



## Action Plan Autumn 2024

*Key areas sourced from Poverty Proofing action plan (Summer 2023) and Autumn term school surveys (2024)*

<b>Key areas</b>	<b>How is it going?</b>	<b>How can we further improve ?</b>
<b>LEARNING</b>		
<b>Settled</b>	<ul style="list-style-type: none"> <li>• 96% children are happy in school</li> <li>• 96% also benefitted from the week's summer transition.</li> <li>• 97% feel safe/ cared for to get on with learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Keep checking in at class/ group/ individual level and monitor relationships.</li> </ol>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• 5Rs embedded, 'friendly people', 'I like school'.</li> <li>• Bullying is well discussed &amp; issues addressed quickly, bullying around poor uniform/ lack of the right things are minimal 'We all wear the same clothes- we'd be bullying ourselves.'</li> <li>• Rewards are well established and appreciated 'You have to be really, really good to get star of the day.' New GOOD EGG is loved.</li> </ul>	<ol style="list-style-type: none"> <li>2. PSHE- maintain the awareness around material possessions/ their impact- talk about expensive trends like AirUps &amp; pressure they put on families</li> <li>3. High profile promotion of nurture for all- drop ins for ch and families (Friday afternoon).</li> <li>4. Celebrate good behaviour systems &amp; talk about fact that children need bespoke support and that's OK.</li> </ol>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Reading homework is expected 3-5 nights a week, not all families are able to support this and there is a wide range of reading standards as a result</li> </ul>	<ol style="list-style-type: none"> <li>5. Review reading awards.</li> <li>6. Consider how we can share more information on Big Ideas so that home can share research too.</li> </ol>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Reports are available to parents electronically or in paper form, including separated families</li> </ul>	<ol style="list-style-type: none"> <li>7. Consider enhancement of yr gr report with best friend, most proud moments &amp; current career aspiration</li> </ol>
<b>Ability groups</b>	<ul style="list-style-type: none"> <li>• Balance of streaming and mixed ability groupings has a positive impact</li> </ul>	<ol style="list-style-type: none"> <li>8. How can we further share the way we teach with families?</li> </ol>
<b>Educational Visits</b>	<ul style="list-style-type: none"> <li>• There is extensive offer of trips and visits during the day to enhance the curriculum.</li> </ul>	<ol style="list-style-type: none"> <li>9. Wording on all letters detailing who to speak to if payment support needed.</li> </ol>

	<p>Parents are asked for a voluntary contribution (trips can't go ahead unless costs are met.)</p> <ul style="list-style-type: none"> <li>• Bikeability &amp; provision of bike/ helmet if needed 'They teach you how to ride a bike if you don't know.'</li> </ul>		
<b>Pupil Leadership</b>	<ul style="list-style-type: none"> <li>• Leadership roles are well established and sought after 'Head boy and Head girl are like the bosses.' Selection procedures are mainly democratic &amp; agendas centre around growing both caring &amp; responsible young people.</li> </ul>	<p>10. High profile training &amp; status for pupil ambassadors- regular assembly reminders.</p> <p>11. How can we make the pupil teams' work more high profile.</p>	
<b>Show &amp; tell / Take home items</b>	<ul style="list-style-type: none"> <li>• There are lots of lovely systems in place to link home life with school learning.</li> </ul>	<p>12. Can activities be sensitively devised so that inequalities are not highlighted between families that can and will do more.</p>	
<b>Residential visits</b>	<ul style="list-style-type: none"> <li>• Residentials are only available in Y4 and Y6 and as one offs for choir, costs have spiralled. These are carefully put together to offer lovely experiences and best value for money. Grant subsidies are sought where possible. PP discount offered.</li> </ul>	<p>13. Residential visits are not affordable for all. Continue searching out grants and subsidies.</p> <p>14. Information and payment plan at welcome meeting in summer before yr gr is joined?</p>	
<b>Clubs</b>	<ul style="list-style-type: none"> <li>• Few clubs have costs and there is a wide range of choices eg painting, chess and sports.</li> <li>• Holiday provision is much appreciated. HAF providers have used premises numerous times.</li> </ul>	<p>15. Clubs have insufficient spaces. How can we make more availability?</p> <p>16. Ask the children what clubs they would like best.</p>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• TT Rockstars and TVM 1-1 tuition are well established musical instrument provision within school. There are only available to paying families.</li> </ul>	<p>17. Explore grants &amp; mfsf.org.uk for support.</p>	
<b>Celebrations/ Fayre</b>	<ul style="list-style-type: none"> <li>• Valentines/ Mothers' Day/ Proms/ coronation/ church events are celebrated well, parents are treated in school too, any financial outlay is kept to a minimum. Friends buy a book at Christmas and easter egg for all children annually.</li> <li>• Christmas clothes day prevents the need for a Christmas Jumper, it is handled well</li> <li>• Competitions are spread out across the school year. The annual Easter egg competition is well resourced in school.</li> <li>• Some classes make a Birthday card during transition wk so that everyone will get a card on their birthday (incl teacher!) 'It's really nice getting</li> </ul>	<p>18. An annual calendar of competitions would help families prepare well.</p> <p>19. All classes make birthday card during transition week</p> <p>20. Consider two tokens for each child for fayre for a key stall as an inclusive gesture towards attendance?</p> <p>21. Some parents &amp; children feel pressure about gifts at Christmas and in July for teachers, we don't want to encourage but nor knock back kind gestures. Politely try discourage,</p>	

	<p>a card from your friends.'</p> <ul style="list-style-type: none"> <li>• Birthday invitations/ cakes are not shared to prevent inequality.</li> </ul>		
<b>Food</b>	<ul style="list-style-type: none"> <li>• Fruit is available daily for all children in lower school.</li> <li>• Bagel is available for all children in upper school.</li> <li>• Milk is available with lunch.</li> <li>• Y6 perk of a plate/ bowl and tray is an incentive to promote school meals.</li> <li>• Lunch prices are as low as possible.</li> <li>• Seconds are offered to those still in the hall. <i>"They do the best desserts known to mankind (or woman-kind)."</i></li> <li>• Breakfasts were available for children during SATs.</li> <li>• School lunches are promoted in lower school where they are free, the application for FSM is on weekly newsletter.</li> <li>• Children have no knowledge of any lunch debt that families might have.</li> </ul>	<ul style="list-style-type: none"> <li>22. Task School Parliament to be involved in new menus/ Survey on lunch portions esp veg &amp; milk.</li> <li>23. Tasting session, to win parents round at Open Night/ keeping price to parents as low as possible</li> <li>24. Explore breakfast club payments online.</li> <li>25. Explore how strike day/ trip lunch FSM children are not highlighted on uncomfortable.</li> </ul>	
<b>UNIFORM</b>	<ul style="list-style-type: none"> <li>• The uniform shops offers the sale or exchange of pre loved uniform (50p).</li> <li>• Targeted families are discretely offered more Support.</li> </ul>	<ul style="list-style-type: none"> <li>26. Explore children-ne.org.uk for school branding -Motif - iron on/ sew on</li> </ul>	
<b>FAMILY SUPPORT</b>	<ul style="list-style-type: none"> <li>• Families are signposted to help with uniform, food, toiletries, affordable meal menus and links to emotional &amp; mental health services</li> <li>• Pupil get school stationery, pencil cases and IPAds</li> <li>• Cups are provided if water bottles are forgotten</li> <li>• Majority do read Friday Flier, they use social media, website and do make contact at the door or by email if needed. information is appreciated</li> <li>• Christmas gifts are sourced for families who will struggle</li> <li>• SIMs Parent is one stop shop with help available from the office</li> </ul>	<ul style="list-style-type: none"> <li>27. Regular reminder to families about how support can be obtained</li> <li>28. Routine check Y5/6 girls toilets to ensure that baskets are updated</li> <li>29. Promote offer that school can make to support families &amp; dispel myth that paying families prop up non-payers.</li> <li>30. Welcome Power-point includes yr gr expenditure.</li> <li>31. Continue to offer support in school for those struggling with Sims.</li> </ul>	
<b>CHARITY WORK</b>	<ul style="list-style-type: none"> <li>• School have reduced the charity work that they do, alternating years for fundraising events eg Children in Need or Comic Relief, not both.</li> <li>• Money is given in an anonymous way.</li> </ul>	<ul style="list-style-type: none"> <li>32. Parents are given plenty of warning with reminders of upcoming events</li> <li>33. PSHE info on what a charity does- campaigning/ not always fundraising</li> </ul>	

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