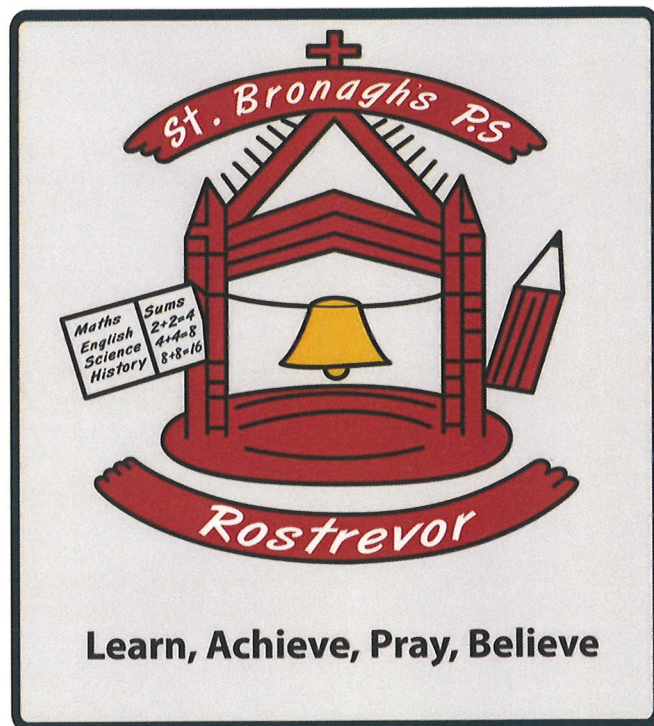


# St Bronagh's PS

## School Development

### Plan 2023/24



Section 1 – A statement and evaluation of the ethos of our school.

Section 2 – Data Summary for the last 3 years (overview).

Section 3 – Assessment of financial position.

Section 4 – Evaluation of objectives from 2022/23.

Section 5 – Challenges and opportunities.

Section 6 – Consultation with school community.

Section 7 – Plan for 2023-24 SDP.

Appendices.

## Section 1 – A statement and evaluation of the ethos of our school.

### School Ethos/Core Values

St Bronagh's is a Catholic School where all pupils, of whatever race or creed, are warmly welcomed and where education is inclusive and is informed and influenced by the message of Christ and the values of the Gospel. St Bronagh's Primary has strong links to the parish, church, and local community. We are firmly committed to:

1. The aims of Catholic education.
2. Providing effective education for all our children.
3. Developing positive effective pastoral care systems in our school.
4. Establishing close links with the home, the parish, and the wider community.

St Bronagh's Primary School seeks to establish an educative community, centred on Christ, so that His values and gospel message pervade the whole life of our school.

- We provide a welcoming, attractive, and stimulating environment which supports pupils' learning, and which celebrates their academic and non-academic achievements.
- We have high expectations for all stakeholders so that everyone can achieve their full potential.
- We provide a broad and balanced curriculum where high quality teaching and learning develops the skills, concepts, and knowledge necessary for future learning and living.
- The school promotes positive pastoral care systems and establishes close links with the home, parish, and the wider community.
- Our school motto is "Learn, Achieve, Pray, Believe," and this reflects our ethos of being child centred while working in a climate of respect for all, where children feel safe and secure and develop healthy attitudes.
- Effective leadership is encouraged at all levels throughout the school and the school continually strives to further develop links within their local community.

### The Curriculum

In St Bronagh's Primary School, the curriculum involves all the learning experiences offered to pupils in terms of curricular and extra-curricular provision. It includes the spiritual, intellectual, physical, social, and emotional development of each pupil under our care.

- Children have opportunities to study all the areas of the current Northern Ireland Curriculum which include Language and Literacy, Mathematics and Numeracy, The Arts, Personal Development and Mutual Understanding, Physical Education, The World Around Us, Thinking Skills and Personal Capabilities and Religious Education.
- St Bronagh's Primary School provides opportunities for pupils to develop a range of skills and a sense of achievement and enjoyment by taking part in individual, small group, and team sports.
- Pupils are encouraged to continue their participation in sport out of school and into adult life, thus, contributing to an active healthy lifestyle. Pupils are afforded between one and two hours of Physical Education per week, depending on their age and we have forged strong links with the local GAA club who support our coaching programme. The following sports are available in the school - Gaelic Football for girls and boys, Netball, Swimming, and Table Tennis.

### Pastoral Care

The pastoral care programme extends into all areas of school life and involves pupils, parents, teachers, and all other staff in the school. We work hard to create an environment in which the pupils feel secure and happy, and which promotes the well-being of each individual pupil.

- The professional and positive relationships between teachers, between teachers and pupils, between pupils themselves, between teachers and parents and between the school and community sets the atmosphere of the school.
- The school provides a comfortable and safe environment to promote effective learning. As part of this, the school's approach to behaviour management is based on concern for the well-being and safety of each pupil in the school. We expect high levels of behaviour and manners, and these expectations are promoted during our whole school assemblies. In September 2022 we began to further develop whole school social and emotional learning with PATHS as the core curriculum, aiming to promote the mental health and wellbeing of all pupils.





## St Bronagh's PS



### Explanation of Discrepancy Coding

When a child has taken a CAT4 test in Primary 4 and 6, we can then begin to compare their performance in their PTE against their CAT Verbal Score and their PTM against their CAT Quantitative Score. This allows us to analyse whether they are performing to the best of their ability or not.

An explanation of the discrepancy coding is as follows:

Discrepancy Category	Discrepancy Grade Code	National %
Much higher than expected attainment.	MHE	10%
Higher than expected attainment.	HE	15%
Expected attainment.	E	50%
Lower than expected attainment.	LE	15%
Much lower than expected attainment.	MLE	10%
Total.		100%

\*According to GL Assessment statistics, an average cohort will have **75% of pupils at Expected Attainment and above.**

GL Assessment use an unknown formula to calculate these discrepancy bands - not solely based on </>10 differential – other unknown factors are involved. The percentages for each Category in the table above show the National distribution of Category scores. We can compare our own distribution with this:

Year Group June 2023	Year Group September 2023	No. of Pupils	SEN	FSM	Newcomer	% of pupils at expected attainment & above in English (June 2023)	% of pupils at expected attainment & above in Maths (June 2023)
Primary 3	Primary 4	35	6 (17.1%)	1 (2.9%)	3 (8.6%)	N/A	N/A
Primary 4	Primary 5	25	5 (20.0%)	4 (16.0%)	1 (4.0%)	23 (92.0%)	19 (76.0%)
Primary 5	Primary 6	32	7 (21.8%)	5 (15.6%)	1 (3.1%)	23 (71.9%)	26 (81.3%)
Primary 6	Primary 7	30	7 (22.6%)	9 (29.0%)	0	23 (76.7%)	25 (83.3%)
Primary 7	1 <sup>st</sup> Year	26	7 (25.0%)	11 (39.3%)	0	21 (73.1%)	23 (88.5%)

### Whole School Summary (P4 – P7)

Year	% of pupils at expected attainment & above in English	% of pupils at expected attainment & above in Maths
2020 – 2021	N/A	N/A
2021 – 2022	85.5%	67.3%
2022 – 2023	78.4%	82.3 %



Additional comments:

GL testing was introduced into our school in May 2021, following a return to school after the pandemic.

Paper versions of PTE, PTM & CAT4 were completed but no combination reports were generated in the first year.

In May 2023, digital versions of NGRT and NGST from GL were introduced.

Section 3 – Assessment of financial position.

SCHOOL FINANCIAL PLAN 2023 - 2026



School: St Bronagh's Primary, Rostrevor

Cost Centre: 21128

EA Locality: East

\*\*\*Only complete cells in yellow\*\*\*

A Pupils and Teachers		YEAR 1 (2023-2024)	YEAR 2 (2024-2025)	YEAR 3 (2025-2026)
		October 2023	October 2024	October 2025
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	209	213	214
2	Planned Teaching Complement (after amendment to Variables as below)	8.79	8.00	8.00
3	Planned Pupil/Teacher Ratio (September)	23.78	26.63	26.75
B Changes in Teaching Staff		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers			
5	Decrease in Teachers (enter as positive figure)			
C Planned Expenditure		YEAR 1 (2023-2024) £ %	YEAR 2* (2024-2025) £ %	YEAR 3* (2025-2026) £ %
Expenditure Summary				
Staff Costs				
6	- Teaching	515,241 66.7%	522,339 66.9%	522,339 66.8%
7	- Non Teaching	193,449 25.0%	193,121 24.7%	193,121 24.7%
8	- Other Costs	158 0.0%	158 0.0%	158 0.0%
9	Premises, Fixed Plant and Grounds	20,204 2.6%	20,406 2.6%	20,610 2.6%
10	Operating Costs	44,851 5.8%	45,300 5.8%	45,753 5.9%
11	Non Capital Purchases	0.0%	0.0%	0.0%
12	Capital Expenditure	0.0%	0.0%	0.0%
13	Less Income (enter as negative figure)	-1,500		
14	Total Planned Expenditure	772,404	781,324	781,981
Estimated Savings (enter as a negative figure)				
15	Reduction in Teaching Staff (as per Variables)			
16	Please specify			
17	Please specify			
Estimated Additional Expenditure (enter as a positive figure)				
18	Increase in Teaching Staff (as per Variables)			
19	Please specify			
20	Please specify			
21	Total Planned Expenditure after Savings and Additional Expenditure	772,404	781,324	781,981
D Budget				
22	Common Formula Funding (CFF)	680,994	691,519	694,150
23	send	7,614	7,614	7,614
24	Other funding - (Please specify)			
25	Split Site Schools ONLY			
26	Total Budget	688,608	699,133	701,764
E In Year Movement				
27	In Year Underspend / (Overspend)	-83,796	-82,191	-80,217
Cumulative Surplus / Deficit				
28	Carry-over from previous year	36,049	-47,747	-129,939
29	In Year Underspend / (Overspend) of delegated resources	-83,796	-82,191	-80,217
30	Closing Cumulative Surplus/(Deficit) 31 March	-47,747	-129,939	-210,156
31	% Carry Over	-6.6%	-19.9%	-36.8%
G CATEGORY		Category 1b		



#### Section 4 – Evaluation of objectives from 2022/23.

Objective	Evaluation
<p><u>School Management</u></p> <p>To amend structures, systems and procedures for the new academic year ensuring the health and safety of our school community, whilst considering the latest DENI advice and guidance.</p>	<p>All actions fully completed, and school operated very safely and successfully throughout 2022/23. Some procedures introduced during the pandemic were maintained, as we felt they worked better for the school community. Pupil attendance was 94.3% compared to 92.3% in 2021/22 and 94.1% in 2019/20. The school remained open throughout the year, and we managed incidents of Covid-19 as best we could in the circumstances.</p>
<p><u>PDMU</u></p> <p>To develop the pupils' abilities to - recognise and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively.</p>	<p>All actions fully completed, except for the joint training day with St Colman's PS, Saval, which could not be facilitated by Barnardo's due to staffing issues. See attached Whole School Self-Evaluation RAG Framework, (Appendix 1).</p>
<p><u>Pupils' Learning and Engagement</u></p> <p>To identify and address underachievement, especially for those pupils who have experienced barriers to engage in remote learning.</p>	<p>All actions fully completed through the Engage 3 Programme, funding for which finished at the end of March 2023.</p>
<p><u>ICT</u></p> <p>To encourage pupils to be more aurally aware and musically engaged through the development of digital audio.</p>	<p>All actions fully completed. However, some members of staff questioned how the activities fitted within our overall ICT Curriculum.</p>
<p><u>Numeracy</u></p> <p>To integrate the new Heinemann resources into teaching and learning, and teachers' planners, ensuring progression in Numeracy throughout the year groups.</p>	<p>Actions were partially completed due to the ongoing industrial action. New resources were purchased, and time was given to allow teachers to become familiar with their new materials. However, lack of staff meetings meant that whole school activities didn't take place. It was agreed that certain objectives should be included in the 3023/24 SDP.</p>
<p><u>Literacy</u></p> <p>To ensure a more comprehensive approach is taken with regards to planning for Literacy, to introduce a consistent form of providing evidence in Literacy within each year group and to raise standards in reading.</p>	<p>All actions fully completed. Literacy co-ordinator compiled the Literacy Overviews for each class during the summer and provided the updated version to each teacher in September.</p>
<p><u>Shared Education</u></p> <p>To explore the theme of contentment, especially our relationships with others, what we do for other people and enjoying the moment.</p>	<p>All actions fully completed, and participants felt it was one of the best Shared Education programmes they had been involved in. The focus on the local environment was very engaging.</p>
<p><u>Special Needs</u></p> <p>To develop effective approaches to delivering services to vulnerable learners and those learners who have statements of special educational needs.</p>	<p>Most of the actions were completed. However, due to the ongoing industrial action the introduction of PLPs and the associated activities did not take place. It was agreed that this should be included in the 3023/24 SDP.</p>



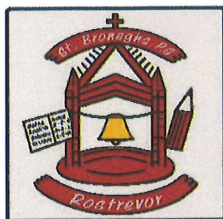
<p><u>RSE</u></p> <p>To compare and evaluate the Wonder of My Being and the Flourish RSE Programmes.</p>	<p>The Flourish Programme has successfully been evaluated by the school community and the governors adopted it to replace the Wonder of My Being Programme from September 2023. The Catholic Schools' Trustee Service will draft an RSE Policy for distribution to schools which can be used as a template when revising their policy, and this will be action for our school in 2023/24.</p>
--	---

Section 5 – Challenges and opportunities.

Challenges.	Opportunities.
Financial crisis in education.	Embed Numeracy resources.
Industrial action by teaching and ancillary staff unions.	Further develop P.E. lessons led by GAA Coach.
Continuing impact of the pandemic.	Review and develop spelling skills.
Implementation of SEND and PLPs.	Further develop IEPs.
Decreasing budget allocation.	Review and update RSE Policy.
Withdrawal of support such as Engage Programme.	Review and reorganise membership of Board of Governors as appropriate.
Lack of professional development opportunities for staff.	Draft a new version of SDP in conjunction with other principals in our cluster.
Cuts to Shared Education budgets.	Review provision reflecting the cuts in funding for support programmes.
Increasing developmental needs of new intakes.	Complete Year 2 of the PATHS Programme.

## Section 6 – Consultation with school community.

The following Parent Survey was drafted by the local primary schools' principals' cluster and will be used by all four schools this year to consult with parents/guardians. Responses received will be used to inform our SDP for next year.



Parent Survey	Agree	Neither agree nor disagree	Disagree
1. My child is happy and well settled in school.			
2. My child is well cared for by the staff in the school.			
3. The school encourages the pupils to behave well.			
4. The school recognises and values my child's contributions to school life.			
5. My child is encouraged to work hard and do their best.			
6. My child is encouraged to respect and value the opinions/views of others.			
7. I am satisfied that my child feels safe and secure in the school.			
8. Good relationships are evident in the school.			
9. If my child feels unwell or unhappy in school, the staff will deal with the situation effectively.			
10. If my child is being bullied the staff will deal with it effectively.			
11. The school has informed me about the procedures to deal with child protection matters.			
12. The school has good supports in place for children with special educational and/or additional needs.			
13. The school has a culture of high expectations for all children.			
14. The school letters, messaging app, website, etc. provide me with clear information regarding events/activities in school.			
15. The school provides opportunities for my child to participate in extra-curricular and afterschool activities, e.g., music, singing, visits, trips, clubs etc.			
16. The school is welcoming and there are opportunities to get involved e.g., school plays, performances, sacramental celebrations, PTA events etc.			
17. My child is encouraged to positively contribute to the wider community.			
18. I think the school is well led and managed by the School Leadership Team.			
19. As a parent, I know who to talk to in school if my child has a problem or concern.			
20. The school is well thought of and has good links with the community e.g., GAA Club, Church.			
21. The school encourages the children to be aware of their physical and mental wellbeing.			



Further comments -

Signed \_\_\_\_\_

Date \_\_\_\_\_

# Numeracy Action Plan 2023/24

## Where are we now?

- The children are achieving good standards in numeracy.
- Teachers are making good use of performance data and a broad range of supporting qualitative evidence (Teacher/classroom observations, hand-over information and general information) to help identify the children's levels of achievement, to inform support programmes and year group planning and to track the children's individual progress.
- New Heinemann Maths Resources were purchased for each class in June 2022.

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings, lead person	Timescale
To integrate the New Heinemann Maths Resources into teaching and learning, and teachers' planners, ensuring progression in Numeracy throughout the year groups.	1.The New Heinemann Maths resources will be referenced in teacher's planners.  2.Staff will be confident when delivering maths lessons using New Heinemann Maths resources.	Staff to be allocated time in order to familiarise themselves with New Heinemann Maths resources and teacher's handbooks.	Numeracy Co-ordinator  All teachers  SDDs	Term 1

## Strategies to Monitor and Evaluate:

Co-ordinator to monitor teachers 'medium term planners; these will show evidence of reference New Heinemann Maths teacher files and workbooks/textbooks.

## Conclusion (to include overall evaluation with relevant evidence):

# P.E. Action Plan 2023/24

## Where are we now?

ETI presented a report on the Thematic Evaluation of Physical Education in Primary Schools, October 2022. Some main points –

- The Department of Health and Social Services has concerns about people's mental health and wellbeing and being overweight or obese.
- During March 2022, the ETI engaged with 84 primary schools to observe practice and discuss their experiences of delivering the statutory P.E. curriculum.
- In Foundation Stage children should experience a range of movement skills that will improve co-ordination, locomotion, control, balance, and manipulation. In KS1 and KS2, the P.E. curriculum should provide opportunities for children to develop knowledge, understanding, and skills in dance, athletics, games, and gymnastics, progressing to include swimming at KS2.
- Schools should provide a minimum of 2 hours of P.E. per week.
- St Bronagh's GAA Club is funding provision of an external coach for one GAA based lesson per week for each class, and GAA Afterschool sessions for P2 – P7 pupils.
- Other areas in P.E. are taught by class teachers in sessions throughout the year.

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings, lead person	Timescale
<p>To further develop a wider range of P.E. skills through our GAA coaching link with our local club.</p> <p>To establish assessment processes to improve the evaluation of pupils' learning, including learning during sessions delivered by our GAA Coach.</p>	<p>Teachers will support lessons delivered by the GAA Coach and further develop pupils' skills during follow-up lessons as appropriate.</p> <p>Pupils will be actively engaged during the teaching of P.E. skills. They will be set independent/group activities as a follow-up to further develop their skills.</p> <p>Pupils' P.E. skills will be evaluated through the Player Pathway assessment resource.</p>	<p>1) Meeting with the GAA Coach to evaluate current provision and plan for the year ahead.</p> <p>2) GAA Coach will draft a Player Pathway for each key stage which can be used to measure pupil progress throughout the school. These evaluations will take place in September and will be repeated as appropriate during the year.</p> <p>3) Teachers will attend and support the learning during PE lessons led by our GAA Coach. This will also upskill teachers in the delivery of certain PE lessons.</p> <p>4) GAA based lessons will follow a structured scheme, which will facilitate the assessment of pupil progress throughout the school. Assessment should be progressive and holistic. It should provide an accurate picture of what each child can do and what they need to do to improve. Feedback should be provided with emphasis on how to improve.</p> <p>5) PE curriculum areas not taught through the GAA</p>	<p>Meeting with GAA Coach in September.</p> <p>GAA Coach – individual Skills Checklist will be prepared for each child.</p> <p>All staff.</p> <p>GAA Coach in collaboration with class teachers.</p> <p>Class teachers, supported by P.E. Co-ordinator.</p>	<p>7<sup>th</sup> September.</p> <p>By the end of September.</p> <p>Throughout the school year.</p> <p>Throughout the school year.</p> <p>In half-termly blocks throughout the school year.</p>



		Coach's lessons will be taught by the class teacher during the second PE lesson each week.		
<p><b>Strategies to Monitor and Evaluate:</b></p> <p>Regular discussions with GAA Coach throughout the year.</p> <p>Completion of Player Pathway Skills Checklist at intervals during the year.</p> <p>Sharing of good practice at staff meetings and staff development days.</p> <p>Co-ordinator to evaluate Skills Checklists at the end of year for impact.</p>				
<p><b>Conclusion (to include overall evaluation with relevant evidence):</b></p>				

# Literacy Action Plan 2023/24

## Where are we now?

- Analysis of PTE performance data (May 2023) revealed some negative results in spelling when compared with the Northern Ireland average.
- In response to this, we have agreed to focus on the development of spelling throughout the school in 2023/24.

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings, lead person	Timescale
To improve pupils' spelling.	Teachers' will focus on improving spelling skills of pupils throughout the school.  Pupils' spelling performance in the PTE end-of-year results matches or surpasses the Northern Ireland average.	1) Schedule a meeting with teaching staff to address concerns raised by analysis of PTE results regarding spelling proficiency.  2) Source alternative spelling schemes appropriate for P4-P7, including phonic based schemes.  3) Teachers review spelling schemes to assess suitability and possibly agree on a scheme to implement in the school.  4) Familiarisation with new scheme ready to implement in September 2024.  7) Analysis of NGST results post implementation of new spelling scheme.  8) Feedback to teachers on data analysis of PTE spelling results.	Discussion led by Literacy Co-ordinator during staff meeting with Principal, 20 mins. Review current practice; share ideas/activities/resources; discuss key aspects of developing spelling skills; share expectations.  Literacy coordinator with input from teaching staff.  Teachers, during directed time. Discuss suitability of alternative schemes and reach consensus on a suitable scheme.  Literacy Co-ordinator ensures all teachers receive new scheme materials. Teachers prepare resources ready to roll out in September 2024. Possible cost of new scheme.  Literacy Co-ordinator during Data Analysis/Literacy Co-ordinator Day.  During staff meeting led by principal (20 mins).	October 2023.  November 2023  November 2023  January - June 2024  June 2025  June 2025

## Strategies to Monitor and Evaluate:

Sharing of good practice at staff meetings and staff development days e.g., delivery of LSCWC lessons; format of weekly/end of term spelling tests; correction of spelling mistakes in pupils' written work.  
Literacy co-ordinator to monitor implementation of new spelling scheme resources.

## Conclusion (to include overall evaluation with relevant evidence):

# SEN Action Plan 2023/24

## Where are we now?

Due to industrial action, it has been difficult to plan for and implement new strategies and procedures.

- Teachers are working hard to support children with SEN. As a school, we are trying to identify children's needs as early as possible so that adjustments to the curriculum can be made to support each child's learning.
- As we potentially could be moving to PLPs soon (after industrial action) it is important that we update our IEPs slightly so that we are using the terminology used within the new PLP format.
- Teachers should use SMARTER targets in IEPs.

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings, lead person	Timescale
To develop effective approaches to delivering services to vulnerable learners and those learners who have statements of special educational needs.	Update SEN register	SENCo to update Census. Update SEN and medical categories.	Carried out by SENCo.	October 23.
	Update IEPs and share with teaching staff.	SENCo to update IEP format. SENCo to share and discuss format with teaching staff. Teachers to complete first IEP by 26 <sup>th</sup> October.	Led by SENCo.	3/10/23.
	Teachers will carry out a workshop on SMARTER targets/expected outcomes.	SENCo to lead a workshop to develop knowledge of SMARTER targets.	Led by SENCo. Staff Development Day.	3/10/23.

## Strategies to Monitor and Evaluate:

SENCo to monitor IEPs and check SMARTER targets.

## Conclusion (to include overall evaluation with relevant evidence):

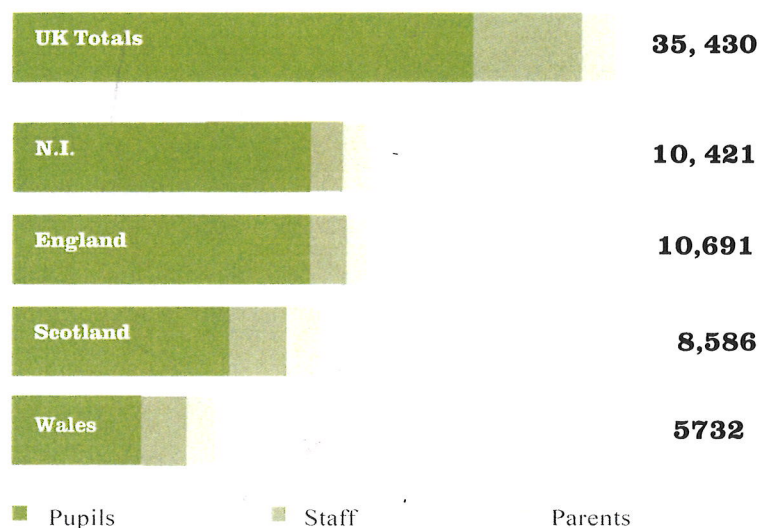


# PATHS<sup>®</sup>

## Impact

### 2022/23

In 2022/23, we worked with **35,430** children, school staff and parents across the UK delivering the *PATHS<sup>®</sup> Programme for Schools (UK/NI Version)*.



#### Your School



**209**  
Pupils



**20**  
Staff Supported



**7 Parents**  
engaged

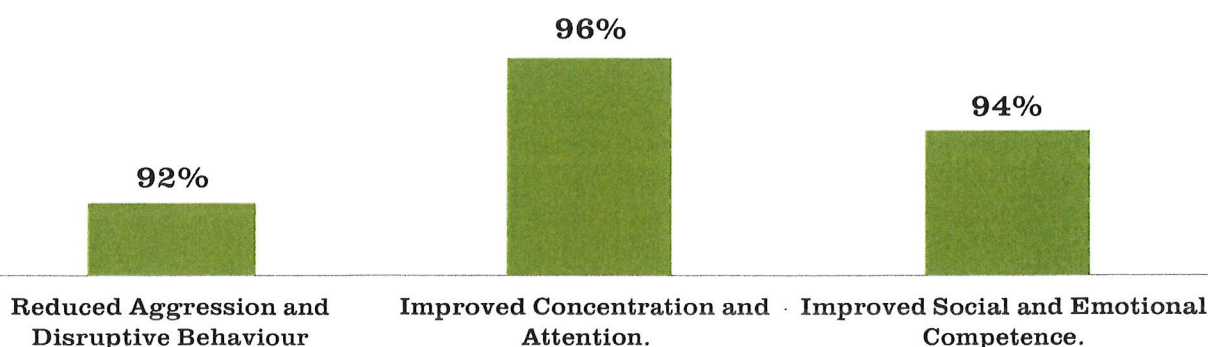
#### School Impact

The impact of the *PATHS<sup>®</sup> Programme* is tested using a variety of quantitative and qualitative data collection methods. Surveys were completed by teachers, who answered a range of questions relating to behaviour, aggression, concentration, social and emotional competence and perceived academic performance.



#### PATHS<sup>®</sup> Survey Results

##### ■ Total % Improved & Stable



## Section 4

Ongoing monitoring and evaluation of specific strategies at appropriate milestones.

(I.e. SDP or intervention milestones)

Target and Success Criteria	Was this target implemented?	Impact and Evaluation	Overall assessment of Engage Spend
<b>Enhance pupil numeracy</b>  <b>Success Criteria</b>  To further develop pupils' confidence and knowledge in Numeracy enabling them to apply this knowledge across the curriculum.	<b>Was this target implemented?</b>  Yes	Pupils responded in a very positive manner to the support offered by Mrs Mulholland. She was able to work with children in a small group setting and at times on an individual basis to improve skills and confidence in Numeracy throughout the school.	High impact
<b>Develop social and emotional skills</b>  <b>Success Criteria</b>  Pupils will demonstrate - increased self-control, enhanced self-esteem and self-confidence, improved communication about emotions and feelings, improved understanding of how their behaviour affects others, enhanced motivation and creativity, improved logical reasoning, improved problem solving skills and increased respect for others.	<b>Was this target implemented?</b>  Yes	This year we introduced the PATHS Programme into each class to improve pupils' mental health and wellbeing and to give them a range of strategies which could be employed in situations they faced. Through the Engage 3 Programme, Mrs Mulholland helped to further develop these strategies and helped many pupils to understand their feelings and emotions.	High impact

Target and Success Criteria	Was this target implemented?	Impact and Evaluation	Overall assessment of Engage Spend
<b>Enhance pupil literacy</b>  <b>Success Criteria</b> To further develop pupils' confidence in their Literacy knowledge and skills and support their application of this knowledge across the curriculum.	<b>Was this target implemented?</b>  Yes	This was another successful element of the Engage 3 Programme as Mrs Mulholland brought a wealth of knowledge and experience to the development of Literacy for many pupils.	High impact
<b>Maximise pupils reaching their potential</b>  <b>Success Criteria</b>	<b>Was this target implemented?</b>  Unspecified		(not completed)