



School Improvement Plan 2023-2024

Core Priorities

*

Quality of Education
Behaviour & Attitudes
Personal Development
Leadership & Management
EYFS

Core Priorities 2023-2024.

Whilst the School Improvement Plan specifies a range of targets, our Core priorities for 2023-24 are:

Quality of Education

The following areas are a focus to sustain high quality provision:

1. To continue to raise attainment across all subjects with a specific focus on Communication (S&L), Geometry and Topic (progression of drawing skills) across the whole school.
2. To assess knowledge & understanding; addressing individual misconceptions through bespoke, high quality learning experiences.
3. To support and maximize outcomes and provide effective feedback, enabling children to achieve their full potential and individual end points, through robust assessment.

Behaviour & Attitudes

1. To ensure high levels of attendance across school, reducing persistent absentees.
2. To embed Restorative Approach practices between staff, parents & pupils to enhance a positive school culture.
3. To embed individualised behaviour strategies so that there are fewer behavioural incidents.

Personal development

1. To enhance the communication of the variety of pupil voice groups across the whole school community (Offerton/Overdale site), building confidence of the children when speaking to a range of audiences. (Lisburne Leadership Team, School Council, Pupil Voice group, Eco Council)
2. To develop & improve the consistency of staff skills, knowledge and understanding of our core values and principles, across the three sites, whilst developing the delivery of our outstanding curriculum linked to personal development.
3. To establish a robust transition package to support the mental health and wellbeing of all pupils & staff in preparation for moving to the new build.

Leadership & Management

1. To ensure all safeguarding procedures are in place to create a culture of continuous monitoring to support all staff and children to keep safe.
2. To provide strong, cohesive and effective leadership at all levels, providing staff with the training necessary to improve their own practice and teach more effectively to improving outcomes for all pupils.
3. For the Headteacher to continue to provide strategic leadership as the school prepare for the new build transition.

EYFS

1. To develop and embed 'Understanding the World' with a focus on past and present, providing purposeful, meaningful experiences.
2. To ensure the new framework is accurately tracked and monitored using Development Maps, which will require additional training for staff and parents.
3. To ensure a consistent approach to teaching and learning across the two EYFS sites, ensuring a uniform approach and adequate training for all staff.



Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
<p>Communication: To develop staff knowledge of accessible communication strategies with a focus on non-verbal learners effective communication tools and strategies to raise attainment in communication for all pupils.</p>	<p>To develop staff knowledge of accessible comprehension strategies with a focus on non-verbal learners Special DEAL to continue to rollout to all staff with additional training provided for new staff. To monitor three sites, to ensure the total communication approach is consistently applied and high quality resources available Training for new staff in ELKLAN</p>	<p>JJ/CP English HUB SLT</p>	<p>See action plan</p>	<p>Summer 2024</p>	<p>English HUB Pupil Progress Meetings – progress analysis Staff meeting questionnaires Observations Learning walks Environment walks Work & planning scrutiny Inset</p>
<p>Reading: To ensure that children continue to develop a love of reading by maintaining purposeful reading provisions in each classroom.</p>	<p>Develop engaging and creative teaching opportunities. Ensure regular opportunities in the timetable for DEAL, Sign and Shine, Phonics, Sensory stories and shared reading. Ensure consistency across school. Provision of Library Monitors to ensure areas are well kept and accessible. Monitor interventions Develop inclusion opportunities</p>	<p>JJ/CP English HUB SLT</p>	<p>See action plan</p>	<p>Summer 2024</p>	<p>English HUB Pupil Progress Meetings – progress analysis Staff meeting questionnaires Observations Learning walks Environment walks Work & planning scrutiny</p>
<p>Maths: To improve pupil’s progress and raise attainment for 80% of pupils to achieve end of year targets in geometry through practical learning and real life opportunities</p>	<p>Develop Geometry skills and understanding across the school through staff meetings/ training/ workshops. Increase staff subject knowledge and understanding to ensure consistency of high quality learning experiences.</p>	<p>DW LH Maths HUB SLT</p>	<p>See action plan</p>	<p>Summer 2024</p>	<p>Maths HUB Pupil Progress Meetings – progress analysis Staff meetings Questionnaires Observations Learning walks Environment walks Work & planning scrutiny Maths workshops/training Inset</p>

<p>Topic: To develop the area of art and design so that the key skills of the art curriculum are being taught effectively in each class. To improve pupil's progress in the area of art and design.</p>	<p>Update and add more detail to the art progression of skills grid. Develop the process of creating art not just the final product. Look at artist research, exploration and experimentation etc. Increase staff subject knowledge and understanding to ensure consistency of high quality learning experiences. Training to develop staff knowledge and skills in the teaching of art and design Plan, organise and evaluate an Art Immersive Learning week.</p>	<p>LR Topic Hub</p>	<p>See action plan</p>	<p>Summer 2024</p>	<p>Topic HUB Staff meeting Questionnaires/ audit Observations Learning walks Environment walks Work & planning scrutiny Inset</p>
<p>Subject Hub Leads: To further develop knowledge and skills within Curriculum Pathways for all subjects.</p>	<p>Staff and HUBS to continue to develop the <i>impact</i> of teaching. Staff meetings designated for curriculum development and CPD. Curriculum HUBS meeting half termly to monitor their subjects. Curriculum leads to feedback impact to SLT and during deep dives. Monitor and evaluate implementation and impact. Daily taught lessons will include opportunities to revisit and embed prior knowledge. Curriculum HUBS to write effective action plans to maximise impact on pupils' outcomes. ECT's to receive an additional training support plan. Pathway leads to monitor consistency of provision within their cohort.</p>	<p>HUB Leads Pathway Leads SLT Teachers Governors</p>	<p>CPD costs Resources Trips (see individual subject action plans)</p>	<p>Termly</p>	<p>HUB Meetings CPD/Training Link Governor (subject) Learning walks Observations Staff meetings Questionnaires Inset</p>
<p>Core Values: linking 3 values with the curriculum and raising the profile within school</p>	<p>To develop & improve the consistency of staff skills, knowledge and understanding of our core values and principles, across school.</p>	<p>SLT</p>	<p>None</p>	<p>Autumn 2 Spring 2</p>	<p>Staff confidence questionnaire (Autumn) Staff confidence questionnaire (Summer) Learning Walks Assemblies Cross-curricular observations</p>

<p>Therapy: develop sustainable and effective provision in order to meet needs as outlined in EHCPs</p>	<p>Develop use of SALT & OT training through school, monitoring appropriate input and evaluating impact Therapy links in classes/pathways OT Training package for staff to build understanding and sustainability of provision in school – Sensory, Social and Motor Skills Course (6 modules) Develop the input and training provision for the Sensory Support Service and Physio (KB) To revisit and celebrate good practice FLC team/staff to support families with therapy needs and share programs/ information</p>	<p>Therapists; SALT/ OT/ SSS/ Physio</p> <p>AS (NHS) GL (MOT & Speechwise)</p> <p>FLC's Pathway Leads</p>	<p>Pupil Premium Funding</p> <p>SALT/OT Costs Training cost (£175)</p> <p>Teaching Time</p>	<p>OT Training Package: September 23 – July 24</p>	<p>SLT Meetings Termly therapy update Staff/Team meetings In-house training Observations (Five Principles) Pupil Progress Meetings Case studies</p>
<p>To strengthen teaching practice to ensure high quality teaching across all subjects and cohorts.</p>	<p>SLT in place to support all new/inexperienced staff in role. ECTs (AS, GL, CP, DW, LR, JJ) UQs (AS) L6s (AS) EYPs (CP) HLTAs & TAs (SLT, Pathway Leads)</p>	<p>SLT</p>	<p>Cost/ Teaching time</p>	<p>Termly updates Review – Summer 2024</p>	<p>Class observations Peer observations Appraisal cycle SLT meetings SSIA meetings/visits Assessment monitoring Training schedules</p>
<p>To develop a robust assessment schedule to monitor key curriculum focus areas across the academic year</p>	<p>Assessment of progress for EYFS, pre-formal and formal curriculums to be monitored by Assessment Coordinator and Pathway Leads. Progress and evidence to be tracked for all children from EYFS to Year 6 Baseline completed for all reception children within 6 weeks of starting school. Pre-formal and formal curriculums to be baselined and inputted on the school tracking grid by October 2023. Evidence of learning to be recorded on Development Maps, Tapestry or Classroom Monitor.</p>	<p>GL AS Pathway Leads SLT</p>	<p>N/A</p>	<p>June 2024</p>	<p>Staff meetings/Training Pupil progress meetings Mid and end of year data SLT meetings SISA feedback</p>

To deliver a consistent curriculum that will be resourced and transferred ready for the move into the new build.	SLT to analyse curriculum needs in the Spring term. Class teachers to be made aware of their classes in the Summer term in preparation for the move. Teachers to plan and resource environments and lessons in preparation for the move into the new school.	SLT & Class teams	Staff time	Summer term in preparation for September 2024	SLT meeting Staff meeting times
--	--	----------------------	---------------	--	------------------------------------

*Also see three focus areas for 2023-24s subject curriculum action plans
In English, Maths & Topic.



Behaviour & Attitudes 2023-2024.



Updated 04.07.23

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To ensure that attendance for those who are pupil premium matches those who are non PP.	Teachers liaise with FLCs for any children absent. Admin update registers/CPOMS where possible with updates including agreed absences. CPOMS used to update on attendance.	SLT AS	-	All year	CPOMS Attendance analysis HT report Weekly Safeguarding meetings EWO termly visits
To reduce persistent absentee attendance by 20%.	AHT and FLCs to liaise regularly re attendance. School to engage with identified families in the Early Help Process as and when required in order to help improve school attendance/home routines. FLCs to support with home visits/face to face visits	SB AS	-	By January 2024	CPOMS Attendance analysis HT report Weekly Safeguarding meetings EWO termly visits
To enhance knowledge of staff's practices around restorative approaches to strengthen relationships with one another and external agencies.	-To develop how staff can embed restorative practices to create a positive school culture. -Continue and develop site mixing of staff through team building exercise across the year.	JJ CP	Leadership time	Ongoing throughout across the school year.	-Staff training around the importance of restorative approaches outlining the 'why' we want to be a restorative school and the benefits of this moving across to the new build. -Staff feedback through questionnaire

To ensure that transition for the new children is planned and prepared to ensure strong relationships are embedded from the beginning between pupils, staff and parents.	-Work with staff, families and pupils of the new January cohort in how to support children's individual needs for starting Lisburne.	SLT FLCs	Staff time	Autumn Term/ Spring 1	Monitored by FLCs, Class teachers and SLT
To monitor and draw correlations of behaviour across the school to identify key behaviours that reoccur.	-Using CPOMS gather data analysis of all types of behaviours to identify as a school if there are specific behaviours we need to look at addressing further.	JJ AS	Leaders hip time	September 2023- July 2024.	Reviewing the data analysis using CPOMS. Staff meeting about how we will record behaviours and the importance around logging the time correctly on CPOMS.
SALT and OT to work with Behaviour Hub to support classes to embed the ZoR across the day	- SALT and OT to work with Behaviour Hub to support classes to embed the ZoR across the day -SALT: SALT to work with behaviour Hub to develop staff understanding around the teaching of emotions -OT: OT to contribute to developing staff understanding around regulation strategies.	Speec h-wise Behavi our HUB	Staff time	September 2023- July 2024.	Monitor of CPOMS and draw data from the amount of logs recorded around particular children's behaviours. Monitored by Behaviour Hub & SLT.
To ensure all staff have knowledge around low-level disruptions to enhance their thinking around de-escalation strategies.	-Behaviour HUB to plan training around low-level disruptions- what they look like and how they can escalate. -Observations of classes from the behaviour HUB to identify low-level disruptions around school.	Behavi our HUB	Staff time	Autumn Term	Use of Case study child to be monitored by behaviour lead to see how low level disruptions are addressed and managed over the course of the year.



Personal Development 2023-2024

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To build communication of the pupil voice groups through site mixing opportunities.	<ul style="list-style-type: none"> • Establish new Lisburne Leadership team, School Council, Pupil Voice group and Eco council (Offerton and Overdale site) • Provide opportunities for each pupil voice groups to mix each half term. • Lisburne Leadership Team and School council to feature in Assemblies. 	Cassie/ Richard/Laura Laura H/ Gill Alan/Grace	None	Autumn 1 Half Termly Spring/Summer term.	<ul style="list-style-type: none"> • Evaluate pupil voice children provided by each group. • Feed back in Headteachers report. • Evaluate books/evidence provided by children (Pupil Voice group and Lisburne Leadership Team)
To enhance pupil confidence when speaking to a range of audiences (Governors, visitors, senior leaders)	<ul style="list-style-type: none"> • Invite Governors to partake in pupil voice groups. • Invite senior leaders to be part of pupil voice groups. • Leads for pupil voice groups to observe both sites (e.g. Lisburne leadership team lead at Overdale to observe Offerton) • Lisburne Leadership Team to actively share pupil voice as part of Govenors morning 	Adele SLT Pupil Voice leads (Offerton/O Verdale) Grace	None	Spring Autumn 2 Autumn 1 Summer 1	<ul style="list-style-type: none"> • Governors to provide feedback during termly meetings. • SLT to feedback to headteacher. • Pupil voice leads to collaborate to evaluate groups. • Governor feedback
To embed staff subject knowledge of our core curriculum- (Values and principle)	<ul style="list-style-type: none"> • Staff training- Our 3 core values • Staff training- 5 principles of learning • Staff training- SMSC & how it fits into our curriculum. • Staff training- The 9 protected characteristics. 	Lizzie/ Aimee	None	Autumn 2 Autumn 2 Spring 2 Spring 2	<ul style="list-style-type: none"> • Staff confidence questionnaire (Autumn) • Staff confidence questionnaire (Summer)

<p>To enhance relationships with parents and carers, continuing to develop opportunities to share SMSC cultural festivals.</p>	<ul style="list-style-type: none"> • Establish 2 year rolling SMSC calendar & share with teachers. • Set dates for SMSC parent/carer festival dates on whole school calendar. • Parent 'wow' sessions per term. 	<p>Chloe/ Grace</p> <p>Chloe/ Grace</p> <p>Chloe</p>		<p>Summer 23</p> <p>Summer 23</p> <p>Ongoing-termly</p>	<ul style="list-style-type: none"> • Parent feedback- google forms. • FLC's to gather feedback during wow sessions.
<p>To develop subject knowledge of staff/ parents surrounding the 9 protected characteristics.</p>	<ul style="list-style-type: none"> • Establish calendar for 9 protected characteristics (one per half term) • Set up whole school training (1 per half term) • Create parent/carer leaflets/video learning for each characteristic. • PCRE workshop- include 9 protected characteristics 	<p>Grace and Lizzie Lizzie</p> <p>Lizzie</p> <p>Grace</p>	<p>None</p>	<p>Summer 23</p> <p>Ongoing-termly</p>	<ul style="list-style-type: none"> • Autumn staff/ parent questionnaire- SLT to monitor. • Monitor tasks completed in staff training • Monitor parent views on class DOJO. • Summer staff/ parent questionnaire- SLT to monitor • Gather feedback from parents during PCRE workshop
<p>To build relationships between the pathways through site mixing and buddying opportunities.</p>	<ul style="list-style-type: none"> • Organize buddy classes (within pathways) (1 per term- Autumn and Spring) • Staff meeting- Staff to choose a focus child to evidence a specific target linked to developing confidence/self-esteem (transitioning/ relationship building) • Provide money for offsite enrichment buddy session within Spring term site mixing group. 	<p>Grace and Lizzie</p> <p>Lizzie/Aimee</p> <p>Lizzie/Aimee</p>	<p>£5 per child=£1000</p>	<p>Summer 23</p> <p>Autumn 2</p> <p>Spring 1</p>	<ul style="list-style-type: none"> • Gather evidence from teachers through photos & a focused child's learning journey. • Feedback to governors- how money is spent. • Headteachers report. • Pupil voice groups- feedback on site mixing.

<p>To develop consistency of the wellbeing team across the three sites (Karen to lead)</p>	<ul style="list-style-type: none"> • Termly monitoring meetings with MHFA. Outline staff who are of concern who need check in's following term. • Wellbeing training for MHFA's- provision mapping • MHFA lead to monitor care support on system. • Regular 'Change' group meetings. 	<p>Karen Karen to lead Karen</p>		<p>Autumn/Spring/Summer Termly</p>	<ul style="list-style-type: none"> • Gather data- how many first aid incidents per wellbeing lead. • Monitor care support on system • Share data with Governors. • Feedback to Headteacher • Evaluate the effectiveness of the MHF's used. Do more need training.
<p>To establish a strong transition package for the children through the development of bespoke transition packages for all.</p>	<ul style="list-style-type: none"> • Meet with parent steering group- what resources do parents want? • Work with therapists to create bespoke resources. • Outline section on website for parents to gather resources. • Provide all children with transition booklets/visuals. • School council/Lisburne Leadership team to actively make video tour the new build. • Children to feedback to governors during govenors meeting. • Arrange site visiting opportunities. 	<p>Chloe Lizzie/Chloe Lizzie/Alan Alan Grace Lizzie/ Grace</p>		<p>Spring Spring Summer Summer Summer Summer</p>	<ul style="list-style-type: none"> • Gather feedback during parent steering group. • Discuss resources with SLT (Transition groups) • Monitor website usage. • Gather feedback on DOJO and Tapestry e.g. What resources do they find useful?

Also see PSHE Action Plan



Leadership & Management 2023-2024.



Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To ensure that safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks	<p>Complete audit and create action plan</p> <p>LA to deliver Annual safeguarding training</p> <p>Termly safeguarding training updates</p> <p>Review suite of policies and update accordingly (e.g. KCSIE 2023).</p> <p>Rolling programme of DSL training to continue</p> <p>SLT to attend termly safeguarding networks and disseminate information to staff</p> <p>Ensure consistent induction training for new staff, students and volunteers.</p> <p>Continue to work with colleagues from Safeguarding Partnership</p>	<p>SLT</p> <p>SB</p> <p>GL</p> <p>HY</p> <p>LH</p>	<p>£120</p> <p>0</p>	All year	<p>SLT Meetings</p> <p>Weekly Safeguarding Supervision</p> <p>Monitoring & Analysis of CPOMS</p> <p>Regular agenda items on staff & team meetings</p> <p>Induction training evidence</p>
To further develop the effectiveness of the Governing Body in holding the HT to account, in light of the transition to the new build.	<p>Ensure governors are clear about their roles and responsibilities</p> <p>Invite them to Governor training Days</p> <p>Governors to meet curriculum leads</p> <p>GB roles to be communicated to the whole school.</p>	<p>SLT</p> <p>SB</p>	-	By April 2024	<p>GB Meeting Minutes</p> <p>Email and communication</p> <p>Subcommittee attendance</p>

To develop middle (pathway leads) and senior leadership to build capacity and sustainability at all levels.	Training through NPQs Wider opportunities Development of roles including pathway leaders Updated systems in place Regular SLT meetings to upskill senior and middle leaders.	SB GL AS EH	NPQ costs. Time out of class.	By April 2024	Ongoing review by the SLT. Meetings/emails held with SLT – continuous discussions held throughout the year.
To develop teachers' subject leadership skills to enable them to effectively lead their subject(s).	Subject leadership time given to core subjects Pathway leads will run weekly staff meetings for their phase to monitor teaching, assessment and learning in their phase.	SB	Subject leadership time	By May 2024	Monthly updates to SLT GB SMs HT report Appraisals
To empower Scale 6s and HLTAs to take ownership of their own professional development through a whole school progression model.	Evaluate the HLTA training and run training through the academic year. Plan and deliver monthly Scale 6 training for those involved with running elements of a class. Report to GB on effectiveness of upskilling staff. Scale 6s work with Senior leaders to develop their teaching and assessment knowledge. SLT organise training in new initiatives for HLTAs and Scale 6s.	SB GL AS EH CP	Time out of class	By May 2024	Monthly updates to SLT HT report Appraisals Monthly HLTA / Sc 6 meetings.
To work collaboratively with our strategic partners to build capacity for the whole school system moving in to a trust.	Attend meetings with stakeholders and other HTs Liaise with stakeholders Formal consultation to go out. HT interview with DfE Develop Trust Structure HTs to meet regularly. Plan to convert in Jan 2024. Develop new action plan through the year to coincide with trust development of Four Rivers.	SB GB	Initial funding covered by DfE	Jan - July 2024	Regular meetings with Regional School Director Ongoing review with four HTs & GBs. EPM involvement

For the Headteacher to oversee the expansion of Lisburne – supporting the LA in accommodating the new children	Addition of nine children in EYFS at Overdale. Additional 16 children at the main site and 21 new children at Hollywood. SLT to transition to the new build over six months and develop a robust transition.	SB GB SLT	In the budget	All year	Ongoing review by the LA & SLT. Meetings/emails held with LA & SLT – continuous discussions held throughout the year.
For the Headteacher to oversee the expansion of Lisburne – embedding the new staffing structure.	New staffing structure will come into place in September. Additional dance/music and PE coaches. New HLTA posts created – training to take place. Three new pathway leads appointed all in place so staff meetings will be adapted in line with the training needed. Ready to move in September 2024 to the new site. Purchase and Use 'The Key'+ with Senior Leaders and for Safeguarding highly accurate, expertly synthesised and context-rich resources and guidance.)	SLT GB	In the budget £900	Jan 2024	Ongoing review by the LA & SLT. Meetings/emails held with LA & SLT – continuous discussions held throughout the year. GB meeting minutes.

5

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To enhance provision for ' <i>Understanding the World</i> ' with an emphasis on past and present	<ul style="list-style-type: none"> Shared staff training across the two sites led by EYFS leads To reflect the UW themes through a range of topics Development maps – 'This is me page' with input from parents Pupil progress meetings Shared planning opportunities across 2 sites 	CP RB RK NE	£0	September 2023 - Ongoing	Monitor pupil progress through Development Maps Confident and knowledgeable staff Input and feedback from parents
To embed the new Development Maps as a monitoring and recording tool.	<ul style="list-style-type: none"> To embed the new Development Maps as a monitoring and recording tool. To purchase the necessary licenses Catherine Armstrong to work with EYFS leads to support the initial set-up Development Maps team to provide additional input 6 Additional iPads with safety cases required (2 for Overdale, 4 for Holly) Development Maps to be shared with wider school through staff meetings. 	CP RB RK NE	£263.58 (Inc. VAT) £250 £1,500	September 2023 - Ongoing	A comprehensive monitoring platform for all EYFS children Parental engagement

<p>To effectively implement and disseminate Development Maps as a monitoring and recording tool across the EYFS and School community.</p>	<ul style="list-style-type: none"> • All staff use Development Maps to monitor and record pupil progress effectively • Training for EYPs across the two sites • An introduction to Development Maps for all staff • Parents to be up-skilled and confident in the use of Development Maps • Provide parents with an information leaflet for accessing Development Maps • Drop-in opportunities available with Computing technician 	<p>CP RB RK NE</p>	<p>£0</p>	<p>To begin June 2023 - Ongoing</p>	<p>Staff will be confident and knowledgeable recording and sharing pupil information</p> <p>Parental engagement</p> <p>Parental feedback</p>
<p>For the EYFS leads to ensure consistency across EYFS classes so that all children have access to a high quality provision and, in turn, make outstanding levels of progress.</p>	<ul style="list-style-type: none"> • To support staff with resources, planning, policies and risk assessments • Sharing good practice • Ensuring equal opportunities for all children through teaching and learning • Shared team meetings (1 per term) • Regular liaising between EYF's leads (Weekly) • Shared staff training • Shared planning • EYPs to provide training opportunities within their key areas across the two sites (<i>Communication, Creative, Maths, English, Outdoor learning</i>) • Therapy input 	<p>CP RB</p>	<p>Leadership time</p>	<p>July / September 2023</p>	<p>Mirrored resources</p> <p>Consistent approaches / shared opportunities across the two sites</p> <p>Staff competency / Training</p> <p>Regular shared meetings / training</p> <p>Staff confidence and knowledge</p> <p>Monitor pupil progress through Development Maps</p> <p>Consistent therapy input</p> <p>IEP's</p> <p>Provision and access maps</p> <p>Learning walks</p> <p>Lesson observations</p>

<p>To ensure consistent planning in key subject areas so that all children receive the same high quality provision</p>	<ul style="list-style-type: none"> • All staff involved in the curriculum planning process from the initial stages. • Weekly staff planning meetings, beginning in Summer Term 2023 • Shared planning opportunities • EYPs to ensure curriculum is reflective of their key areas. • Therapy input 	<p>CP RB RK NE</p>	<p>£0</p>	<p>To begin June 2023 - Ongoing</p>	<p>Planning scrutiny within the EYFS provision</p> <p>Regular reviews and evaluations</p> <p>Monitor pupil progress through Development Maps</p>
--	--	--------------------------------	-----------	---	--