

### Progress against 2023-24 SDP priorities:

2022 – 2023 Priority and Area	Local, school or national priority?	Success criteria	How did we achieve this?	Green = achieved Amber = partly achieved Red = not achieved
Provide more opportunities for pupils to extend their numeracy skills across the curriculum	<b>School priority</b>	<ul style="list-style-type: none"> <li>Pupils are accessing Maths and Numeracy outside of White Rose Maths sessions, evidence of Maths being linked logically to other subjects.</li> <li>Pupils understand the purpose of Maths and the links to other subject areas to help deliver the goals of the 4 purposes.</li> <li>Standards in Maths and Numeracy are improved due to wider implementation</li> </ul>	<ul style="list-style-type: none"> <li>AOLE action plan with measurable milestones</li> <li>Planning scheme purchased to help staff to deliver cross curricular numeracy</li> <li>Staff training on how to implement numeracy</li> <li>Planning format changed to include numeracy</li> <li>Pupils took part in competitions</li> <li>Lifesavers programme continued</li> <li>Social enterprise completed by Yr 6</li> </ul>	Amber – improvements seen but not yet embedded ongoing target for next year. Planning now includes opportunities for numeracy in other AOLES.
Strengthen the quality of feedback to pupils so that they understand how to move their learning forward	<b>School priority</b>	<ul style="list-style-type: none"> <li>Pupils are receiving timely, quality feedback and can understand how to move their learning forwards independently</li> <li>Standards of work improve due to better feedback processes</li> </ul>	<ul style="list-style-type: none"> <li>Staff training delivered on EEF strategies including breakaway groupings</li> <li>Feedback policy discussed with staff and ways forward agreed</li> <li>Learning walks to monitor feedback</li> <li>Ad hoc book looks to monitor assessment</li> </ul>	Green – feedback policy updated to include verbal feedback. Staff implementing this by summer term. Pupils better understand how to improve their work though the range of feedback
To improve pupils’ spoken Welsh language skills	<b>National priority</b>	<ul style="list-style-type: none"> <li>Pupils’ language skills have improved from baseline starting point</li> <li>Elements of Cymraeg Campus Bronze re-established</li> <li>Culture of spoken Welsh within school due to increased staff confidence</li> </ul>	<ul style="list-style-type: none"> <li>INSET delivered at start of year by Welsh advisory teacher</li> <li>CPD delivered by Welsh teacher</li> <li>Staff Welsh courses completed x 3</li> <li>SLDP project for Leader of learning to drive this forward</li> <li>Raised profile of Cymraeg though activities and events (Urdd/In house Eisteddfod/competitions)</li> </ul>	Amber – good improvements due to dedicated PPA teacher delivering Welsh and Helpwr Heddiw sessions extended. Curriculum continuum delivered by all teachers across the school
To increase parental engagement	<b>National priority</b>	<ul style="list-style-type: none"> <li>Parents and carers have more access to school</li> <li>Classes and learning opportunities to be offered to parents as well as social opportunities</li> <li>Parents and carers feel more engaged in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Parent classes run with Family link workers – Solihull</li> <li>Relationships built with families with greatest need (CP, TAF, CASP)</li> <li>Parents complete college placements with us for TA courses</li> </ul>	Green – more events have taken place and more parent involvement in school life – to be continued next year with the reopening of the cafe