



## Stokes Wood School Improvement Overarching Priorities 2024-25 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. **A continued and increased focus on oracy will be used as a vehicle to improving acquisition of language and vocabulary in all subjects, as well as the continued development and implementation of the Walk Thru strategies.**
- 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 **reviewing**, 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 **review**, 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 all subjects, core and foundation.**

## **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 2023/24 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 2025 Evaluation	July 2025 Evaluation
To increase the % of Y2 pupils achieving ARE or above and the % of Reception pupils achieving GLD	<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. Additional teacher for reading 1 day a week in reception. Part time teacher attending Early reading CPD AHT supporting guided reading in KS1 by modelling and taking lowest 20% in guided reading sessions.</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>Increase ARE in Y2 from R 50.9% ( Target 55%) W 46.2% ( Target 50%) M 54.5% ( Target 60%) RWM 44.2% ( Target 50%)</p> <p>Please note the Y2 cohort ( 2024-25) have achieved less well in Y1 and reception.</p>	MC AHT JG/EC HT	Dec 2024 March 2025 May 2025 June 2025		
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>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 continue to monitor that pupil books are phonetically</p>	<p>Increase ARE in Y2 from R 50.9% ( Target 55%) W 46.2% ( Target 50%) M 54.5% ( Target 60%) RWM 44.2% ( Target 50%)</p> <p>Please note the Y2 cohort ( 2024-25) have achieved less well in Y1 and reception. Close the gap between school and national</p> <p>Increased knowledge, skills and confidence in staff when teaching using the ALS strategies.</p>	MC JG/EC HT KE	Oct 2024 Jan 2025 March 2025 July 2025		

	<p>matched to their reading ability. AHT supporting guided reading in KS1 by modelling and taking lowest 20% in guided reading sessions.</p> <p>Continue to provide videos/modelled sessions for parents on how to best support their children.</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. Embed 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>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 55%</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 + : Target Y1 55% Target Y2 60 %</p>				
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 Evaluation
KS2: To further increase % working at ARE/EXS in RWM, particularly reading	<p>Additional TAs employed to support SEN pupils in English and maths in Y3/4/5/6.</p> <p>To focus on reading through developing leadership, motivation, parent engagement and test preparation at end of KS2.</p> <p>Implementation of instructional coaching programme to embed Walk Thru strategies.</p>	<p>Increased knowledge, skills and confidence in staff when teaching using the ALS strategies.</p> <p>Increased confidence and knowledge when teaching reading</p>	Y5/6 teachers, SENDCo and maths/literacy leaders ES KE	<p>Oct 2024 Jan 2025 March 2025 July 2025</p>		

	<p>New teachers and TAs to be included in the CPD 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>Literacy lead teacher and AHT to continue to support all KS2 staff with development of reading and writing. All KS2 teachers to attend phonics CPD to enable them to support early readers due to SEND, EAL or disadvantage. 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>strategies for comprehension skills.</p> <p>Maintain/ exceed national:  R from 84.1%  R Nat 74%  W from 84.1%  W Nat 72%  M 87.3%  M Nat 73%  GPS 85.7% Nat 72%  RWM 77.8% Nat 61%</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 53.6%  Y4 56.9%  Y5 50%</p>	SLT	Instructional coaching programme including drop ins to lessons		
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 Evaluation
To increase the % of pupils on track to achieve expected	Set challenging targets for each pupil in KS2. Disadvantage and SEND should not be seen as a barrier to achieve ARE.	Termly tracking of pupils shows pupils are on track to achieve <b>at least</b>	Class teachers, English, Maths leaders KE, ES	Sept 2024 Oct 2024 Jan/Feb 2025	<b>Predictions:</b>	

<p>progress and ARE by the end of KS2.</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>Assessment lead 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>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> <p>Maintain % of Y6 achieving EXS in RWM 77.8% ( Nat 61%)</p> <p>Maintain/increase EXS in RWM PP 60%, SEND 36.4% and EAL 76.5%</p> <p>Increase whole school progress from:</p> <p>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</p>	<p>and team leaders, SENDCO SW AHT Data lead JG/EC (HT)</p>	<p>Mid-year performance management review</p> <p>Identified pupils making accelerated progress to achieve target or moving towards target.</p> <p>July 2025</p>		
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 Evaluation
<p>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>	<p>Continued implementation and embedding of the Walk Thru strategies by widening out to new teachers and TAs 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>Continue to review all subjects to ensure that key knowledge is identified and planned in a precise way to ensure pupils can build on previous learning in a logical and sequential manner. Particular focus will be on the Geog and Hist curriculum.</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>Lead for assessment to set performance-management, pupil-progress targets using assessment data.</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:</p> <p>Y1 47.4% Y2 44.2% Y3 46.4% Y4 36.2% Y5 36.7% Y6 77.8%</p>	<p>SLT Data lead AHT curriculum MC AN HT JG/EC</p>	<p>Oct 2024 Jan/Feb 2025 June 2025</p>		

Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 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>There is improved acquisition of language and vocabulary in all subjects</p> <p>There is consistent use of Walkthrus strategies to improve classroom dialogue</p> <p>Medium term plans outline the precise detail and lesson sequence but continue to be under review and improved.</p> <p>Teachers are implementing plans with diligence and confidence</p> <p>The Walkthrus CPD continues to have a positive impact on the quality of teaching across the curriculum, developing oracy skills and vocabulary through strategies including explicit teaching.</p> <p>Links in learning are explicitly 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>	<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 complexity across the year groups.</li> <li>Consistency across different subjects and across year groups</li> <li>New teachers and support staff have accessed appropriate CPD</li> <li>Walkthrus ‘non-negotiables’ agreed and implemented (TPS/cold calling/no opt out/say it again better/quick quizzing)</li> <li>Bespoke support for individual teachers later in year</li> </ul> <p>Pupils comment on the importance of speaking clearly and can explain how</p>	<p>MC, AN JG/EC (HT) KE</p>	<p>Oct 2024 Jan/Feb 2025 June 2025</p>		



		<p>they are developing a wider vocabulary.</p> <p>Standards in writing increased from: 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>				
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 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 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. <b>Specific dates identified for evaluations</b></p> <p>Further develop strategies to support pupils in the nurture group for Y1.</p> <p><b>Ensure children in the Galaxy class access the mainstream when appropriate</b></p> <p>Use Boxhall Profile to effectively measure progress.</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 (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%)</p>	<p>SENDCo, SW CP (DSP) TH (Galaxy) MW (Pastoral)</p> <p>Y1 teachers and nurture staff EH/SB/SS/AR</p>	<p>Oct 2024 Jan/Feb 2025 June 2025 Six-weekly intervention evaluations for class-based pupils</p>	<b>Predictions</b>	

	<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>Y2 R (66.7%) W 66.7%) M (66.7%) Y1 R(57,1%) W (57.1%) M (57.1%)</p> <p>Boxhall assessments of pupils show significant improvement in self - esteem and wellbeing</p>				
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 Evaluation
<p>To increase % of pupils achieving ARE in reading across the school</p>	<p>Approaches to reading are being consistently implemented:</p> <ul style="list-style-type: none"> <li>reading is prioritised within the timetable and across the curriculum</li> <li>agreed and consistent approach to shared and guided and reading across the school</li> <li>CPD for incorporating fluency in shared and guided reading CPD for phonics teaching in KS2 and implementation of agreed approaches.</li> </ul> <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>	<ul style="list-style-type: none"> <li>Monitoring shows that all teachers are prioritising reading within foundation subjects</li> <li>New staff are confident in implementing shared and guided reading</li> <li>All teaching staff are confident in teaching fluency through echo and choral reading and explicit teaching</li> <li>All teachers/support staff have accessed CPD or to support implementation of guided reading.</li> <li>Phonics interventions are implemented in line with expectations</li> </ul>	<p>SLT, class teachers</p> <p>AHT to support (EYFS-Y3) Literacy lead to support (Y4-Y6)</p>	<p>Autumn term, 2024 Reviews: Dec 2024 March 2025 July 2025</p>	<p>predictions</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>across key stage two for pupils who need to catch up</p> <ul style="list-style-type: none"> <li>Phonics interventions are having a positive impact on pupils' reading</li> <li>Pupils on phonics interventions read decodable books that match their phase set in all year groups.</li> <li>This is consistently taught across school</li> </ul> <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 54.9%  Y1 phonics 61%  End of KS1 R 50.9%  Y2 phonics 85.7%  End of KS2 84.1%  Y1 R 54.4% Y3 R 58.9%  Y4 R 50% Y5 R 51.7%</p>				
<p>To increase % of pupils achieving ARE in RWM across the school</p>	<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>Continue to increase individual attendance and school attendance from Y1-6</p> <p>Target 96% increase from 94 %</p>	<p>Office manager,  Head teacher,  Pastoral lead  teacher,  learning  behaviour</p>	<p>Autumn term, 2024</p> <p>At least half termly review for attendance</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>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>To reduce persistent absence of pupil premium from 50%</p> <p>To reduce the % of persistent lateness.</p> <p>Increased participation by all stakeholders in all actions/activities affecting the school and consequently increase in standards (see above)</p>	<p>mentor. MW, ES, HB</p> <p>All staff and governors</p>			
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2025 Evaluation	July 2025 Evaluation
<p>To increase % of pupils achieving ARE in RWM across the school</p>	<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>• All subject leaders have opportunities to carry out monitoring so they know how well their subject is being implemented to have maximum impact on learning</li> <li>• Assessment approaches are being explored and developed to support evaluation of learning</li> </ul> <p>Walkthrus linked to subject leadership work</p> <p>* moderate quality of teaching and learning  * monitor progress made by pupils  * confirm pupils are working at ARE</p>	<p>All subject leaders have monitored their subject and have provided support and challenge to colleagues</p> <p>Plan for monitoring is in place and has been implemented</p> <ul style="list-style-type: none"> <li>• Subject leaders are able to talk confidently about how well their subject plans are being implemented and the impact on pupils' learning</li> </ul> <p>Leaders are developing an evidence-based approaches to assessment in foundation subjects, linked to Walkthrus programme (eg. quizzing/reviews)</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</p>	<p>JG MC AN BP SUBJECT LEADS GOVERNORS</p>	<p>Autumn term, 2024 Reviews: Dec 2024 March 2025 July 2025 And at every SLT meeting</p>	<p>Predictions</p>	

	<p>* ensure maths and literacy are being promoted and used across the curriculum.</p>	<p>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> <p>Improve/maintain ARE in RWM Y2 44.2% Y6 77.8%</p>				
<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>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 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>Increase attainment (% ARE) in Years 1,2 3, 4 and 5.</p> <p>Close the gap in Y6 between school and national. Y6 87.3% Nat 81% Y5 46.7% Y4 69% Y3 65.6% Y2 65.5% Y1 71.9% R Natural World 69.8%</p>	<p>Science Lead BP</p>	<p>Autumn term, 2024 Jan 2025 July 2025</p>	<p>Predictions</p>	
<p><b>Specific priority targets</b></p>	<p><b>Actions</b></p>	<p><b>Measurable outcomes/ success criteria</b></p>	<p><b>Who will lead this?</b></p>	<p><b>Milestones</b></p>	<p><b>Jan 2025 Evaluation</b></p>	<p><b>July 2025 Evaluation</b></p>
<p>To increase % of pupils achieving ARE in RWM across the school</p>	<p>The Assistant Head Teacher will embed assessment procedures:</p>	<p>Increase % of pupils working at ARE in RWM</p>	<p>AHT for assessment</p>	<p>Oct 2024 Jan /Feb 2025 June 2025</p>	<p>Predictions:</p>	

	<ul style="list-style-type: none"> <li>* work with EYFS teachers further to streamline the EYFS curriculum and assessment profile procedures</li> <li>* rigorously analyse data across the school</li> <li>* rigorously track progress and attainment of Pupil Premium pupils</li> <li>* produce analysis packs for SLT and teachers</li> <li>* identify gaps in learning</li> <li>* monitor impact of interventions for all pupils</li> <li>* monitor impact of interventions for Pupil Premium pupils</li> <li>* carry out school-to-school review</li> <li>* set pupil progress targets for Performance Management</li> <li>* take into account learning gaps, without moving away from ambitious targets over time</li> </ul> <p>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>(Target Tracker data) from: GLD 52.9%</p> <p>Y2 R 50.9% W 46.2% M 54.5% RWM 44.2%</p> <p>R 84.1% W84% M 87.3% RWM 77.8% ( without disapplication of 3 pupils)</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>To increase % of pupils achieving ARE in RWM across the school</p>	<p>To support mental health of all pupils and the impact it has on all pupils, families and staff.</p>	<p>Close the gap between attainment of Pupil Premium pupils and non- Pupil Premium pupils. % of Pupil Premium pupils achieving ARE in RWM increased Close gaps in whole school ARE data: % ARE</p>	<p>Lead teacher for pastoral care, MW and Learning Behaviour mentor ES AHT for assessment BP Galaxy teacher TH Nurture staff SS/AR</p>	<p>Autumn term, 2024 Oct 2024 Dec 2024 March 2025 July 2025</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:</p> <p>Y1-6 6 Steps+ average progress %</p> <p>R PP 73.2% non-PP 73.3%</p> <p>W PP 68.5% non-PP 72.4%</p> <p>M PP 74.5% non-PP 72.4%</p>				
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