



Stokes Wood School Improvement Plan, Overarching Priorities, 2022-23, 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 44% coming from white British backgrounds. The proportion of pupils with learning difficulties and or disabilities is 10% with 2.1% EHCP. However from Autumn term 2022, we will have a DSP to accommodate 10 pupils with an EHCP for Language and Communication difficulties. The proportion eligible for free school meals is above the national average (33%) and 35% are pupil premium. The proportion of pupils with English as a second language (45%) and from other ethnic backgrounds (56%) is above national average and increasing. The stability measure is low at 63 and the deprivation measure is high at 0.43. 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, with a bulge admission in the present Year 6 to 90 (2022-23). There are 19 classrooms, activity areas, foundation areas, intervention rooms, a main hall, gym, medical room and administration areas.

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

Please see the Data Report and Pupil Premium Strategy report for details of how pupils were performing across the school for further information.

Please note that Y3 included 8 pupils from the DSP (EHCP pupils). 2 DSP pupils are included in Y4 data and 1 DSP pupil in Y5 data.

Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 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.</p> <p>NB: New teaching staff in nursery, reception and Year 2 will need extra support from leaders)</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%) EAL > 44 PP > 40% SEND > 33%</p>	SH MC JG KE	Dec 2022 March 2023 May 2023 June 2023	<p>Reception GLD Prediction best scenario 66% However new entrants may decrease this figure</p> <p>Y2 KS1 SATS PREDICTION R 51% W 49% M 51% RWM 44%</p>	<p>GLD 49.1% With 2 SEND pupils with EHCP and 4 late entrants from overseas GLD 54.9%</p> <p>EAL 51.7% PP 39.1% SEND 0%</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>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>NB: further intervention will be required in addition for all pupils to address gaps in learning as a result of school closures due to Covid-19</p> <p>Regular monitoring of shared and guided reading across the school. Engage parents in</p>	<p>Increase % of pupils achieving EXS/ARE from Y2 R 57% W 50% M 59% RWM 48% Target 65% in R and M, 55% in W. 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. Increased confidence and knowledge when</p>	SH MC JG KE	Oct 2022 Jan 2023 March 2023 July 2023	<p>See mid term report. Pupils will need to make accelerated progress in the second part of the year to achieve the targets set.</p>	<p>Year2 R 52.5% W 47.5% M 57.6% RWM 42.4%</p> <p>Year 1 phonics 72% with 3 children disapplied (77.3%)</p> <p>Y2 82%</p> <p>Early reading judged as a strength by OFSTED June 2023</p>

	<p>reading activities. Ensure all staff are delivering phonics accurately.</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. Additional support for new staff.</p> <p>Continue to develop mastery maths approach throughout the school. Develop the approach in EYFS through the NCETM Mastering Number programme. Colleagues particularly focussing on ensuring all pupils are accessing learning by providing more support (pre-teaching) or more challenge for pupils who need it. Additional support from KE for new staff in EYFS.</p>	<p>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 85%</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/EXS/GDS from: Y1 55% Y2 57%</p>			.Y1 73% Phonics	Y1 53.3% Y2 52.5%
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 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 the mornings 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 2022 Jan 2023 March 2023 July 2023	Y6 SATS prediction R 74% W 76% M 83%	R 73.5% W 75.9% M 86.7% RWM 66.3%

	<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 and 6 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. 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. Increased number of support staff in Y6 to accelerate progress and support vulnerable pupils.</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>Increase to national: R from 73% to Nat 74% Increase further W from 76% M 91% Nat 79% GPS 84%</p> <p>RWM 64%</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/EXS/GDS from: Y3 23% Y4 33% Y5 48%</p>	SLT	Instructional coaching programme including drop ins to lessons	RWM 63%	<p>Continued success and positive impact. Recent OFSTED reports that pupils are remembering past learning well and making links between their learning.</p> <p>Maths Y3 50% Y4 36.1% Y5 55.7%</p>
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 Evaluation

<p>To increase the % of pupils on track to achieve expected progress and ARE by the end of KS2.</p>	<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 remaining gaps in learning due to Covid-19 are closed, particularly monitoring progress of SEND/PP/EAL and other vulnerable groups (those in interventions) across the school.</p> <p>Gap between the % progress made and attainment achieved by PP, SEND and EAL pupils and all pupils/ non-pupil premium pupils in present Y6 is closing.</p> <p>Increase % of Y6 achieving EXS in RWM from 64% (target 70%)</p> <p>AND</p> <p>Whole school:</p> <p>Y1-6</p> <p>6 Steps+ average progress</p> <p>Target 80%</p> <p>Increase from 59% SEND (SEND pupils generally make much slower progress .target 4+ steps)</p> <p>74% EAL</p> <p>81% core pupils</p>	<p>Class teachers, English, Maths leaders KE, ES and team leaders, SENCO SW/DB AHT/HT BP/JG</p>	<p>Sept 2022</p> <p>Oct 2022</p> <p>Jan/Feb 2023</p> <p>Mid-year performance management review</p> <p>Identified pupils making accelerated progress to achieve target or moving towards target.</p> <p>July 2023</p>	<p>Pupils are making progress towards end of year targets. See full report</p>	<p>End of KS2 RWM 66.3%</p> <p>Progress for groups in Y6</p> <table><tr><th></th><th>Pupils (%)</th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr><tr><td>All Pupils</td><td>84 (100%)</td><td>75 (89.3%)</td><td>71 (84.5%)</td><td>73 (86.9%)</td></tr><tr><td>Pupil Premium</td><td>38 (45.2%)</td><td>33 (86.8%)</td><td>32 (84.2%)</td><td>33 (86.8%)</td></tr><tr><td>Non Pupil Premium</td><td>46 (54.8%)</td><td>42 (91.3%)</td><td>39 (84.3%)</td><td>40 (86.7%)</td></tr><tr><td>All SEN</td><td>9 (10.7%)</td><td>7 (77.8%)</td><td>6 (66.7%)</td><td>8 (88.9%)</td></tr><tr><td>Non SEN</td><td>75 (89.3%)</td><td>68 (90.7%)</td><td>65 (86.7%)</td><td>65 (86.7%)</td></tr><tr><td>SEN Support</td><td>6 (7.0%)</td><td>5 (83.3%)</td><td>5 (83.3%)</td><td>6 (100%)</td></tr><tr><td>EAL</td><td>43 (51.2%)</td><td>35 (81.4%)</td><td>31 (72.1%)</td><td>31 (72.1%)</td></tr><tr><td>Non EAL</td><td>41 (48.8%)</td><td>40 (97.6%)</td><td>40 (97.6%)</td><td>42 (102.4%)</td></tr></table> <p>AND</p> <p>Whole school:</p> <p>Y1-6</p> <table><tr><th></th><th>Pupils (%)</th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr><tr><td>All Pupils</td><td>382 (100%)</td><td>272 (71.2%)</td><td>289 (75.9%)</td><td>286 (75.1%)</td></tr><tr><td>Pupil Premium</td><td>148 (38.7%)</td><td>104 (70.3%)</td><td>112 (75.7%)</td><td>111 (74.9%)</td></tr><tr><td>Non Pupil Premium</td><td>234 (61.3%)</td><td>168 (71.8%)</td><td>177 (76.1%)</td><td>175 (75.2%)</td></tr><tr><td>All SEN</td><td>49 (12.8%)</td><td>26 (53.1%)</td><td>30 (61.2%)</td><td>28 (57.1%)</td></tr><tr><td>Non SEN</td><td>333 (87.2%)</td><td>246 (73.6%)</td><td>259 (77.8%)</td><td>258 (77.4%)</td></tr><tr><td>SEN Support</td><td>40 (10.5%)</td><td>25 (62.5%)</td><td>27 (67.5%)</td><td>27 (67.5%)</td></tr><tr><td>EAL</td><td>177 (46.3%)</td><td>126 (71.2%)</td><td>127 (71.8%)</td><td>127 (71.8%)</td></tr><tr><td>Non EAL</td><td>205 (53.7%)</td><td>146 (71.2%)</td><td>162 (79.0%)</td><td>159 (77.6%)</td></tr></table> <p>Y1-6</p> <p>6 Steps+ average progress 72.6%</p> <p>56% SEND (SEND pupils generally make much slower progress . 4+ steps 71.4%)</p> <p>71.5% EAL</p> <p>83% core pupils</p> <p>72% non-pupil premium</p> <p>74% Pupil premium</p>		Pupils (%)	Reading	Writing	Mathematics	All Pupils	84 (100%)	75 (89.3%)	71 (84.5%)	73 (86.9%)	Pupil Premium	38 (45.2%)	33 (86.8%)	32 (84.2%)	33 (86.8%)	Non Pupil Premium	46 (54.8%)	42 (91.3%)	39 (84.3%)	40 (86.7%)	All SEN	9 (10.7%)	7 (77.8%)	6 (66.7%)	8 (88.9%)	Non SEN	75 (89.3%)	68 (90.7%)	65 (86.7%)	65 (86.7%)	SEN Support	6 (7.0%)	5 (83.3%)	5 (83.3%)	6 (100%)	EAL	43 (51.2%)	35 (81.4%)	31 (72.1%)	31 (72.1%)	Non EAL	41 (48.8%)	40 (97.6%)	40 (97.6%)	42 (102.4%)		Pupils (%)	Reading	Writing	Mathematics	All Pupils	382 (100%)	272 (71.2%)	289 (75.9%)	286 (75.1%)	Pupil Premium	148 (38.7%)	104 (70.3%)	112 (75.7%)	111 (74.9%)	Non Pupil Premium	234 (61.3%)	168 (71.8%)	177 (76.1%)	175 (75.2%)	All SEN	49 (12.8%)	26 (53.1%)	30 (61.2%)	28 (57.1%)	Non SEN	333 (87.2%)	246 (73.6%)	259 (77.8%)	258 (77.4%)	SEN Support	40 (10.5%)	25 (62.5%)	27 (67.5%)	27 (67.5%)	EAL	177 (46.3%)	126 (71.2%)	127 (71.8%)	127 (71.8%)	Non EAL	205 (53.7%)	146 (71.2%)	162 (79.0%)	159 (77.6%)
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 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>Implementation and development of Instruction Coaching approach by team leaders who have received and will continue to receive CPD in the approach. 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, etc</p> <p>Deputy Head Teacher supporting Y5, Y4 and Y3 teachers in planning and delivery of the curriculum.</p> <p>AHT to further support all teachers with use of assessment and data to track pupil progress.</p> <p>AHT to work with KS1 leaders to 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 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</p> <p>Increase ARE in RWM in all year groups from:</p> <p>Y1 45% Y2 48% sats TT 50% Y3 21% Y4 21% Y5 23% Y6 64% sats 69% TT</p>	SLT AHT for data BP DHT ES HT JG	Oct 2022 Jan/Feb 2023 June 2023	. Monitoring activities show that impact on pupil outcomes is positive. Instructional coaching, phonics cpd and oracy cpd has supported teachers in their lesson delivery and improving outcomes for pupils.	<p>This continues to be successful as evidenced by June 2023 OFSTED report.</p> <p>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>

Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 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> <ul style="list-style-type: none"> * writing in foundation subjects is of a quality consistent with that in literacy * continue to review and develop curriculum in foundation subjects from EYFS to Y6 and ensure curriculum is progressive across the school and is appropriate for the pupils at Stokes Wood. * curriculum across the school builds on previous learning of knowledge and skills and is designed with reference to research into curriculum to ensure maximum impact – memory-recall strategies, cognitive load, etc. Instruction coaching programme implemented. Links in learning are specifically made by teachers so pupils can understand their learning in context. Continue to develop and embed Talk for Writing strategies (see above) with particular support for new teaching staff. . Continue with regular book scrutinies and moderation of assessment judgements within year groups, across year groups and across partner schools. 	<ul style="list-style-type: none"> Planning shows that oracy strategies are deliberately planned across the curriculum Staff have updated training on the importance of oracy There is a deliberate, structured approach to developing vocabulary (looking at tier 2 & 3 vocabulary in line with curriculum planning) <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 54% Target 60%</p> <p>End of KS1 50% EXS Target 55% 0% GDS</p> <p>End of KS2 76% EXS (Target 80%) 11% GDS</p> <p>GPS: 84% EXS/42% GDS</p>	<p>ES MC SH JG KE</p>	<p>Oct 2022 Jan/Feb 2023 June 2023</p>		<p>Focus on oracy linked to the instructional coaching is showing impact on pupil outcomes. (OFSTED JUNE 2023 report)</p> <p>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>

Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 Evaluation
To improve outcomes for pupils with SEND including pupils in the DSP where they are working significantly below ARE.	<p>Monitor provision and track progress in Stokes Wood Superstars DSP 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 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>Increased % of all SEN 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 (54%) W (69%) M (69%) Y5 R (67%) W (33%) M (67%) Y4 R (67%) W (33%) M (33%) Y3 R(63%) W (75%) M (50%) Y2 R (83%) W (83%) M (83%) Y1 R(38%) W (63%) M (75%)</p> <p>Boxhall assessments of pupils show significant improvement in self - esteem and wellbeing</p>	<p>SENCo, SW AHT DB CP</p> <p>Y1 lead teacher and nurture staff SH/TH, AHT DB</p>	<p>Oct 2022 Jan/Feb 2023 June 2023 Six-weekly intervention evaluations for class based pupils</p>	See data report	<p>Ofsted feedback was very positive about provision and progress in DSP. All pupils with EHCP or SEND are well provided for across the school and pupils make progress, albeit small steps. They are able to access mainstream education and activities through support and adaption of activities and opportunities.</p> <p>6 Steps+ progress</p>

						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%) Also see SEND report for more detailed information
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 Evaluation
To increase % of pupils achieving ARE in reading across the school	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.. Designated TA in library to promote reading, reading choice, attend CPD and ensure reading resources are adequate	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 Increased % of pupils achieving ARE in reading	SLT, class teachers	Autumn term, 2022 Reviews: Dec 2022 March 2023 July 2023	Certificates, cake golden ticket , Monkey books have encouraged reading miles. World Book Day Author	These incentives continue to be successful. Reading outcomes at the end of Y6 was at national

	Literacy intervention, LCFC Premier League Reading Stars: Y4 reluctant and low-achieving readers will attend a 10-week x 2-hour session after school in autumn term. Y3 in summer term.	Reception 54% (new arrivals who had not been in school previously affected %) Y1 phonics 66% End of KS1 R 57% Y2 phonics 81% End of KS2 73% Y1 R 47% Y3 R 31% Y4 R 39% Y5 R 37%			visit, Scholastic book sale	73.5% Increased % of pupils achieving ARE in reading Reception 56% (new arrivals who had not been in school previously affected %) 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%
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>Termly letters sent to remind parents of the importance of good attendance and punctuality.</p> <p>Warning letters to families of pupils whose attendance is decreasing.</p>	<p>Continue to increase individual attendance and school attendance from Y1-6 Target 96% increase from 93.7% To reduce the % of persistent lateness.</p> <p>Increased participation by all stakeholders in all actions/activities affecting the school and</p>	<p>Admin officer, Head teacher, AHT, learning and behaviour mentor. DB/ES</p> <p>All staff and governors</p>	<p>Autumn term, 2022</p> <p>At least half termly review for attendance</p>	<p>Regular Attendance Panel Meetings wit EWO to support parents. Issuing penalty notices as appropriate. Incentives: certificates, stickers, draw for</p>	<p>End of year attendance has remained at national at 93.7%</p> <p>RWM outcome at the end of Y6 is above national.</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>consequently increase in standards (see above)</p>			<p>£50, class competition, trophy</p> <p>Attendance just above national 93.7%</p>	
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Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2022 Evaluation	July 2022 Evaluation
To increase % of pupils achieving ARE in RWM across the school	<p>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>In addition as a moderation activity, subject leads to embed/improve work/activities with a small group of Y2 and Y6 pupils on an age-related task to:</p> <ul style="list-style-type: none"> * moderate quality of teaching and learning * monitor progress made by pupils * confirm pupils are working at ARE * ensure maths and literacy are being promoted and used across the curriculum. 	<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 ES MS BP SUBJECT LEADS GOVERNORS	Autumn term, 2022 Reviews: Dec 2023 March 2023 July 2023 And at every SLT meeting	Staff have engaged well in this programme. Drop ins and feedback show positive impact through observation at this stage.	This is ongoing and continues to have a positive impact on pupil outcomes.
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>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.</p> <p>Science lead to 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</p>	<p>Increase attainment from 50% in Years 3, 4 and 5.</p> <p>Close the gap in Y2 and 6 between school and national. Y6 69% Nat 79% Y5 41% Y4 39% Y3 30% Y2 58% Y1 55%</p> <p>R Natural World 61%</p>	Science Lead BP	Autumn term, 2022 Jan 2023 July 2023	New assessment materials have helped teachers focus on the main objectives. The oracy activities have continued to be successful in allowing pupils to discuss and	<p>Continued success in improving pupil outcomes.</p> <p>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>

	linked to previous learning. Learning is remembered.				express their learning in science.	
Specific priority targets	Actions	Measurable outcomes/ success criteria	Who will lead this?	Milestones	Jan 2023 Evaluation	July 2023 Evaluation
To increase % of pupils achieving ARE in RWM across the school	<p>Further develop the Assistant Head Teacher's assessment role to:</p> <ul style="list-style-type: none"> * further improve personal knowledge of the EYFS curriculum and assessment profile and support new teaching staff with assessment in EYFS * rigorously analyse data across the school * 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 due to the school closure, without moving away from ambitious targets over time <p>Develop assessment materials for KS1 in reading and maths</p> <p>Develop assessment materials with subject leads in foundation subjects.</p>	<p>Increase % of pupils working at ARE in RWM (Target Tracker data) from:</p> <p>Y1 45%+ Y2 48% (SATs) 50% (TT) (aim 55%) Y3 21%+ Y4 21%+ Y5 23%+ Y6 64% SATs 69% TT (aim 70%)</p> <p>Close gaps in whole school ARE data: R PP 33%, non-PP 57% W PP 29%, non-PP 56% M PP 35%, non-PP 63%</p> <p>Gap between PP/non-PP for progress Y1-6: Y1-6 6 Steps+ average progress % (PP 68%, non-PP 78%)</p> <p>Close the gap between school data and national data in R, KS1, and R in KS2.</p>	AHT for data	Oct 2022 Jan /Feb 2023 June2023	In progress	<p>This year the accuracy and evidence for teacher assessment is much more robust and rigorous. Assessments are used more consistently and confidently. Focus on this process to continue next year.</p> <p>ARE RWM Y1 48.9% Y2 % (SATs) 43.1% (TT) Y3 36.2 % Y4 31.1 % Y5 34.4% Y6 66.3% (SATS) 63.4% (TT) R PP 42.3%, non-PP 66.4%</p>

		.				<p>W PP 32.7%, non-PP 61.8% M PP 47.9%, non-PP 66.7%</p> <p>Gap between PP/non-PP for progress Y1-6: Y1-6 6 Steps+ average progress % (PP 75.7%, non-PP 71.9%)</p>
To increase % of pupils achieving ARE in RWM across the school	To support mental health of all pupils taking into account the Covid 19 pandemic and the impact it has had 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: R PP 33%, non-PP 57% W PP 29%, non-PP 56% M PP 35%, non-PP 63%</p> <p>Gap between PP/non-PP for progress Y1-6: Y1-6 6 Steps+ average progress % (PP 68%, non-PP 78%)</p>	AHT for pastoral care, AHT for data and learning behaviour mentor DB ES	Autumn term, 2022 Oct 2022 Dec 2022 March 2023 July 2023	Level 4 TA has completed the DfE Mental Health Lead CPD.	<p>Continued focus on this for all stakeholders is helping health and emotional well being and therefore whole school pupil outcomes.</p> <p>R PP 42.3%, non-PP 66.4% W PP 32.7%, non-PP 61.8%</p>

						M PP 47.9%, non-PP 66.7% Gap between PP/non-PP for progress Y1-6: Y1-6 6 Steps+ average progress % (PP 75.7%, non-PP 71.9%)
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