



**St Mark's CE Primary**  
**School**

**School Development Plan**  
**2025-2026**

Headteacher: Simon Bird  
Chair of Governors: David Hill

**Aspire, Believe, Succeed**

## **Our Mission**

Our School promotes a positive ethos within a stimulating and enjoyable learning environment, educating for “life in all its fullness” through a broad and balanced curriculum which provides a wide variety of opportunities.

The school is founded on the Christian values of Courage, Compassion and Creativity. Every member of the school community is seen as a unique individual loved by God, is equally valued and is fully supported and encouraged to do their very best in everything they do.

## **Our Vision**

*(Who are we? Why are we here?)*

***St Mark’s CEP School is committed to developing children that are courageous, compassionate, and creative, making excellent all-round progress so they can reach their unique potential, experience, and share “life in all its fullness.”***

**We Aspire, Believe, Succeed.**

St Mark’s school vision is theologically rooted in the belief that everyone reflects the image of the creator God, is loved and sustained by God and is called by Christ into “life in all its fullness” (John 10:10). Every member of the school community is therefore to be equally valued, fully supported and encouraged to flourish.

The Christian values which inspire and focus our community are courage, compassion, and creativity. These values help us nurture self-respect and respect for others both within and beyond our diverse community. They encourage learning, wellbeing, and service. With this vision, we promote a safe, stimulating, caring and enjoyable learning environment, educating through a broad and balanced curriculum, which provides a wide variety of opportunities for children to grow and succeed.

**Courage** – to speak up, advocate for others, try new things. This speaks to Faith.

**Compassion** – kindness, service, justice, empathy, respect. This speaks of love.

**Creativity** – children as God’s creation, in the image of God, creating new things. This speaks of hope.

***By the end of next three years, we aspire to meet that commitment by-***

In three years time St Mark’s CEP will have built on the strengths that we have in leadership, pastoral care, and teaching to support every child, as individuals, to reach their potential, academically and socially. We will have attracted, retained, and developed our strong teaching team, whilst supporting their wellbeing. We will have developed our relationship with parents and the wider community to increase our pupil roll. We will be delivering good levels of tuition in sport, music, and art. Our relationship with St Mark’s Church will have grown even closer and stronger.

To achieve this our priorities over the next three years will be -

- To provide pastoral care for our children of the highest order whilst supporting the wellbeing and resilience of our staff. Our culture will include parents fully in the children’s education and school life generally, with the church and the wider community embedded.
- To challenge and support our children to be the best they can be, through individual assessments and working towards stretch goals.
- To support our staff to develop professionally and to maintain their wellbeing, in order to keep them strongly engaged and motivated.

- To develop an Annual Marketing Plan and a sustainable, committed marketing team, with the support of staff, parents, and governors. The plan will drive activities to improve our presence and reputation in Tunbridge Wells, to increase our pupil roll, and to further engage parents in order to extend our offer in sport, music, and art.

## **Our Values**

(How then should we live?)

As a result, we live by our Christian values of **Courage, Compassion and Creativity** in which personal responsibility, self-respect and respect for others are central to our children's growth.

Our children **Aspire, Believe and Succeed**.

**The school was last inspected by Ofsted in June 2022 and was judged as Good.**

### **Areas for Improvement identified from the last inspection:**

Leaders and those responsible for governance should ensure that:

- Leaders need to further enhance staff training and development so that teachers choose learning activities that help pupils to know and understand more.

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## **Church School Distinctiveness**

**The SIAMS inspection took place on 9 December 2019**

### **Areas for Improvement identified from the last inspection:**

Leaders and those responsible for governance should ensure that:

- Refine the vision to make sure it influences strategic decision making and that its impact can be expressed by everybody.
- Ensure pupils are given greater opportunities to choose and engage with social action so as to increase their involvement in and understanding of courageous advocacy.
- Enable pupils to increase their leadership and ownership of collective worship so that pupils are given increasing opportunities for further spiritual growth.

### **Actions for 2025-26:**

Leading lights – children to provide input to worship planning and delivery  
Children are actively involved in the leadership and ownership of collective worship.

Worship areas (e.g., in classrooms) developed and used.

Opportunities for social action – children involved, and understanding/engagement increased -  
Champion Chanzige charity links developed.

SIAMS group/governors to review SIAMS SEF.

Number of pupils on roll	321	Number of pupils eligible for Pupil Premium	65	Number of pupils with an EHCP	6
End of KS 2 percentage of pupils on track for EXP attainment.	<u>At End Y5 data</u> R 64.9% W 57.9% M 68.4%  <u>Targets for 2026</u> R 75% W 72% M 74% GPS 73% Comb 62%	End of KS 2 percentage of pupils on track for GDS attainment.	R 19.3% W 3.5% M 26.3%  R 25-30% W 10-15% M 25-30%	End of KS 2 percentage of pupils not on track for EXP attainment.	R 35.1% W 42.1% M 31.6%
Progress score in Summer 2024	R, W, M – no progress scores available for 2025	Most recent Ofsted Grade	Good	Staff Turnover for the previous year.	2 teachers – end of temporary contracts – permanent staff returned
Number of pupils with EAL	22.5%	Overall attendance Disadvantaged attendance.	95.58% 92.5%	Persistent absenteeism 2024-25	children below 50% 1
EYFS target	In line with national 72%	Y1 phonics target	In line with national 80-82%	KS1 targets	In line with national/ R 68% W 60-65% M 71% GDS 5-10% in R, W & M
Key Ofsted actions from last report	Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> <li>Leaders need to further enhance staff training and development so that teachers choose learning activities that help pupils to know and understand more.</li> </ul>				
Key areas to improve	Support pupils in closing the attainment gap because of the lockdowns. Writing attainment and progress across the school. Spelling attainment across the school. Secure provision for SEN pupils to improve attainment and track progress accurately. Improve attainment of disadvantaged pupils.				
Key staffing areas of issue	Ensure all teaching is consistently as effective as the very best Ensure that new staff follow policies and teaching strategies for consistency of at least good teaching throughout the school.				
Key performance indicators for the next 3 years	SATs results, Value-Added data, and Teacher Assessments Quality of teaching Attendance data				

## Target 1: We will be brilliant writers across the curriculum.

### Quality of Education

- The Write Stuff training – CPD & staff meetings
- CPD for all teachers/staff to strengthen the teaching of writing and spelling and ensure excellent subject knowledge, and a focus on modelling. Maintain reading focus.
- The Writing Framework – DFE updated 2025
- The EYFS Framework – DFE updated 2025
- Clear and detailed Writing Action plan using the EEF guidance report and research. This plan is to be shared across the school, with regular monitoring and reviews.
- Effective planning using high quality text with clear progression.
- Enriching and inspiring events to strengthen high quality writing., such as author visits and our own St Mark's author's event.
- Analyse data and assessment information to ensure we target support effectively. This is to be done on an ongoing basis, but we use three formal points across the year.
- Ensure all pupils, including disadvantaged and SEND, have the best opportunities to write and these are integrated through the curriculum.
- Carefully monitor the impact of curriculum interventions and tutoring to ensure the right children receive the additional support at the right time.
- Books and lessons will reflect highly effective teaching where adaptations are made where necessary and high expectations are reflected.

### Personal Development

- Opportunities for pupils to work with a range of pupils and adults to have a positive impact on their writing.
- Children strive to improve their own performance, with high levels of pupil engagement in school provision.

### Behaviour and Attitudes

- Opportunities for pupils to role model learning behaviours, including peer to peer support.
- Pupils to be highly motivated and persistent in their learning.
- Improved attendance of some pupils.
- Relationships between staff and pupils reflect a positive and respectful culture so pupils feel safe and resilient.
- Students to be able to talk enthusiastically and in a detailed way, about how they are improving their writing and how they are developing as authors.
- Students to be ambitious in their use of vocabulary.

### Leadership and Management

- Ensure our staff receive highly effective professional development & peer observation & possible external CPD. (Reflected in performance management targets) to impact on the quality of teaching, including the subject lead.
- TPs & part time staff trained in The Write Stuff.
- Action plan (subject leader) shared with staff.
- Writing policy reflects a clear and ambitious vision for all pupils and shows clear pedagogical content. This is to be shared widely and regularly.
- Measure the impact of interventions for all pupils and carefully monitor data. Ensure this information informs future actions.
- Work closely with parents and families to share the vision and involve parents in school improvement.
- Subject leader to ensure that new staff have the correct subject and pedagogical knowledge of GPS and what the year group writing should look like.
- Subject leaders to be aware of how writing is developed within their subject, and this is planned for.
- Writing competitions – possible opportunities - internal & external.
- Mystery reader – SLT, KS leaders, etc.
- The National Literacy Strategy & The Writing Framework – DFE updated 2025
- The EYFS Framework – DFE updated 2025
- Parental engagement – aim to increase this area

# What are we all doing to become brilliant writers across the curriculum?

## Students

For example:

- Practise my spellings for homework.
- Show resilience in my writing by trying hard, even when it's tricky.
- Use feedback to improve my writing every time and explore different genres.
- Use all the curriculum to practise writing.
- Develop handwriting speed and formation.
- Read for pleasure
- Produce a school newsletter.
- Increase writing stamina – volume of work.
- Improve editing and checking.
- Change voice in writing.
- Write in different styles for different subjects – e.g., as a historian.
- Use The Write Stuff approaches.
- Write for real life purposes

## Staff

- The Write Stuff taring & processes to be followed.
- Staff to observe peers and use new approaches.
- Extended writing opportunities in all subjects across the year.
- Plan for exciting writing teaching, using high quality text and providing a range of opportunities & experiences to write about, e.g., visitors, trips, etc.
- Link to subject action plans.
- Ensure well sequenced lessons that build on skills, use modelling and effective scaffolding.
- Peer mentoring.
- Spelling – consistent approach to spelling across the school
- Plan for constant reinforcement of key features & GPS.
- Provide high quality feedback to help students improve through excellent subject knowledge – pupil writing conversations.
- Support reading for pleasure – Bookmark
- Staff to facilitate newsletter.
- Examples of good writing in newsletter/on website – changed regularly.
- Staff to be aware of and encourage children to take part in writing competitions.
- KS2 (&Y2 term 5&6) to discuss writing assessments with the children.
- Accelerated reader in place.
- Staff to encourage writing for purpose through the wider curriculum– e.g., charities, links to other schools, to MPs, sports reports, etc.
- Final draft on different coloured paper – replace writing folders.
- Moderate writing in all subjects, not just English books.

## Governors

- Carefully check the monitoring of the teaching of writing across the school for all pupils.
- Use the data to monitor pupil attainment and progress in writing.
- Support the teachers and students in celebrating writing successes.
- Check progress in writing across the curriculum.

## Families

- Encourage and praise writing opportunities at home.
- Support children with homework, especially when practising spellings and completing writing practise.
- Share the love of books and reading with their children at home.

## School Council

- Consider ways to promote writing in the school. This could be a competition, displays, a target chart etc.
- Lead by example in displaying and sharing excellent learning behaviours.
- Sustain School Council initiative – regular whole school writing competitions.

### **Autumn Milestone**

Across each year group - For 50% of students on track for EXP in writing and 8%+ for GD.

Progress data/measures  
Average points progress = 1

### **Spring Milestone**

Across each year group - For 60%+ of students on track for EXP in writing and 10%+ for GD.

Progress data/measures  
Average points progress = 2

### **Summer Milestone**

Across each year group - For at least 64%+ of students on track for EXP in writing and 12%+ for GD.

Progress data/measures  
Average points progress = 3

## **Review of Target 1:**

**Autumn:**

## Target 2: We will develop our oracy skills & our self esteem

### Quality of Education

- Develop oracy within the school, continuing with the work started on challenge and developing public speaking skills.
- We are committed to empowering children to become confident, articulate individuals who are equipped with the tools to express themselves and collaborate effectively.
- We are a community where every voice is valued.
- Staff should use their professional understanding and skills to develop their pupils' metacognitive skills further.
- Members of staff to support the teaching team in their understanding of sustaining metacognition.
- Continue to teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition within all areas of the curriculum. Challenge is carefully planned to enable metacognitive thinking
- Planning across all curriculum areas to reflect high levels of support for metacognition, including questioning and challenges.

### Personal Development

- Staff model their own oracy skills to the children.
- Staff maintain modelling of their thinking to help pupils develop their metacognitive and cognitive skills for pupils' personal development.
- Further promote and develop metacognitive talk.
- Explicitly teach pupils how to organise, and effectively manage, their learning independently

### Behaviour and Attitudes

- Students to show high levels of self-control and positive attitudes to their education. Where students struggle with this, we take fair and effective action to support them.
- Promotion of our Behaviour Policy across the school.
- Students to use feedback and support to remain persistent in the face of difficulties.
- Students are role models for their peers in their resilience and are supportive of each other.
- All learners to show high engagement.
- Zones of regulation used to talk about feelings & emotions.

### Leadership and Management

- Ensure that teaching teams receive focused and highly effective professional development.
- Staff's subject, pedagogical and pedagogical content knowledge focused on in CPD to show improvements in the teaching of the curriculum.
- Involve the whole community in our plan and ensure it reflects their voices and views.
- Provide information throughout the year about our target, including information home, information sessions in school, student presentations, and assemblies. Ensure a continuous, raised profile.

## How are we going to develop our oracy and self esteem?

### Students

- Children will develop their oracy skills and use strategies and tools to express themselves.
- Oracy – correct recasting of sentences.
- Continue to use metacognitive learning to help with resilience.
- Pupils can voice understanding of metacognition at an age-appropriate level.
- Try their best to learn and use effective strategies for their learning.
- Use adult support and questioning to improve their learning.
- Engage well when discussing learning strategies and apply them in class.
- Support their peers in their learning.

### Staff

- We will teach the children that Oracy is important to be able to speak up for your rights, protect democracy and express your thoughts, opinions, and individuality.
- We want all the children to 'find their voice' and use it to promote the need to be civic and community minded by following our school rules and values.
- Linked to subject action plans.
- High engagement in CPD and research around metacognition, in particular using the expertise of those staff with more experience in the subject.
- Encourage our students to reflect on their strategies and provide opportunities to strengthen their persistence.
- To encourage all of our students to develop their public speaking/oracy skills, e.g., in lessons – presentations to class, show & tell, class assemblies, projects, debates, class ambassadors, etc. Adults and peers model this.
- Modelling thought processes.
- Performance poetry & St Mark's Got Talent.
- Book talk/blether opportunities and increased oracy on their tables.
- Oracy homework opportunities.

### Governors

- Talk to our students and ensure that the school is monitoring their views, via surveys and conferencing.
- Support the school in attending information sessions or seeing children's presentations.

### Families

- Attend information sessions held at school, and/or read the information that comes home about oracy & metacognition and give feedback to the school.
- Talk to the children about the process of learning, applying strategies and problem solving.
- Use suggested activities at home.

### School Council

- Consider ways to promote oracy and metacognition throughout the school and support the leadership in presenting information to our wider community.
- Promote Zones of Regulation and make it part of the focus for the year.
- School council to change 3x per year – increased opportunities to participate.

### **Autumn Milestone**

Teachers are aware of those children whose oracy skills need developing.

### **Spring Milestone**

Oracy is planned across all subjects and year groups and evidenced in planning and lesson observations/drop-ins.

### **Summer Milestone**

All community members will have enhanced the teaching and learning through oracy and will be able to reflect on next steps.

Opportunities through assemblies, presentations in class, etc. provided to display oracy development.

### **Review of Target 2:**

**Autumn:**

## Target 3: We will be the best we can be.

### Quality of Education

- Ensure interventions for SEND pupils are well planned, consistently executed, and reviewed on a termly basis to measure the impact.
- PP students are prioritised for tutoring resources and their attainment tracked closely.
- Teacher planning to identify vulnerable students, PP, SEND and any others whose situation makes them more at risk. Planning to indicate how these students are further supported.
- Feedback policy to be applied consistently to ensure all students know how to improve.
- Work provided to our students is demanding and matches the aims of our curriculum.
- Progress data is carefully monitored to ensure the best possible outcomes.
- Adapted teaching so all can access learning.
- Challenge is carefully planned to stretch the learning.

### Personal Development

- Students encouraged to engage in before, during and after-school provision. Such as interventions, tutoring, clubs, and experiences such as Young Voices.
- Through a wide range of enrichment activities, students' personal development is enhanced and the impact of this is carefully monitored.
- High quality pastoral support provided, including a happy you coach/nurture group/school counsellor to support those who may be vulnerable for a short or longer period.

### Behaviour and Attitudes

- All students encouraged to make a highly positive, tangible contribution to the life of the school and our wider community, through leadership roles, school council participation, head/deputy head pupil, prefects, monitors, online ambassadors, etc.
- Students' achievements, both inside and outside of school, widely celebrated and to act as inspiration for others.
- Students actively supporting each other in their wellbeing.
- Everyone in our community creates a positive environment in which all are respected and treated fairly.

### Leadership and Management

- Embed school rules – 'Safe, Ready, Respectful' – to ensure further behaviour management consistency.
- Subject leaders to monitor the provision for vulnerable students within their action plans and monitoring—identifying supported opportunities and ensuring fair access.
- Harder to reach families, or those with lower attendance or lateness, to be supported and encouraged to improve attendance to ensure it is above 95%.
- Communication with families clearly identifies ways to support their children at home.
- PP funding is carefully used to ensure equal access to all opportunities, including clubs.
- PP increasing number of subsidised at clubs, etc.
- Embed attendance rules & procedures.
- Uniform policy adjustments & expectations.
- Cultural Capital opportunities mapped.
- Increase Cultural Capital opportunities – develop links/outreach with independent schools, pantomime, etc.
- Subject Leader action plan – target for more able
- Teacher standards - be the best that they can be.
- Improve parental engagement
- Steplab – instructional coaching to be developed.

## How are we going to work together to support everyone in our school to achieve their best outcomes?

### Students

- Encourage each other and praise each other's efforts.
- Engage in activities and opportunities that are offered.
- Attend school every day and be on time to make sure you keep making progress.
- Know and follow the new school rules at all times – best behaviour.

### Staff

- Consistently model and apply the school rules and behaviour approaches.
- Be aware of vulnerable pupils across the school and plan, monitor and review support offered.
- Challenge is carefully planned to stretch the learning.
- Adaptive teaching. Mainstream Core Standards – for SEN children in all lessons.
- Ensure learning and additional activities are accessible for all.
- Communicate frequently and meaningfully with families to ensure good relationships and openness.
- Staff responsible for sharing and accessing planning.
- All staff reinforce expectations, e.g., uniform.
- Elements of new rules and values possible in class assemblies.
- Encourage further independence in children.
- Adapt how to deliver messages & identify barriers to parental attendance at meetings (maybe move to online at 12 to fit around parent's work, digital recordings, etc.).
- Increase positive feedback to parents.

### Governors

- Monitor the schools progress data for our vulnerable students to see the impact of additional support, both academically and for their wellbeing.
- Close monitoring of PP and SEND data with the staff, including lowest 20% of reading.

### Families

- Communicate with the school if there are any circumstances that may impact a child's wellbeing or access to our activities and learning.
- Ensure Pupil Premium funding is applied for if appropriate.
- Ensure consistently high levels of promptness and attendance = 95%+
- Support the school by adhering to policies and procedures – e.g., attendance, uniform, timings, etc.
- Increase engagement in parental workshops.

### Leadership

- Appoint a key person to liaise with harder to reach families.
- Careful tracking of progress data, ensuring that additional resources are appropriately dispersed.
- Support families via Coffee mornings, encouraging participation in school and outreach support.

### **Autumn Milestone**

Leuven scale used to track 5 PP/SEND pupils  
PP Engagement in clubs is monitored.  
Staff consistently demonstrate values and rules.

### **Spring Milestone**

Leuven scale used to track 5 PP/SEND pupils  
PP Engagement in clubs is monitored.  
Staff consistently demonstrate values and rules.

### **Summer Milestone**

Leuven scale used to track 5 PP/SEND pupils  
PP Engagement in clubs is monitored.  
Staff consistently demonstrate values and rules.

## **Review of Target 3**

Autumn:

## Target 4: to develop our Church School Distinctiveness by addressing the SIAMS improvement areas.

### Quality of Education

- Ensure opportunities for pupils are well planned, consistently executed, and reviewed on a termly basis to measure the impact.
- Work provided to our students is demanding and matches the aims of our curriculum.
- Collective worship evaluations are monitored to ensure the best possible provision.
- Champion Chanzige links are developed and revisited regularly within class.
- Opportunities for courageous advocacy are explored & taken.

### Behaviour and Attitudes

- All students encouraged to make a highly positive, tangible contribution to the life of the school and our wider community, through leadership roles, leading lights, school council participation, head/deputy head boy/girl, prefects, monitors, online ambassadors, charity events, etc.
- Students' courageous advocacy, both inside and outside of school, widely celebrated and to act as inspiration for others.
- Students actively supporting each other in their wellbeing.
- Everyone in our community creates a positive environment in which all are respected and treated fairly.

### Personal Development

- Students encouraged to engage in collective worship and charity events.
- Pupils increase their leadership and ownership of collective worship, so that pupils are given increasing opportunities for further spiritual growth.
- Students have opportunities to choose and engage with social action, so as to increase their involvement in and understanding of courageous advocacy.

### Leadership and Management

- Embed the school story and the school values.
- Subject leader to monitor the provision within their action plans and monitoring—identifying and ensuring opportunities.
- Communication with families clear.
- Work closely with parents and families to share the vision and involve parents in school improvement.

## How are we going to increase children's leadership/ownership of collective worship & give them greater opportunity to engage with social action?

### Students

- Take part in collective worship and its evaluation
- Engage in the Champion Chanzige/charity events on offer.
- Choir take part in singing at events, e.g., church services, at old people's homes, etc. Musicians to participate if possible.
- Engage in the use of reflective areas and prayer boxes
- Know school story and follow school values

### Staff

- Recap the school story
- Ensure that the children are given the opportunity to take part in collective worship and social action.
- Allocate time each day for a class prayer
- Keep the class reflective areas separate from other displays
- Engage in the Champion Chanzige/local charity (e.g., community larder – St Mark's church) events on offer.
- Look at provision of EYFS/KS1 play equipment linked to the school story.
- Know and follow school values
- Provide opportunities for children to develop courageous advocacy
- Include gratitude in reflection area – prayers of thanks.
- Consider separate assemblies for KS1&2 dependent on theme
- Oracy in assemblies

### Governors

- Meet regularly with the RE leader and keep the SIAMS SEF up to date.
- Monitor the progress towards the SIAMS actions.
- Learning walks to monitor RE and reflective areas
- Church links developed further – church newsletter
- Know school story and follow school values

### Families

- Engage in the Champion Chanzige/charity events on offer.
- Participate in the Harvest, Christmas, Easter, and Leavers services.
- Know and follow school values

### Leading Lights:

Leading lights follow their job description including leading class prayers, lead a termly assembly with the head pupils, manage the reflective areas in the class (bring prayers to the prayer box in the hall), choose hymns, etc.

Pupils choose and vote for charities – e.g., local, national, international.

Look to enhance local charity involvement.

Leading lights to change 3x per year - increased opportunities to participate.

### **Autumn Milestone**

Embed school story.  
Know and follow school values.  
Leading Lights established and role clearly defined.  
Identify charity/charities and begin to build courageous advocacy opportunities.

### **Spring Milestone**

Children/Leading lights take part in collective worship and its evaluation  
Engage in the Charity events on offer.  
Courageous advocacy evidence.

### **Summer Milestone**

Collective worship evaluations are monitored to ensure the best possible provision.  
Charity links are developed and revisited regularly within class.  
Engage in the use of reflective areas and prayer boxes  
Know school story and follow school values.  
Reflective areas – inside and outside – school story & values.  
Courageous advocacy celebrated.

### **Review of Target 4**

Autumn:

## SDP Costings

<b>Target</b>	<b>Action</b>	<b>Cost</b>
<b>We will be brilliant writers across the curriculum.</b>	CPD for teachers to strengthen phonic, writing and spelling. Strengthened phonic teaching. Inspiring events Monitoring and CPD by subject leader. Exciting books and resources for lesson content.	TEP Subscription - £945.00 Little Wandle – Membership £995.00 Reading Rewards - £1,500.00 (PTA) EAL Training KS1 - £500 Author Visits - £1500.00 The Write Stuff
<b>We will develop our oracy skills &amp; our self esteem</b>	CPD – possibly led by staff members who have expertise/completed their own CPD. Inspirational assemblies	Parent Activity – Resilience workshops - £200.00 Head Hero Award – Resilience £500.00 Peer Mentoring Training -£350.00 Books for Staff CPD – £200.00 The Key - CPD Metacognition Learning to Learn £500.00
<b>We will be the best we can be.</b>	Careful measurement and monitoring of progress of pupils. Teacher CPD and support by SENCo and Ed Psych. Financial support to attend extra-curricular activities. Happy you coach/Nurture Group/School counsellor Subject Leaders monitoring provision in their subject.	Leadership time: £500 From PP funding: From PP budget: Subject leader time: as above leadership Sponsored Club places for PP students. 3 per club Sports Leaders Training £120.00 Lunch Time Clubs - £500.00 Sports Coaching to enable Interventions - £2,280.00 St Mark’s Got Talent - £200.00
<b>To develop our Church School Distinctiveness by addressing the SIAMS improvement areas.</b>		Multi-faith coffee morning - £50.00 Multi Faith Celebrations - £200.00 Ensure resources are in place for RE curriculum - £533.00