeted to support specific rather than generic needs A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning Pupils with SEND achieve at least 2 ISP targets termly 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Some PP+ money targeted to support specific rather than generic needs The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated Pupils with SEND achieve at least 2 ISP targets termly
7. Behaviour	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations Improve system for recording and monitoring behaviour 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations Embed system for recording and monitoring behaviour 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations Embed system for recording and monitoring behaviour
8. Attendance	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% No difference in attendance between PP and non PP Attendance reports produced and actioned half termly Improve attendance of persistently absent pupils from the previous year 	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% No difference in attendance between PP and non PP Improve attendance of persistently absent pupils from the previous year 	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% No difference in attendance between PP and non PP Improve attendance of persistently absent pupils from the previous year
9. Inclusion	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Evaluation of the impact of SEND provision is incorporated into the school self- evaluation process, including the programme of learning walks and lesson observations Embed alternative provision if needed 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Evaluation of the impact of SEND provision is incorporated into the school self- evaluation process, including the programme of learning walks and lesson observations Consolidate alternative provision 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils Evaluation of the impact of SEND provision is incorporated into the school self- evaluation process, including the programme of learning walks and lesson observations Review alternative provision
10. Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties

	<ul style="list-style-type: none"> All staff fully versed in the contents of the KCSIE publication Continue to embed CPOMs DSL training - AF 	<ul style="list-style-type: none"> All staff fully versed in the contents of the KCSIE publication Evaluate effectiveness of CPOMs DSL training – RM Safer recruitment training – RM / AF 	<ul style="list-style-type: none"> All staff fully versed in the contents of the KCSIE publication Evaluate effectiveness of CPOMs DSL training - AF
11. Health	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for each pupil Continue to participate in Active travel schemes Offer variety of extra-curricular and enrichment activities to Y1-3 PSHE curriculum embedded Access to counsellors and prompt identification with parental signposting to professional help 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for each pupil Continue to participate in Active travel schemes Offer variety of extra-curricular and enrichment activities to Y1-4 PSHE curriculum embedded Access to counsellors and prompt identification with parental signposting to professional help 	<ul style="list-style-type: none"> 2 hours per week of quality PE lessons for each pupil Continue to participate in Active travel schemes Offer variety of extra-curricular and enrichment activities to Y1-5 PSHE curriculum embedded Access to counsellors and prompt identification with parental signposting to professional help
12. Parents and the Wider Community	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% of parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least once per term. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Develop further links with the local community Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% of parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least once per term. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Develop further links with the local community Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% of parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least once per term. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Develop further links with the local community Parent volunteers engaged to support learning
13. British Values	<ul style="list-style-type: none"> To create a school council to represent pupils views Governors' awards voted for by pupils in each class Job centre – pupils to have responsibilities around school British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> To develop the school council as the school grows Governors' awards voted for by pupils in each class Job centre – pupils to have responsibilities around school British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> To develop the school council as the school grows Governors' awards voted for by pupils in each class Job centre – pupils to have responsibilities around school British Values and SMSC integrated into all curriculum areas.
14. Staff CPD	<ul style="list-style-type: none"> Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD. 	<ul style="list-style-type: none"> Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD

Review of Priorities for 2022/23

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1 -</p> <p>To evaluate and embed our curriculum.</p>	<ul style="list-style-type: none"> • Each subject has disciplinary knowledge and substantive concepts mapped out showing progression from EYFS – Year 6 • Maths – adopting the mastery approach (White Rose) • Music – investing in Leicestershire Music and adopting and adapting their scheme of work • Researching and investing in Kapow for Art, Design and Technology and PSHE for progression maps of knowledge and skills • Researching and investing in PPP for a progression in PE skills from EYFS – Year 6 • A wide range of PE resources purchased to promote 30 minutes of activity within school daily 	<ul style="list-style-type: none"> • Continue to review curriculum progression maps to ensure pupils retention of knowledge is effective • Review of retrieval techniques to promote pupil retention • To create knowledge organisers for each topic for each foundation subject
<p>Priority 2 –</p> <p>To develop and embed systems (ensuring they are in place for dealing with an increase number of SEN children as the school grows)</p>	<ul style="list-style-type: none"> • Job share posts for SEN 1.1 roles to reduce attachment and promote safeguarding for all • Collaborations with Autism Outreach • Diana nurse training and assessment passed by SEN LSA 	<ul style="list-style-type: none"> • To ensure all interventions are monitored using start and end data. The impact of the intervention to be monitored and tracked throughout its duration
<p>Priority 3 –</p> <p>Personal Development</p>	<ul style="list-style-type: none"> • PSHE and RSE curriculum is mapped and sequenced to show progression from EYFS to Year 6 • Robust safeguarding training for all staff at the beginning of the year (new staff joining completed the training as part of their induction) • Half termly safeguarding newsletters sent to all staff • Ashby Hastings Job Centre established giving pupils specific roles and responsibilities around school • Art Club, Boomwacker Club and Board Games Club opened to all Year 1 pupils 	<ul style="list-style-type: none"> • To have representatives from each class join our School Council

Headline Results July 2023

Key	Below NA	Approx at NA	Above NA	
GLD (see cohort details for reasons for below % GLD)	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	80%	0%	67.5%	12.5%
Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	89%	N/A	79%	10%

Key Priorities for 2023/24



Implementation Plan / Logic Model



Priority 1	Leadership and Management – To develop effectiveness of leaders at every level	Leader(s)	Rachel Mckeown, Amy Foster
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
Leadership structure needs to grow in line with the growth of the school. Subject leaders need to become more confident in how subjects should be monitored.	Pupils to become lifelong learners and be fully prepared for life in the Modern world.	Pupils progress and attainment needs to continue to improve in all subjects.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To develop the role of subject leadership in order to improve the curriculum across the school.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	Providing necessary resources to subject leaders including release time and a small budget where necessary.	Increased leadership capacity within teachers at different career stages.
To further well being for all parts of the school community, considering workload.		Training timetable planned which allows subject leaders to share knowledge and set expectations for their subject.	Continued improvement the quality of teaching and learning.
To ensure that staff are well supported so that high expectations of all pupils are realised.		Governor visits to be timetabled in regularly.	There is a marked increase in pupil progress and attainment across all year groups and key groups.
To continue to ensure that Governors are well equipped to maintain their oversight of the school in order to play an active role in its strategic development, through visits and targeted questioning.		Staff encouraged to hold each other to account to support personal priorities and wellbeing	There is a marked improvement in outcomes from performance management monitoring

Activity	Release time for subject leaders	Monitoring
Cost		

Priority 2	Quality of Education – Further development of high quality classroom provision	Leader(s)	Rachel Mckeown, Amy Foster
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<p>Teachers need to be confident that their Long-Term Planning is correct and matches the requirements of the curriculum.</p> <p>By having clear expectations and lines of enquiry, teachers will be able to increase the accuracy of their assessment judgements and be clear on where children are exceeding age-related expectations.</p> <p>Resources need to be utilised more consistently to strengthen progression.</p>	<p>Subjects need to allow pupils to develop a better understanding of substantive knowledge and link better to the teaching of SMSC.</p> <p>Children are to be aware of how their learning in foundation subjects is relevant to their life.</p> <p>We need to use the vocabulary information in the progression grids to ensure secure pupils have secure subject knowledge.</p>	<p>% of pupils achieving GLD will exceed the national average</p> <p>% of pupils achieving pass mark or better in Phonics screening will exceed that of national averages</p> <p>End of KS1 results (at least) above national averages in each of Reading, Writing and Maths</p>

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To ensure lessons are appropriately demanding for pupils and match the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	Build in further opportunities for staff to share exemplary practice with others across the school.	Pupils able to retain knowledge better and make good progress as a result
To ensure assessment in all forms is used purposefully to close gaps and accelerate progress.	Improving Behaviour in Schools EEF	Review consistency within lesson components (explicit instruction, scaffolding, guided practice, 100% participate, flexible groups, independent working).	Increased enjoyment and attainment in all curriculum areas.

Priority 2	Quality of Education – Further development of high quality classroom provision	Leader(s)	Rachel Mckeown, Amy Foster
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
To ensure excellent in provision and teaching approaches to enable SEND pupils to acquire the key identified knowledge and skills across the curriculum.	(educationendowmentfoundation.org.uk)	Refine & monitor the delivery of retrieval/ AfL, across the non-core curriculum, to ensure it accurately supports the planning and development of these subjects so that the children know more and remember more.			
To ensure that for each subject a sequenced is clear and that each subject follow a narrative.		Promote greater use of the range of resources available in school (inc. use of outdoor space) so that these enhance curriculum delivery.			
To have a consistent and clear behaviour policy that promotes behaviour in class.		Staff to lead by example in promoting a positive learning environment and learning behaviours.			

Activity	Soundwrite Training	CPD – Retrieval	Enhancing school resources
Cost	£550	Twilight session	

Priority 3	Personal Development – To ensure the schools enrichment offer is effective in supporting development in all children.	Leader(s)	
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
Ashby Hastings is to offer a whole school experience that goes beyond classroom learning.	Pupils need to be offered a extensive all round experience during their time with us at Ashby Hastings. Pupil Voice to be promoted.	Increase in attendance % High pupil engagement in clubs

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
All children to have access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	School Council to be established with representatives from all year groups.	Pupils all have opportunities for experiences that interest them.
Build a wider range of clubs and promote engagement by ensuring a more forensic analysis of uptake and appropriate targeting of children.		Ashby Hastings Job Centre relaunched, assigning children to 'job' roles and responsibilities around school.	
To give children a greater voice.		PSHE scheme of work will be added to and supplemented over time, considering pupil and staff voice.	Pupils feel happy, safe and confident at school.
Review and strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.		Worry boxes are available for all pupils to ensure everyone is able to communicate any concerns	
As part of the wider PSHE curriculum, create opportunities to strengthen children's aspirations and ambitions		A wide variety of school trips, clubs and visits are offered throughout a pupils Ashby Hastings journey	

Priority 3	Personal Development – To ensure the schools enrichment offer is effective in supporting development in all children.	Leader(s)	
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Start Date:	August 2023	Mid-Review:	February 2024	Evaluation Date:	July 2024
Promote extensive opportunities, through the delivery of the Sport Premium plan, for the children to be active and engaged in sport,					

Activity	Extra-curricular activities	Monitoring
Cost	To be funded by parents/carers	

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <u>impact</u> ?	<u>Cost</u> (if applicable)	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	Senior teacher to become Deputy Safeguarding lead Staff to gain good understating of the role of a Subject lead	AF to attend DSL training RM to deliver staff CPD	Reports of concerns will be promptly reported and responded to Staff we feel confident leading their subject and have the correct support and resources to do so	£195	RM / AF RM and AF
Priority 2	Staff to understand the concept of cognitive overload and memory retention Teaching staff, delivering Phonics, to be trained in Soundwrite	Twilight training session on retrieval delivered by RM 5 week Soundswite training			RM AF
Priority 3	Extensive opportunities for delivery of the PE curriculum	External sport coaches – Eg, Ashby Tennis Club, Kimbles	Staff will feel confident delivering the whole PE curriculum	£600	RM
Other headline CPD	Whole School Safeguarding Training Allegations Management Training - RM	RM to delivery whole school safeguarding training on the training day in August. S&A Safeguarding	Reports of concerns will be promptly reported and responded to	£85	RM RM