



## Stokes Wood School Improvement Overarching Priorities 2023-24 as agreed by Staff and Governors

To continue to strive to increase the % of pupils achieving Age Related Expectation **in KS1 (particular focus)** and KS2 in reading (particular focus), writing and mathematics separately and combined, comparing favourably/close the gap, with and exceeding national data **(including % of reception pupils achieving GLD)**. To continue to increase the progress measures in R, W and M of all pupils but particularly vulnerable groups: pupil premium, white British and pupils with prior lower attainment. To further increase % of pupils achieving Age Related Expectations in Science across the school.

To continue to work with families to ensure fewer absences and increased punctuality to school. To continue to work with families to embed the understanding of the importance of their contribution to their children's learning and progress, with a focus on reading as a foundation to all learning. To support the mental and physical health and wellbeing of all members of the school community.

To support senior leaders in further developing and monitoring the planning and assessment of the core subjects in their relentless drive to raise standards in the teaching of and pupils' achievement in reading, writing and mathematics through cross curricular and discrete teaching. All leaders, at all levels to collaborate and develop/implement the whole curriculum to ensure that all pupils receive a broad and balanced curriculum in a context relevant to their needs, where skills and knowledge are remembered, built upon in a logical way and links in learning are recognised by pupils as they move through the school. To support development of leadership skills in all staff for succession purposes and for review and further development of the foundation subject curriculum.

## **Contextual Statement**

Stokes Wood Primary School was opened in 1972. It is a co-educational school for approximately 480 pupils, aged three to 11 years old, approximately 40% coming from white British backgrounds. The proportion of pupils with learning difficulties and or disabilities is 10% with 2.1% EHCP. The school has a DSP to accommodate 12 pupils with an EHCP for Language and Communication difficulties. The proportion eligible for free school meals is above the national average (35%) and 36% are pupil premium. The proportion of pupils with English as a second language (46%) and from other ethnic backgrounds (64%) is above national average and increasing. The stability measure is low at 61 and the deprivation measure is high at 0.41. The school provides for children in the Early Years Foundation Stage in two part-time Nursery classes, with full-time available, and two Reception classes.

The school is situated on the edge of the New Parks council estate close to Groby Road. The school building is spacious and well equipped. It was extended by three classrooms in 2014 and a further two classrooms in a modular build in 2017. The Planned Admission Number is 60. There are 19 classrooms, activity areas, foundation areas, intervention rooms, a main hall, gym, medical room and administration areas.

At the last three Ofsted inspections, in November 2013, in May 2018 and June 2023 the school was judged to be good.

**Please see the Data Report, evaluated 2022/23 School Improvement Plan and Pupil Premium Strategy report for details of how pupils were performing across the school for further information.**

Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
<p>To increase the % of Y2 pupils achieving ARE or above and the % of Reception pupils achieving GLD</p>	<p>Nursery and Reception: further focus and monitoring of implementation of phonics and development of shared and guided writing delivery through Talk for Writing and ALS. Develop and embed objective-led planning and continuous provision in EYFS alongside focused and discrete teaching in RWM. Focus on reading through developing leadership, teaching delivery, pupil motivation, learning environment and parent engagement. Targeted intervention and rigorous tracking of vulnerable groups over the year.</p>	<p>% achieving at least expected attainment in all areas increases, including groups: EAL, PP and SEN pupils</p> <p>All pupils GLD 60% (target 60%)</p>	<p>MC JG</p>	<p>Dec 2023 March 2024 May 2024 June 2024</p>	<p>Prediction: GLD 58.8%</p> <p>Y2 R 50.8% W 49.2% M 57.6% RWM 44.1%</p>	<p>GLD 52.9% (New arrivals and leavers impacted data negatively.)</p> <p>Y2 R 50.9% W 46.2% M 54.5% RWM 44.2%</p> <p>(Data Impacted negatively by new arrivals and leavers)</p>

<p>KS1: to increase the % achieving EXS/ARE 2w+/2s (target pupils at 1b/1b+ and 1w) EXS at end of Y2, particularly in reading and writing)</p>	<p>To focus on reading through developing leadership, motivation and parent engagement.</p> <p>Greater focus on 1-to-1 reading coaching for those pupils falling behind as well as other evidence-based interventions, including ALS phonics and BRP.</p> <p>Improve reading skills by EYFS and KS1 staff receiving refresher CPD in phonics and guided and shared reading.</p> <p>Regular monitoring of shared and guided reading across the school. Engage parents in reading activities. Ensure all staff are delivering phonics accurately and pupil books are phonetically matched to their reading ability.</p> <p>Increase 1-to-1 reading for pupils falling behind in addition to successful interventions.</p> <p>Continue with motivating incentives to increase reading miles at home. Designated library TA. Continue with regular work scrutinies and moderation of assessment judgements within year groups, across year groups and across partner schools.</p> <p>Ensure phonic knowledge is applied to pupils' writing.</p> <p>Continued support of the delivery of Talk for Writing in EYFS/KS1, led by MC.</p> <p>Continue to develop mastery maths approach throughout the school. Further develop the delivery of NCETM Mastering Number programme.</p> <p>Colleagues particularly focussing on ensuring all pupils are accessing learning by providing more support (pre-teaching) or more challenge for pupils who need it.</p>	<p>Increase % of pupils achieving EXS/ARE from Y2</p> <p>R 52.5% W 47.5% M 57.6% RWM 42.4%</p> <p>Target 65% in R and M, 55% in W.</p> <p>Target RWM 60%</p> <p>Close the gap between school and national</p> <p>Increased knowledge, skills and confidence in staff when teaching using the ALS strategies.</p> <p>Increased confidence and knowledge when teaching reading strategies for comprehension skills.</p> <p>Increase % achieving EXS</p> <p>Reception 60% Y1 phonics 75% End of KS1 R 60%</p> <p>Y2 phonics 90%</p> <p>Pupils able to talk about their understanding with teachers and peers in maths. Pupils able to apply understanding and use reasoning.</p> <p>Increase % of pupils working at ARE + from: Y1 55% Y2 57%</p>	<p>MC JG KE</p>	<p>Oct 2023 Jan 2024 March 2024 July 2024</p>	<p>Prediction:  Y2 R 50.8% W 49.2% M 57.6% RWM 44.1%</p> <p>Support by Milena Ciftci AHT for Early Reading and phonics has been well received by staff and their feedback reports increase in confidence and skill in delivery.</p> <p>This is continuing in guided reading in spring term. Karen Edwards, Sarah Brooksbank, Kowsar Farah continuing to support colleagues with new practice from CPD</p>	<p>Y2 R 50.9% W 46.2% M 54.5% RWM 44.2%</p> <p>(Data Impacted negatively by new arrivals and leavers)</p> <p>Reading outcomes Reception 54.9% Y1 phonics 61% End of KS1 R 50.9% Y2 phonics 85.7%</p> <p>Milena Ciftci has supported Y1 and Y2 teachers with shared reading strategies and delivery. Walk Thru strategies have also improved explicit teaching. Review of the shared</p>
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					they are attending. Y2 now implement weekly skills to help review and assessment.	reading curriculum has reduced cognitive overload in sessions, improving the retention of important skills and enabling children to accelerate progress and build on previous learning. The effective timetabling of phonics has meant all children are receiving phonics teaching at the level they require, including those with EAL.
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
KS2: To further increase % working at ARE/EXS in RWM, particularly reading	Additional TAs employed to support SEN pupils in English and maths in Y3/4/5/6.	Increased knowledge, skills and confidence in staff when teaching using the ALS strategies.	Y5/6 teachers, SENDCo and maths/literacy leaders ES KE	Oct 2023 Jan 2024 March 2024 July 2024	Predictions: R 86.9% W86.9%	Y6 outcomes R 84.1% (without

	<p>To focus on reading through developing leadership, motivation, parent engagement and test preparation at end of KS2. Implementation of instructional coaching programme.</p> <p>Continue with reading coaching/reciprocal reading (inference intervention) for Y5 pupils to close gap between attainment of pupils below ARE and expected standard at the end of KS2.</p> <p>Regular monitoring of shared and guided reading across the school. Phonics interventions for those significantly behind in Y3 and 4. Engage parents in reading activities.</p> <p>Increase 1-to-1 reading for pupils falling behind in addition to evidence-based interventions (BRP). Continue with motivating incentives to increase reading miles at home. Continue with regular work scrutinies and moderation of assessment judgements within year groups, across year groups and across partner schools.</p> <p>DHT to continue to support all KS2 staff and more focus with Y5 staff with development of reading and writing. Continued focus on developing the delivery of Talk for Writing. Continue to develop mastery maths approach throughout the school. Colleagues particularly focussing on ensuring all pupils are accessing learning by providing more support (pre-teaching/ Ready to Progress activities) and more challenge for pupils who need it.</p>	<p>Increased confidence and knowledge when teaching reading strategies for comprehension skills.</p> <p>Maintain and exceed national: R from 73.5% R Nat 73% Increase further W from 75.9% M 86.7% W Nat 71% M Nat 73% GPS 74.7% Nat 72%</p> <p>RWM 66.3%</p> <p>Pupils able to talk about their understanding with teachers and peers in Maths. Pupils able to apply understanding and use reasoning. Increase % of pupils working at ARE+ from: Y3 50% Y4 36.1% Y5 55.7%</p>	SLT	Instructional coaching programme including drop ins to lessons	<p>M 93.4% RWM 82.5%</p> <p>Milena Ciftci Supporting Y3 team in phonics, shared and guided reading and Talk for Writing. Staff team are very happy with this and understand the planning processes better and delivering it with more confidence.</p> <p>Karen Edwards supporting and sharing practice from Number Sense CPD with Y3,4 and 5 teachers.</p>	<p>disapplied pupils) R 88.3% W84% ( without disapplied pupils) W 88.3% M 87.3% ( without disapplied pupils) M 91.7% RWM 77.8% ( without disapplied pupils ) 81.7% Maths % of pupils working at ARE+ from: Y3 53.6% Y4 56.9% Y5 50%</p> <p>Milena Ciftci has continued to support Year 3 with the reading and writing curriculum, supporting planning and ensuring the resources and texts are at the</p>
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						appropriate level. Objectives have been looked at to avoid cognitive overload. This has had a significant impact on teaching confidence and pupil outcomes improved.
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
To increase the % of pupils on track to achieve expected progress and ARE by the end of KS2.	<p>Set challenging targets for each pupil in KS2. Remaining gaps in learning due to the school closure should be taken into account but should not prevent ambition for pupils' achievement over time.</p> <p>Focus on reading and writing through developing leadership, motivation, parent engagement and teaching/delivery of reading and Talk for Writing strategies. Implementation of instructional coaching programme.</p> <p>AHT to set Performance Management pupil progress targets using data from Target Tracker to ensure accelerated progress is made towards ARE for a majority of the pupils.</p>	<p>Termly tracking of pupils shows pupils are on track to achieve at least expected progress in reading, writing and maths by the end of KS2 and preferably accelerated progress to ensure gaps are closed, particularly monitoring progress of SEND/PP/EAL and other vulnerable groups (those in interventions) across the school.</p> <p>Further close gap between the % progress made and attainment achieved by PP, SEND and EAL pupils and all pupils/ non-pupil premium pupils.</p>	Class teachers, English, Maths leaders KE, ES and team leaders, SENDCO SW AHT/HT BP/JG	<p>Sept 2023</p> <p>Oct 2023</p> <p>Jan/Feb 2024</p> <p>Mid-year performance management review</p> <p>Identified pupils making accelerated progress to achieve target or moving towards target.</p> <p>July 2024</p>	<p>Predictions:</p> <p>R 86.9%</p> <p>W86.9%</p> <p>M 93.4%</p> <p>RWM 82.5%</p>	<p>Y6 outcomes R 84.1% (without disapplied pupils) R 88.3% W84% ( without disapplied pupils) W 88.3% M 87.3% ( without disapplied pupils) M 91.7% RWM 77.8% ( without disapplied pupils ) 81.7%</p>

		<p>Increase % of Y6 achieving EXS in RWM from 66.3% (target 70%)</p> <p>AND</p> <p>Whole school:</p> <p>Y1-6 6 Steps+ average progress Target 80% Increase from 56% SEND ( However SEND pupils generally make much slower progress: target 4+ steps 71.4%) 71.5% EAL</p> <p>83% core pupils</p> <p>72% non-pupil premium 74% Pupil premium</p>				<p>EXS in RWM PP 60%, SEND36.4% and EAL 76.5% Whole school: Y1-6 6 Steps+ average progress 72.5% 64.2% SEND 67.9% EAL</p> <p>85.7% core pupils</p> <p>73% non-pupil premium 72% Pupil premium The hard work of pupils and staff has paid off. The results are outstanding. Pupils expected to pass but didn't missed by 1 mark (99 standardised score). Pupils with</p>
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						SEND sat the SATs and some passed which was a great achievement... really amazing progress over the year for them showing high expectations are essential for all children.
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
To further increase the percentage of outstanding learning and teaching observed in lessons; to continue to accelerate pupil progress so greater % is working at ARE.	<p>Continued implementation and development of Instruction Coaching approach by team leader led by MC and AN will continue to receive CPD in the approach through the Walk Thru project. Continued use of teaching strategies which deepen pupils' learning, understanding, collaborative pupil learning and enable pupils to remember more. Strategies and approaches will use evidenced based research.</p> <p>This will include leaders continuing to read and implement relevant, up-to-date research around the curriculum to ensure maximum impact – memory-recall strategies, cognitive load, retrieval strategies, oracy strategies etc AHT for curriculum to support all teachers in planning and delivery of the curriculum.</p>	<p>100% of teaching judged as at least good with outstanding features and at least 70% of teaching judged as outstanding Increase ARE in RWM in all year groups from: Y1 48.9% Y2 43.1% (TT) 42.4 (SATS) Y3 36.2% Y4 31.1% Y5 34.4% Y6 63.4% (TT) 66.3% (SATS)</p>	<p>SLT AHT for data BP AHT curriculum MC AN HT JG</p>	<p>Oct 2023 Jan/Feb 2024 June 2024</p>	<p>Feedback from staff regarding the Walk Thrus/instructional coaching is very positive. Staff working collaboratively with Milena and Alex Neale on the project.</p> <p>Milena Ciftci has</p>	<p>Y1 47.4% Y2 44.2% Y3 46.4% Y4 36.2% Y5 36.7% Y6 77.8% Further feedback is very positive. Teachers report how pupils are responding well, especially to the explicit teaching strategy introduced</p>

	<p>In all subjects ensure that key knowledge is identified and planned in a precise way to ensure consistency across the curriculum (DT/Geog/Music/computing) including in medium term plans</p> <p>AHT for assessment to further support all teachers with use of assessment and data to track pupil progress.</p> <p>AHT for assessment to work with KS1 leaders to further develop assessment strategies and materials for KS1 to provide accurate evidence</p> <p>Monitoring of pupil learning through regular book scrutinies by SLT and HT.</p> <p>Additional support given to ECTs and less experienced teachers.</p> <p>AHT for assessment to set performance-management, pupil-progress targets using assessment data.</p>				<p>supported subject leaders to complete first drafts of medium term plans.</p> <p>3 book scrutinies have identified good progress for majority of pupils and areas for improvement for groups or individual pupils.</p>	<p>since January. All medium term plans for all Foundation Subjects, although further review and changes are needed in Geog and Hist. RE is still in progress as this is a city wise reviewed scheme and it is awaiting validation.</p>
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
<p>To accelerate the progress of pupils who are close to national expectations at the end of KS1 and KS2 to ensure they have the necessary vocabulary and skills to achieve that level</p>	<p>Continue to develop the whole curriculum so pupils have extended opportunities to develop and enrich vocabulary – spoken and written.</p> <p>Continue to develop and monitor the curriculum so that:</p> <p>Medium term plans have been developed by subject leaders and outline the precise detail and lesson sequence</p> <p>Teachers are implementing plans with diligence and confidence</p>	<ul style="list-style-type: none"> <li>Planning shows that oracy strategies are deliberately planned across the curriculum</li> <li>Staff have continued training on the importance of oracy</li> <li>There is a deliberate, structured approach to developing vocabulary (looking at tier 2 &amp; 3 vocabulary in line with curriculum planning</li> <li>Use of sentence stems which increase in</li> </ul>	<p>MC, AN JG KE</p>	<p>Oct 2023 Jan/Feb 2024 June 2024</p>	<p>See above</p>	<p>Standards in writing Reception 52.9%</p> <p>End of KS1 46.2 % EXS</p> <p>End of KS2 84.1%% EXS 25.4% GDS</p> <p>GPS: 85.7%EXS/50.8% GDS</p>

	<p>The Walkthrus CPD is having a positive impact on the quality of teaching across the curriculum</p> <p>Instruction coaching programme implemented.</p> <p>Links in learning are specifically made by teachers so pupils can understand their learning in context.</p> <p>Continue to review, develop and embed Talk for Writing strategies.</p> <p>Continue with regular book scrutinies and moderation of assessment judgements within year groups, across year groups and across partner schools.</p>	<p>complexity across the year groups.</p> <p>Pupils comment on the importance of speaking clearly and can explain how they are developing a wider vocabulary.</p> <p>Standards in writing increased from: Reception 53% Target 60%</p> <p>End of KS1 47.5 % EXS Target 55%</p> <p>End of KS2 76% EXS (Target 80%) 13% GDS</p> <p>GPS: 75% EXS/41% GDS</p>			<p>In the second half of the academic year, there has been a greater focus and emphasis on oracy, using Walk Thru strategies to support implementation of the progressive sentence stems across the school. The Head Teacher has supported this through the Picture News sessions in Y3, Y4 and reception and where possible in general weekly assemblies. There is still some inconsistency across the school but this is improving.</p>
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
To improve outcomes for pupils with SEND including pupils in the DSP where they are working significantly below ARE.	<p>Continue to monitor and review provision and track progress in Stokes Wood Superstars DSP, the Galaxy class AND THOSE SEND PUPILS WHO ARE BEING SUPPORTED IN CLASS .</p> <p>Support teachers and monitor support and provision for other lower achieving and SEND pupils in the classroom.</p> <p>Further embed and evaluate the use of new tracker software package to track progress and impact of interventions more rigorously.</p> <p>Further develop strategies to support pupils in the Galaxy class and the nurture group for Y1.</p> <p>Use Boxhall Profile to effectively measure progress.</p> <p>Implement new evidence-based interventions: Phonics (ALS), Reciprocal Reading, First Class at Number for class based pupils</p> <p>Specific Language and Communication interventions for those in DSP</p> <p>Emotional Health interventions implemented.</p>	<p>Increased % of all SEND pupils achieving good progress within the whole school assessment tracker and the engagement model.</p> <p>All interventions used showing impact. Improve progress outcomes from: 6 Steps+ progress Y6 R (77.8%) W (66.7%) M (66.7%) Y5 R (44.4%) W (77.8%) M(55.6%) Y4 R (54.5%) W (54.5%) M (72.7%) Y3 R(20%) W (60%) M (40%) Y2 R (33.3%) W (50%) M (41.7%) Y1 R(66.7%) W (66.7%) M (66.7%)</p> <p>Boxhall assessments of pupils show significant improvement in self - esteem and wellbeing</p>	<p>SENDCo, SW CP (DSP) TH (Galaxy) MW (Pastoral)</p> <p>Y1 teachers and nurture staff EH/SB/SS/AR</p>	<p>Oct 2023 Jan/Feb 2024 June 2024 Six-weekly intervention evaluations for class-based pupils</p>	<p>Trish Hardyman and her team in Galaxy attending CPD and working with Milena Ciftci on reading and Talk for Writing Strategies to accelerate progress. Abby Ramsell has attended the nurture principles CPD and the nurture group programme has been reviewed and updated.</p>	<p>6 Steps+ progress Y6 R (100%) W (100%) M (100%) Y5 R (70%) W (60%) M(70%) Y4 R (71.4%) W (57.1%) M (85.7%) Y3 R(30.8%) W (30.8%) M (30.8%) Y2 R (66.7%) W 66.7%) M (66.7%) Y1 R(57,1%) W (57.1%) M (57.1%)</p> <p>Chloe Pollock, DSP teacher has praised the Walk Thru strategies and particularly the explicit teaching and has said her DSP pupils have mastered learning, they were struggling with.</p>

						The Galaxy children and Rainbow children have made accelerated progress in their personalised provisions, not only academically and in speech and language but also in self-esteem and ability to regulate emotions.
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
To increase % of pupils achieving ARE in reading across the school	<p>Continue use of motivating incentives to encourage pupils to read more at home, not necessarily to an adult. Re-implementation of Monkey Books to record reading at home in Y6.</p> <p>Designated TA in library to promote reading, reading choice, attend CPD and ensure reading resources are adequate/appropriate/relevant.</p> <p>Literacy intervention, LCFC Premier League Reading Stars: Y3 and 4 reluctant and low-achieving readers will attend a 10-week x 2-hour session after school in autumn term.</p>	<p>Pupils are positive about their reading experiences, know what it is to be a good reader and can name a range of authors, expressing their preferences.</p> <p>Increase % of pupils achieving ARE in reading from:</p> <p>Reception 56%  Y1 phonics 72%  End of KS1 R 52.5%  Y2 phonics 82%  End of KS2 73%  Y1 R 53.3% Y3 R 52.5%  Y4 R 52.5% Y5 R 57.4%</p>	SLT, class teachers	<p>Autumn term, 2023</p> <p>Reviews:  Dec 2023  March 2024  July 2024</p>	<p>Predictions</p> <p>Y1 Phonics 56.1%</p> <p>Y2 R 50.8%</p> <p>Y6 R 86.9%</p>	<p>Reception 54.9%</p> <p>Y1 phonics 61%</p> <p>End of KS1 R 50.9%</p> <p>Y2 phonics 85.7%</p> <p>End of KS2 84.1%</p> <p>Y1 R 54.4%</p> <p>Y3 R 58.9%</p> <p>Y4 R 50%</p> <p>Y5 R 51.7%</p> <p>Effectively timetabled</p>

						and organised phonics sessions have accelerated progress and improved outcomes in phonics from those predicted. Due to LCFC coach changes the reading interventions did not take place but Y6 reading clubs supported accelerated progress for Y6 pupils.
To increase % of pupils achieving ARE in RWM across the school	<p>To support families in improving their children's attendance and punctuality by providing a walking bus each morning for targeted families and by regular communication with the more vulnerable families in this respect.</p> <p>Regular communication to remind pupils and parents of the importance of good attendance and punctuality.</p> <p>Warning letters to families of pupils whose attendance is decreasing.</p> <p>Attendance Panel meetings to support parents in understanding the importance of good attendance.</p>	<p>Continue to increase individual attendance and school attendance from Y1-6 Target 96% increase from % To reduce persistent absence of pupil premium from 50% To reduce the % of persistent lateness.</p> <p>Increased participation by all stakeholders in all</p>	<p>Office manager, Head teacher, Pastoral lead teacher, learning behaviour mentor. MW, ES, HB</p> <p>All staff and governors</p>	<p>Autumn term, 2023</p> <p>At least half termly review for attendance</p>	<p>Numerous incentives have been used: competition, rewards, prizes, notice boards, banners, penalty notices, meetings.</p>	<p>Attendance has improved slightly. Leadership have imposed penalty notices consistently.</p> <p>Y1-6 94% R-Y6 93.7%</p>

	<p>To continue to raise the aspirations and expectations of all stakeholders by encouraging involvement in a range of activities held at the school.</p> <p>Incentives for whole class attendance as well as individual attendance.</p>	<p>actions/activities affecting the school and consequently increase in standards (see above)</p>			<p>Attendance to date : 94%</p>	
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2024 Evaluation	July 2024 Evaluation
To increase % of pupils achieving ARE in RWM across the school	<p>Further development and implementation of the instructional coaching approach to focus clearly on the individual needs of teachers within the whole school focus of the programme.</p> <p>Further development and implementation of the revised curriculum planning and evidence informed pedagogical practice.</p> <p>AHT (BP) and foundation subject leads to develop assessment activities and resources for each subject.</p> <p>Develop subject leadership so that all have increased confidence and skill in monitoring so they know how well their subject is being implemented to have maximum impact on learning</p> <ul style="list-style-type: none"> <li>* moderate quality of teaching and learning</li> <li>* monitor progress made by pupils</li> <li>* confirm pupils are working at ARE</li> <li>* ensure maths and literacy are being promoted and used across the curriculum.</li> </ul>	<p>All subject leaders have monitored their subject and have provided support and challenge to colleagues</p> <p>Subject leaders can talk about the impact of curriculum implementation on pupils' learning</p> <p>Evidence in books and discussions with pupils show that curriculum is well sequenced and pupils are able to recall key knowledge, extending their thinking</p> <p>Leaders/teachers can explain how/why the curriculum is organised as it is in the context of their subject and/or their year group</p> <p>Staff are engaged in well planned professional development focusing on instructional coaching. Leaders ensure that this is fully and effectively implemented</p>	JG MC AN BP SUBJECT LEADS GOVERNORS	Autumn term, 2023 Reviews: Dec 2024 March 2024 July 2024 And at every SLT meeting	Predictions Y2 44.1% Y6 82.5%	See above evaluation regarding Walk Thrus and subject leadership etc  Y2 44.2% Y6 77.8%
To accelerate the progress of pupils who are close to national expectations at the end of KS1 and KS2 to ensure they have the necessary	<p>To further increase % of pupils achieving Age Related Expectations in Science across the school.</p> <p>Renewed focus on allowing greater independence in investigations and on the</p>	Increase attainment (% ARE) in Years 1,2 3, 4 and 5.	Science Lead BP	Autumn term, 2023 Jan 2024 July 2024	Predictions Y6 80+ %  Implementation of reviewed	Y6 87.3% Nat 81% Y5 46.7% Y4 69% Y3 65.6% Y2 65.5%



<p>vocabulary and skills to achieve that level</p>	<p>retention of key knowledge throughout all lesson sequences, which will be tested in formal assessments for each topic. Science lead teacher to further deliver CPD on assessment and review of the importance of practical investigation by pupils.</p> <p>Monitoring: book scrutinies and pupil interviews in science to ensure curriculum is being delivered so that new learning is linked to previous learning. Learning is remembered.</p>	<p>Close the gap in Y6 between school and national. Y6 79.3% Nat 80% Y5 55.7% Y4 57.4% Y3 53.3% Y2 70.7% Y1 71.1% R Natural World 78.4%</p>			<p>and updated Science assessments across all year groups.</p>	<p>Y1 71.9% R Natural World 69.8%</p> <p>All teachers have been very positive about the Science assessment booklets at the end of each unit and they have given teachers accurate information about how the pupils are achieving in science. Other enrichment opportunities provide AFL information to inform teacher assessments.</p>
<p>Specific priority targets</p>	<p>Actions</p>	<p>Measurable outcomes/ success criteria</p>	<p>Who will lead this?</p>	<p>Milestones</p>	<p>Jan 2024 Evaluation</p>	<p>July 2024 Evaluation</p>
<p>To increase % of pupils achieving ARE in RWM across the school</p>	<p>The Assistant Head Teacher will embed assessment procedures: * work with EYFS teachers further to streamline the EYFS curriculum and assessment profile procedures * rigorously analyse data across the school</p>	<p>Increase % of pupils working at ARE in RWM (Target Tracker data) from: Y1 48.9%</p>	<p>AHT for assessment</p>	<p>Oct 2023 Jan /Feb 2024 June 2024</p>	<p>Predictions: GLD 58.8% Y2 R 50.8% W 49.2%</p>	<p>GLD 52.9% Y2 R 50.9% W 46.2% M 54.5% RWM 44.2%</p>

	<p>* rigorously track progress and attainment of Pupil Premium pupils  * produce analysis packs for SLT and teachers  * identify gaps in learning  * monitor impact of interventions for all pupils  * monitor impact of interventions for Pupil Premium pupils  * carry out school-to-school review  * set pupil progress targets for Performance Management  * take into account learning gaps, without moving away from ambitious targets over time  Induct new assessment lead.</p> <p>Further and embed assessment materials for KS1 in reading and maths</p> <p>Develop assessment materials with subject leads in foundation subjects.</p>	<p>Y2 42.4 % (SATs)  43.1%(TT) (aim 55%)  Y3 36.2%  Y4 31.1%  Y5 34.4%  Y6 66.3% SATs % 63.4 TT (aim 70%)</p> <p>Continue to close the gap between school data and national data in R, KS1.</p> <p>Continue to meet national data /exceed national data at KS2.</p>			<p>M57.6%  RWM 44.1%</p> <p>R 86.9%  W86.9%  M 93.4%  RWM 82.5%</p>	<p>R 84.1%  W84%  M 87.3%  RWM 77.8%  ( without disapplicatio n of 3 pupils)</p> <p>The EYFS curriculum has been further reviewed to ensure the learning activities fulfil the learning objectives. Reading has been closely supported and monitored: phonics and one to one reading. An additional teacher was employed one day a week to focus on guided reading with all groups of children in reception. The AHT has continued to track progress and</p>
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						inform teachers. He has supported new teachers to use the assessment system accurately to ensure consistency across the school. AHT has agreed to stay on to support assessment in the new academic year at least until new HT starts.
To increase % of pupils achieving ARE in RWM across the school	To support mental health of all pupils and the impact it has on all pupils, families and staff.	<p>Close the gap between attainment of Pupil Premium pupils and non- Pupil Premium pupils.</p> <p>% of Pupil Premium pupils achieving ARE in RWM increased</p> <p>Close gaps in whole school ARE data:</p> <p>R PP 42.3%, non-PP 66.4%</p> <p>W PP 32.7%, non-PP 61.8%</p> <p>M PP 47.9%, non-PP 66.7%</p> <p>Close gap further from :Gap between PP/non-PP for progress Y1-6:</p>	Lead teacher for pastoral care, MW and Learning Behaviour mentor ES AHT for assessment BP Galaxy teacher TH Nurture staff SS/AR	Autumn term, 2023 Oct 2023 Dec 2022 March 2024 July 2024	Calm clinics for pupils. Appointment of mental health practitioner for pupils. Play therapy for pupils. Teacher Day activities to support Staff	<p>% ARE</p> <p>R PP 44.8%, non-PP 63.9%</p> <p>W PP 43%, non-PP 60.8%</p> <p>M PP 49.7%, non-PP 64%</p> <p>Narrowing of the gap between PP/non-PP for progress Y1-6: Y1-6 6 Steps+ average progress %</p>

		Y1-6 6 Steps+ average progress % (PP 75.7%, non-PP 71.9%)				R PP 73.2% non-PP 73.3% W PP 68.5% non-PP 72.4% M PP 74.5% non-PP 72.4% The new Pastoral lead teacher has been an excellent appointment and has impacted very positively with the support of her team, on the emotional well-being of all pupils but especially the most vulnerable and their families. The mental health practitioner has made a positive start to her apprenticeship.
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