

Priestley Primary School

Pupil Premium Strategic Plan

2022- 2023

SECTION 1

SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.**

Area of Principles	School Practice
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

CONTEXT

- The school has grown in recent years, 2009 = 127 spread across 5 classes to Sept 2022 = 295 spread across 12 classes. Phase 1 of our building work has been completed. Once we reach 320 children, there is a likelihood that phase two will be implemented which will take us up two-form entry (410 pupils). This means that we will have rapidly changing numbers over the coming five years which we are unable to predict. Therefore, our curriculum planning and staffing levels will have to be fluid and respond to this challenge. We have set a staffing framework for the 2022-23 academic year which will ensure that we have the capacity to respond to changing numbers as they arise.
- We serve an area of mixed housing, which includes an area of substantial social and economic deprivation. This is evidenced by Idaci information which shows that half of our children live in the lowest 30% of income households in the country. We also have a much higher percentage of pupils entitled to FSM than the national average and the impact of this is that the majority of our children start their time with us with lower than typical levels of development in key areas such as vocabulary, communication and language, physical development, managing feelings & behaviour, the world, number, reading & writing. (Development Matters, ELG's). In addition, we do not have nursery provision so our children have a mixed experience of pre-schooling and have not had the teacher led provision they would typically have in a school to ensure they were EYFS 2 ready. Although provision of a nursery setting is not currently planned in either phase 1 or phase 2, the school recognises the positive impact this might have and are in the initial stages of investigating possibilities of including a nursery in the phase 2 plans.
- The percentage of children entering the school in the foundation stage coming from a pre-school setting dropped significantly during the Covid years, but the Sept 2022 cohort sees an improved percentage of 88% although not yet quite back to our pre pandemic percentages. Our reception intake predominantly comes from the nursery attached to the children's centre on the school site being joined by children from several other local nurseries & some individuals coming to school from a child minder.
- Teaching staff as of September 2022 includes one ECT, one fixed-term contract teacher and 12 other teachers, (9 x fulltime, 2 x 0.6 & 1 x 0.4). We have 1 TLR holder with responsibility the Curriculum, 2 x Assistant Headteachers that over Maths & English, a Deputy Headteacher and a Headteacher who has been in post since 2005. The school has progressed since 2005 from 'Notice to improve' to 'Good' in 2010, 2013 and 2018. In that time, the school has more than doubled in size.

At the time of writing this year's strategic plan in September 2023 100 out 287 pupils were in receipt of pupil premium funding which equates to 34% of the pupil population.

OVERVIEW OF SCHOOL CONTEXT (Sept 23)

Characteristic	EYFS PP	Year 1 PP	Year 2 PP	Year 3 PP	Year 4 PP	Year 5 PP	Year 6 PP
Year Group	18/43 (42%)	15/41 (36%)	17/42 (40%)	17/44 (39%)	20/48 (42%)	13/35 (37%)	14/27 (52%)
Boys	13/18 (72%)	9/15 (60%)	9/17 (53%)	10/17 (59%)	13/20 (65%)	6/13 (46%)	7/14 (50%)
Girls	5/18 (28%)	6/15 (40%)	8/17 (47%)	7/17 (41%)	7/20 (35%)	7/13 (54%)	7/14 (50%)
SEN Support	3/18 (17%)	4/15 (27%)	3/17 (18%)	5/17 (29%)	2/20 (10%)	3/13 (23%)	5/14 (36%)
EHC Plan	0/18 (0%)	0/15 (0%)	1/17 (6%)	1/17 (6%)	2/20 (10%)	1/13 (8%)	1/14 (7%)
EAL	0/18 (0%)	0/15 (0%)	0/17 (0%)	0/17 (0%)	1/20 (5%)	0/13 (0%)	0/14 (0%)
Joined School During Current KS	0/18 (0%)	1/23 (4%)	1/17 (6%)	5/17 (29%)	3/20 (15%)	1/13 (8%)	3/14 (21%)

SECTION 2 IMPACT

ASSESSMENT DATA

EARLY YEARS FOUNDATION STAGE (EYFS)					
	PPG data from previous 6 years				
	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
Good Level of Development (GLoD)	1/4 (25%)	3/5 (60%)	-	10/20 (50%)	5/14 (36%)
Reading / Word Reading	1/4 (25%)	3/5 (60%)	-	10/20 (50%)	5/14 (36%)
Writing	1/4 (25%)	3/5 (60%)	-	10/20 (50%)	5/14 (36%)
Numbers	3/4 (75%)	3/5 (60%)	-	12/20 (60%)	7/14 (50%)
Shape/ Number Patterns	2/4 (50%)	3/5 (60%)	-	12/20 (60%)	7/14 (50%)

The National Average for all pupils in 2022 was 65.2%. The national averages for pupils in receipt of free school meal in the Early Years Foundation Stage was 49.1%.

YEAR ONE PHONICS CHECK					
	PPG data from previous 6 years				
	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
	3/4 (75%)	5/6 (83%)	-	14/20 (70%)	11/17 (65%)

The National Average for all pupils in 2023 was 81% with the national average for pupils in receipt of pupil premium in Year One in 2023 being 70%.

END OF KEY STAGE ONE (KS1)

	PPG data from previous 6 years				
	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
% achieving expected standard or above in Reading, Writing and Maths	12/15 (80%)	6/10 (60%)	-	11/21 (52%)	8/16 (50%)
% making expected progress in Reading	12/15 (80%)	6/10 (60%)	-	11/21 (52%)	11/16 (61%)
% making expected progress in Writing	12/15 (80%)	6/10 (60%)	-	12/21 (57%)	10/16 (54%)
% making expected progress in Maths	14/15 (93%)	6/10 (60%)	-	15/21 (71%)	10/16 (54%)

The National Average for pupils in receipt of Pupil Premium achieving age expected attainment in Reading was 51%, in Writing was 41% and in Math's was 52% in 2022.

END OF KEY STAGE TWO (KS2)

	PPG data from previous 6 years				
	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
% achieving expected standard or above in Reading, Writing and Maths	6/10 (60%)	10/14 (79%)	-	10/25 (40%)	12/20 (60%)
% making expected progress in Reading	8/10 (80%)	12/14 (86%)	-	19/25 (76%)	17/20 (89%)
% making expected progress in Writing	6/10 (60%)	10/14 (79%)	-	19/25 (76%)	16/20 (84%)
% making expected progress in Maths	7/10 (70%)	12/14 (86%)	-	11/25 (44%)	13/20 (65%)

The National Average for all pupils achieving age expected attainment in combined Reading, Writing & Maths was 59% in 2022 compared to the national average for pupils in receipt of pupil premium in Year Six in 2022 being 43%.

ATTENDANCE

	PPG data from previous 6 years					
	National average (2018/2019)	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
Overall absence %	4.0	5.9	4.3	-	8.7	7.8
Unauthorised absence %	1.1	1.8	0.9	-	1.6	1.6
% Persistent absentees	8.2	12.4	7.2	-	-	16.3
Late %		0.9	0.7	-	1.3	0.9

BEHAVIOUR

	PPG data from previous 6 years							
	National average 2022/2023			Data from previous 6 years				
	All	PP	Non-PP	2017-18	2018-19	2019-2020 & 2020-2021	2021 - 2022	2022 - 2023
% Permanent Exclusions	-	-	-	0.00	0.00	-	0.00	0.00
% Fixed Term Exclusions	-	-	-	19 days (4 pupils)	11 days (4 pupils)	-	29 days (2 pupils)	18 days (3 pupils)

SAFEGUARDING

	PPG data from previous 6 years				
	2017 - 18	2018 - 19	2019 – 2020 & 2020 - 2021	2021 - 2022	2022 - 2023
Number of Referrals	3	4	-	6	8
% Child Protection (CP)	1/68 (1.5%)	1/69 (1.5%)	-	1/121 (0.8%)	3/114 (2.6%)
% Child in Need (CiN)	4/68 (6%)	5/69 (7%)	-	1/121 (0.8%)	1/114 (0.9%)
% CLA	1/68 (1.5%)	1/69 (1.5%)	-	2/121 (1.6%)	4/114 (3.5%)

SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)

- Access to quality literature
- Attendance
- Parenting Support
- Equal access to in school enrichment experiences

Number of pupils and pupil premium grant (PPG) received

<i>Total number of pupils on roll (Autumn 2022 Census)</i>	286
<i>Total number of pupils eligible for PPG</i>	114
<i>Amount of PPG received per pupil</i>	FSM Pupils = £153,330 Service Pupils = £1,240 Adopted from Care = £4,690
Total amount of PPG received	£159,260

SECTION 3: LONG TERM (3 YEAR) OVERVIEW

SETTING THE PRIORITIES

Setting priorities is key to maximising the use of the PPG. Our long-term priorities are identified in our 3-year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 4). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

HEADLINE AREAS FOR DEVELOPMENT 2021 – 2024

PUPIL PREMIUM AREA FOR DEVELOPMENT	TIERED FOCUS AREA	PUPIL PREMIUM DESIRED OUTCOME
<i>Continue to raise standards at KS2 to ensure Pupil Premium pupils consistently achieve in line with their non-Pupil Premium peers.</i>	Teaching & Targeted Academic Support <i>Small group tuition</i>	<i>By the end of KS2, Pupil Premium pupils' percentages of achievement at least in line with their non-Pupil Premium peers in Reading, Writing, GPS and Maths</i>
Continue to raise standards in Phonics and Reading across EYFS & KS1	Teaching & Targeted Academic Support <i>Employing a consistent progressive approach to phonic development across EYFS & KS1. Prioritise resourcing & training opportunities.</i>	<i>All pupils able to read fluently</i> <ul style="list-style-type: none"> • <i>Pupil Premium pupils achieve at least in line with their non-Pupil Premium peers in the phonics test in Year 1.</i> • <i>Pupil Premium pupils achieve at least in line with their non-Pupil Premium peers by the end of KS1</i>
Ensure students have access to wider opportunism not limited by funding	Wider Strategies <i>Cultural Enhancement</i> <i>Online Enhancement</i> <i>Counselling</i>	<ul style="list-style-type: none"> • <i>ensuring no pupils miss curriculum enriching experiences due to funding.</i> • <i>ensuring all pupils have access to online learning platforms in school at least.</i> • <i>Ensuring all pupils have access to ELSA, Primary Mentoring, Music Therapy, additional provision, and Play Therapy if required.</i>
Continue to improve attendance and punctuality	Wider Strategies <i>Continued deployment of the Parent Support Adviser.</i>	<i>School absence rates for PPG pupils reflect positively when viewed against national averages.</i>
Establish a clear culture for positive behaviour and safeguarding	Wider Strategies <i>All of the above.</i>	<i>Ensure Fixed Term Exclusion and Permanent Exclusion rates remain lower than the national average for those pupils in receipt of Pupil Premium.</i>

SECTION 4

ACADEMIC YEAR 2023/2024 ACTION PLAN

Continue to raise standards across KS1 & KS2 to ensure Pupil Premium pupils consistently achieve in line with their non-Pupil Premium peers.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
<p>Develop reading comprehension skills in KS2 and raising the profile of reading across this Key Stage.</p> <ul style="list-style-type: none"> Class Novel Study - Use high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter. Review reading comprehension strategies being used across KS2 – Ensure progression of skills from Year 3 to Year 6 in line with national expectations – Supported by reading test x3. Teach pupils to read ‘between’ and ‘beyond’ the lines by asking why and how questions, drawing on personal experiences and opinions as well as those found in the text. Develop vocabulary through reading workshop sessions. Tier 1,2 and 3 vocabulary developed. A read aloud programme- where teachers read every day for 10 minutes to their class. 	<p>Teachers aware of high expectations in reading comprehension.</p> <p>Use results and question analysis to inform their judgments for Teacher assessment/planning.</p> <p>Use of reading journals to evidence and support the children’s level of reading.</p> <p>Evidence in planning and books purposeful follow up work linked to ‘Reading Gems.’ Activities and question stems.</p> <p>Through monitoring of Reading Journeys-evidence of never-heard the word grids etc and evidence in Writing Journeys that vocabulary has up-levelled.</p> <p>Children become more fluent and confident readers, able to decode, engage with and discuss texts with PPG pupils achieving in line with their non-PPG peers across KS2.</p>	<p>Pupil Voice, Reading with children.</p> <p>Planning Peeks & Data Reading Journeys</p> <p>Development of reading areas in classrooms all linked to Reading Gems</p>	September 2023	VMB & all Class Teachers	Class Novels allocated linked to curriculum.
<p>Develop consistent delivery of GPS curriculum across KS2.</p> <ul style="list-style-type: none"> Resources/scheme to ensure progressive and full provision of GPS curriculum in KS2. To ensure that Grammar is taught effectively across the school (contextualised within shared writing sessions), in order to impact on the quality of pupils’ writing. 	<p>Further improve the level of GPS in writing across KS2 to ensure all pupil groups make and sustain good progress, leading to improved GPS attainment with PPG pupils achieving in line with their non-PPG peers across KS2.</p>	<p>Learning Walks, Book Looks</p> <p>Planning Peeks & Data</p> <p>Pupil Voice</p>	September 2023	VMB & all Class Teachers	Spelling Bee scheme GPS expectation grids

<ul style="list-style-type: none"> To ensure that spellings are being taught systematically using the spelling scheme & the Spelling Bee programme and multi-sensory teaching. Increase in the accuracy of number of words spelt correctly in children's writing, appropriate to year group. <p>Further improve the level of challenge in writing in EYFS/KS1 and to ensure all pupil groups make and sustain good progress.</p> <ul style="list-style-type: none"> Develop a fluent style of writing – through phonics / handwriting and daily writing activities. Regular opportunities for independent writing – insisting on high expectations at all times. Continue to deliver daily high-quality phonics to develop early decoding, spelling and writing skills. Use of quality texts in order to engage and inspire children further with their writing. <p>Develop a writing journey across the school using a range of purpose/genre.</p> <ul style="list-style-type: none"> Hook them in- drama activities, extract from book listening to a piece of music or watching a film clip. Reading and text analysis should inform success criteria. High-quality texts used which are vocabulary rich to exemplify excellent writing. Model to children how to write. Teacher modelling – shared/guided writing. Modelling writing for pupil's progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. Allow planning time before drafting. Teach pupils to use strategies for planning and monitoring their writing. 	<p>More PPG pupils confident in spelling Yr. group common exception words and year group spelling patterns.</p> <p>Evidence of correct phonics/spelling rules being applied to the children's writing.</p> <p>Evidence of correct letter formation and starting to join handwriting.</p> <p>Evidence of correct use of sentence construction – capital letters, full stops etc.</p> <p>More children in tune into the tone, structural and linguistic features and overall feel of the different types of writing.</p> <p>More children confidently able to make "key ingredients" list for the genre/ type/purpose of writing.</p> <p>Evidence of - story map, a boxed-up plan, an exploded plan or using a story mountain.</p> <p>More children using powerful/appropriate vocabulary and writer's voice.</p> <p>Evidence of proof reading in their work for spelling and grammatical/punctuation errors.</p> <p>Evidence of editing in their work in order to improve it e.g. changing vocabulary, word order for effect, sentence structure.</p>	<p>Learning Walks Book Looks Planning Peeks Pupil Voice Planning Peeks Data Drive</p> <p>Learning Walks, Book Looks Planning Peeks & Data Pupil Voice</p>	<p>September 2023 to July 2024</p> <p>September 2023 to July 2024</p>	<p>VMB & all Class Teachers</p> <p>VMB & all Class Teachers</p>	
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<ul style="list-style-type: none"> • Encourage use of word banks - Scaffolding when needed – working walls, word banks & washing lines. • Allow children to redraft in response to feedback. Ongoing assessment – in learning and between learning (not just at the end of a piece) recognise and act upon the need to teach at the point of writing rather than relying on marking and correction to address weaknesses. Sharing. - instructing pupils to share, read, and edit each other’s work. • Build in challenge and support- Ensure that sufficient high-quality sentence level work is undertaken. Alan Peat • Publish children’s writing for a wider audience. This includes Extended writing (at length to apply their skills.) & Short Burst writing <p>To reduce the gaps in mathematical knowledge and ensure pupils are progressing rapidly.</p> <ul style="list-style-type: none"> • Some children in Year 4 will also be taught in a small group by an additional teacher. This will be overseen by class teachers, and they will also teach this group of children. Prior teaching is going to be needed in order to see maximum progress. • Highlighted pupils will have additional maths sessions during the week during Term1 as well as directed TA / Teacher support in lessons. They will work alongside the teacher however additional steps will be added in order for them to achieve. • All children to have access to 1 minute maths (WR app) in order to help with arithmetic skills this is aimed at children from EYFS – Yr6 as all tables are covered. Children to use these regularly. • Fluency Bee to be used to further support children’s learning – this is in addition to the Mastering Number programme but at the start of each lesson. 	<p>Evidence that supported writers have sentence stems or sentence openers to support their writing.</p> <p>Children become more fluent and confident writers, 85% +attain ARE in writing across the school.</p> <p>EYFS pupils being proficient in 1 to 1 correspondence, subitising and counting. Number formation needs to be secure as well and a secure understanding of number to 20. Yr1 proficient in number bonds, Yr2 proficient in 2,5,10 & 3 x tables. Year 3 proficient in 4,6,11,7,8, 12 x tables. Yr4 focus on recapping all x tables ready for the multiplication check. Yr5 & 6 proficient in general fluency.</p>	<p>Sept Teacher Assessment data, Nov, Mar & July data.</p> <p>SLT review of Additional Support Plan</p> <p>Pupil Conferencing & Planning Peeks</p>	<p>Sept 2023</p>	<p>LF-B</p>	<p>Release time to plan & complete sessions.</p> <p>Term 2 & Term 6 Staff Meeting.</p>
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	<p>To continue to improve parental engagement.</p> <ul style="list-style-type: none"> • Term 1 Parents invited in for a workshop on the policy (This will be at the same time as ‘join your child at school sessions’) • Term 1 /2 – Parents invited in to share the Mastering Number homework programme with them – this is a 6-week programme whereby the children will take home new tasks each week and share learning. • Term 4 – Parents invited in for times tables / number bonds information and activities. (This will be at the same time as ‘join your child at school sessions’) • Term 6 Parents invited in for a whole school Maths Challenge Day • Maintain current virtual maths platform (X Table Rockstar’s) and Numbots. <p>To continue to develop children’s fluency.</p> <ul style="list-style-type: none"> • Teachers to ensure children are doing quick fire starters as well as more focused times table lessons. • This is to be recorded in small maths books. • Some additional support will focus on rapid recall and arithmetic skills as well as focused times table support for identified children. • Reception, Year 1 and 2 will be part of the Mastering Number programme again and this will take place very day – short burst of number. • Outdoor areas to be filled with math opportunities e.g. measuring length / capacity / money in Year 1 and 2 in café area. • Parents to be sent information and activities via see-saw on how to support their child’s fluency. 	<p>Children are excited to do their times tables.</p> <p>Parents will fully understand how vital it is to talk to their children about maths and how it is used in the real world.</p> <p>Pupils able to solve more complex problems by drawing pictures & diagrams.</p> <p>Pupils be able to question each other clearly. Pupils will have a good understanding of manipulatives & which ones to use when & how to use a drawing to represent a manipulative.</p> <p>Pupils in reception need to be able to subitise and understand number confidently. Pupils in reception for be fully secure in number bonds to 10 and be able to recall and recognise numbers as well as being able to match numeral and number and quantities.</p> <p>Children in Yr1 need to be able to make links in learning more easily and do not have to count from 1 each time. Use their knowledge of subitising to count from a number as well.</p> <p>Yr2 children need to be able to use their number bond knowledge of 1-10 and apply this to 100 as well as being secure with 2,5,10 and 3x tables and where appropriate some beyond.</p> <p>Yr3 – need to be secure in the remaining xtables.</p> <p>Year 4 – times table test – children need to have lots of practice using the test format before the actual test.</p>	<p>Sept Teacher Assessment data, Nov, Mar & July data, Learning Walks, ‘Book Looks’, Pupil Conferencing, ‘Planning Peeks’</p> <p>Sept Teacher Assessment data, Nov, Mar & July data, Learning Walks, ‘Book Looks’, Pupil Conferencing, ‘Planning Peeks’</p>	<p>Sept 2023 – July 2024</p> <p>Sept 2023 – July 2024</p>	<p>LF-B</p> <p>LF-B</p>	<p>Release time to plan & complete sessions.</p>	
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Year 5/6 – Consolidation of times tables and be able to link different areas of learning naturally e.g decimals, percentages and fractions and quantities of them. Arithmetic practice daily.

Continue to raise standards in Phonics and Reading across EYFS & KS1.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
<p>To prioritise early reading, phonics and reading to enable pupils to successfully access the full curriculum.</p> <ul style="list-style-type: none"> Plan phonics recap and intervention for Yr. 1 children to find and fill gaps ready for Phonic Screening June 2023. Plan phonics recap and intervention for Yr. 2 children to find and fill gaps ready for Phonic Screening June 2024 	<p>Outcomes used to inform planning and allow for accelerated progress for most children. Work to being back on track.</p>	<p>Monitor phonics teaching in KS1 – termly data analysis and lesson drop-ins.</p>	<p>September 2023</p>	<p>Year R, Year 1 and Year 2 teachers & KS1 Leader</p>	<p>Phonic Bug</p>
<p>To improve the teaching and learning of phonics and pupil outcomes.</p> <ul style="list-style-type: none"> Audit staff skills and confidence in the teaching of phonics. Provide ongoing CPD to further skill school staff. Teachers and TA’s delivering phonics will be appropriately trained and will deliver in a consistent way. Continue to implement Bug Club phonics programme to ensure a consistent approach across the school. 	<p>Year 1 children succeeding in reaching the National Standard in June 2024. Year 2 children succeeding in reaching the National Standard in June 2024.</p>	<p>New staff complete initial BC online training modules.</p>	<p>On-going</p>	<p>Year R, Year 1 and Year 2 teachers & KS1 Leader</p>	<p>Expectation grids and planning Bug Club</p>
<p>Review the teaching and learning of phonics within school setting.</p> <ul style="list-style-type: none"> Ensure that phases on Phonic expectation grid are consolidated in correct year group Ph 1-4 EYFS. Ph 5 Yr. 1, Ph 6 Yr. 2. Mapping out of Phonics learning Term by Term from EYFS to Y2 – Expectations clear for the majority of children. What sounds do we expect children to learn by key points, so that they meet the Phonics screening check standard by the end 	<p>Planning for each term is linked to expectations for year group- phonics embedded across the curriculum. Classroom environment inside and outside has opportunities for the application of phonic phases inside and outside.</p>	<p>Learning Walks Planning Peeks Data</p>	<p>On-going</p>	<p>Year R, Year 1 and Year 2 teachers & KS1 Leader</p>	<p>Phonic Bug</p>

<p>of Yr1. Plan in observations of teaching across key stage one.</p> <ul style="list-style-type: none"> • Book scrutiny of children’s Phonic/English books 3 times a year to ensure that phonics is being applied and marking reflects this. • Planning scrutiny 3 times a year to ensure planning is rigorous and the pace of learning is in line with expectations. 	<p>Children in EYFS & KS1 are immersed in phonics in their environment and are referring to it in observations and work (links to cross-curricular).</p>				
<p>Improve the teaching and assessment of phonics and application into reading and writing.</p> <ul style="list-style-type: none"> • Plan high quality learning environments and support for Ph1, Ph2 Ph3 & Ph4 in EYFS – to include storytelling, reading aloud, singing, nursery rhymes, alphabet names, alliteration, vocabulary and language comprehension. • Plan high quality learning environment and support for Ph5 and Ph6 across Year 1 and Year 2. To include daily phonics session using Bug Club, storytelling, reading aloud, vocabulary and language comprehension. • Ensure in EYFS & Key Stage 1 that the teaching of phonics is linked to the teaching of writing as well as reading. Make clear links to writing and spelling. • Ensure that there are opportunities to apply phonics across the curriculum and the links are made explicit. Model writing etc. 	<p>More cohesive and consistent approach to the teaching of phonics across EYFS & KS1. resulting in quick paced lesson and use correct terminology. Fidelity to one scheme Phonic Bug. Improvement in outcomes in phonics for all pupils and groups. 85%+ achieve in Year 1 Screening in June 2024 90% achieve Year 2 Re-test June 2024.</p> <p>Improvement in pupil’s sound discrimination and oral blending/ segmenting.</p> <p>More children decoding unfamiliar words with accuracy.</p>	<p>Learning Walks Book Looks Pupil Voice Reading with children. Planning Peeks Data</p>	<p>Baseline – Dec 2023 March 2024 Final Data June 2024</p>	<p>YrR, Yr1 & Yr2 teachers KS1 Leader</p>	<p>Phonic assessments for each phase.</p>
<p>Identification of children who are not making the required progress.</p> <ul style="list-style-type: none"> • Monitor ‘mock’ screening checks 3 times per year. • Assess children’s phonic knowledge in EYFS & KS1 children. • In Y2, assess only those who did not pass the national threshold. 	<p>A dynamic approach to grouping pupils to help focus effort and improve teaching efficiency. New interventions from data:</p> <ul style="list-style-type: none"> • Provision of appropriate intervention in place to support progress. • Higher % of children leaving KS1 reading fluently. 	<p>Pupil Voice Reading with children. Planning Peeks Data</p>	<p>Ongoing Sept 2023 July 2024</p>	<p>YrR, Yr1 & Yr2 teachers KS1 Leader</p>	

<ul style="list-style-type: none"> Record assessment on tracking tool. Identify the performance of groups (FSM/non-FSM, prior attainment, term of birth etc) Agree assessment dates. Use assessment data to identify which phonemes children are having difficulty with- plan interventions and catch up. <p>Continue to develop use of reading assistant to address gaps in reading in KS1, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> Timetable Reading Assistants (TAs) to listening to children identified. Use flash cards of Tricky Words within the correct Phonic Phases. <p>Organise and lead parent workshop on Phonics and the Phonic Screening.</p> <ul style="list-style-type: none"> Plan and deliver a phonics workshop for all parents and carers in in EYFS and KS1. Work with year group staff to develop support and guidance documents to be distributed at the workshop. Develop a take home pack of resources and activities for parents to use at home. Signpost parents to online home learning sheets linked to phonics on 'Spikey Takeaway' Menus <p>Participation in the Changing the Story Reading Programme run by the National Literacy Trust, Hachette UK</p> <ul style="list-style-type: none"> Members of staff (e.g. Literacy Lead or class teacher and teaching assistant) to participate in online training: Session 1 15:30-17:30, Thursday 14th September 2023. Session 2 15:30-17:30, Thursday 21st September 2023. Bring together focus group of children through data evidence. 	<ul style="list-style-type: none"> EYFS Book band- Yellow Year 1 Book band – Turquoise Year 2 Book band – Lime <p>Gaps in reading skill knowledge are identified both at class level and individual level so that gaps in knowledge can be addressed. This will result in confident readers who read well in all situations.</p> <p>A good number of parents and carers attend the workshop. Stronger link between home and school is developed. Parent's and carers are more aware of how they can support their child with phonics, reading and writing at home.</p> <p>The programme will support Key Stage 1 children to develop their reading skills, enabling them to confidently read for enjoyment too.</p> <p>Online training will improve staff knowledge and expertise around teaching early reading skills and will provide focused training in how to use the Reading Planet resources, including the online library, to accelerate the reading</p>	<p>Pupil Voice Reading with children. Planning Peeks Data</p> <p>PIRA Reading tests completed in Nov, March & June. Pupil Voice Reading with children. Planning Peeks Data Test analyses Surveys</p>	<p>Ongoing Sept 2023 July 2024</p>	<p>VMB & Yr1 teachers and TAs</p>	<p>Additional Reading Planet Resources</p>
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<ul style="list-style-type: none"> • Administer termly reading assessments for participating children. • Complete a post-evaluation online survey and, where possible, participate in focus groups. • Work 1:1 with selected children to accelerate their progress in reading. • Deliver a parent workshop to build confidence in supporting reading at home. • Build a culture of reading for pleasure in your school, supported by the National Literacy Trust. 	<p>development of participating children who are at risk of falling behind.</p>				
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Ensure students have access to wider opportunism not limited by funding.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
<p>Research, plan, book and cost trips & experiences linked to the classroom learning planned for the academic year.</p> <ul style="list-style-type: none"> • Review curriculum overview for the academic year across the school and research possible learning experiences that could enhance pupil engagement & understanding. • Book & cost the trips for each cohort across the academic year, totalling and then aggregating the total amount as a termly cost to parents. • Set a heavily subsidised cost to those pupils in receipt of PPG or other known families. 	<p>Trips & experiences affordable to everyone with parents able to budget with advanced notice at the start of each academic year.</p> <p>All children able to access the numerous trips & visitors attached to the school's curriculum.</p>	<p>Attendance registers Pupil Voice</p>	<p>Sept 2023- July 2024</p>	<p>SLT Members & DR</p>	

Continue to improve attendance and punctuality.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
<ul style="list-style-type: none"> Use previous data for the past 2 years to ascertain trends during each academic year. Look to action against any potential findings. Use the previous data to locate a target group of families to work alongside with a particular focus on the persistent absence group, using the Parenting Support Adviser to engage. Termly School Attendance Meetings held, initial meetings held before the end of the academic year for families with an attendance below 90%. Follow school policy and hold School Attendance Meetings (SAM's) when required and meet with the Local Authority Educational Welfare Officer termly to discuss any issues. 	<p>Historic trends located and addressed during this academic year with target families located and being engaged in the improvement process.</p> <p>End of academic year PPG absence rate being in line with their non-PPG peers.</p> <p>End of academic year PPG absence rate being in line with their non-PPG peers.</p>	<p>Termly review of attendance data.</p> <p>Weekly 'inter class' Celebration Assembly Awards.</p> <p>Reporting to Governors Termly</p> <p>Reporting to Governors Termly</p>	<p>Sept 2023</p> <p>Sept 2023 – July 2024</p> <p>July 2024</p> <p>Sept 2023 – July 2024</p>	<p>AMB</p> <p>AMB & PM</p> <p>AMB & PM</p> <p>AMB & PM</p>	<p>Weekly allocated Parent Support Adviser time.</p>

Establish a clear culture for positive behaviour and safeguarding.

Action	Impact/Success Criteria	Monitoring	Timescales	Staff	Resources
<p>Highlight PPG pupils at risk of either Fixed Term or Permanent Exclusion locate/signpost /provide support in a preventative manner as required.</p> <ul style="list-style-type: none"> Termly SLT meeting set aside to discuss possible vulnerable pupils and programmes of support to be put in place the following term. 	<p>No Fixed Term or Permanent Exclusions recorded for the academic year.</p>	<p>SLT Meetings taken place each term with appropriate staff members invited.</p>	<p>Sept 2023 – July 2024</p>	<p>AM-B</p>	<p>Scheduled SLT Meetings</p>

<p>SLT to maintain a current overview of vulnerable pupils across the school for safeguarding, social emotional & academic reasons.</p> <ul style="list-style-type: none"> • Termly SLT meeting set aside to discuss possible vulnerable pupils and programmes of support to be put in place the following term. <p>Safeguarding training to remain up to date for both Designated staff members and all other staff members working within the school setting.</p> <ul style="list-style-type: none"> • Review Designated staff members training needs at the start of the year and ensure appropriate training is booked & attended. • Ensure time is set aside to update all the other staff members as part of the annual training programme. 	<p>The functioning alongside outside agencies to ensure all children remain safe and continue to thrive.</p> <p>All staff remain current & therefore vigilant lead by senior experienced members of staff who have the most current updated safeguarding available.</p>		<p>September 2023</p>	<p>AM-B</p>	<p>LA Safeguarding Training Schedule</p> <p>Teacher Development Day</p>
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