

SCHOOL DEVELOPMENT PLAN 2017-2018

*Reading, Pupil
Premium and
Assessment*



Priority 1: Pupil outcomes in reading to be above national in all key stages both at expected and exceeding levels

Key People: Cindy Douch (EYFS) Kirsty Blencowe (K.S. 1) Simon Garnett (K.S. 2)

Diagnosis	Actions	Impact Expected	Lead	Timescale	Monitoring
<p>Although KS 1 attainment at the expected level is above National greater depth is below National. This has been like this for a number of years.</p>	<ul style="list-style-type: none"> • Phonics to be taught every day for ½ hour in stage not age groups in flexible groups which allow movement regularly • Year 1 and 2 teachers to spend time with Reception teachers understanding EYFS expectations at expected and greater depth • KB to ensure all staff have appropriate training/refresher • NQT to be given time to observe UPS teachers teach phonics • Reading challenge to be established in Year 1 Year 2 • Identify children not reading at home and provide daily provision in school • Identify PP children who are not making the expected progress and ensure daily reading input • Visual display in entrance area for children and staff to see • Identify children not making at least expected progress from EYFS and put in appropriate intervention to ensure at least average progress Comprehension strategies to be developed in EYFS- Year 1 Year 2 • Progress sheets need to be updated termly alongside SLT-changes, interventions updated • Teachers to ensure parents are involved by: Reading information meetings, informing parents about the challenges, letters home/invite into school if a child continues not to be reading at home • Year 2 teachers to look at Year 3/4 curriculum to see the depth of questioning expected in KS 2 and adapt their teaching and vice versa 	<p>Children are beginning to foster a love of reading and see it as an important part of their learning at primary school</p> <p>All children leave K.S. 1 being able to read to at least National level and ready to access the K.S. 2 curriculum</p> <p>Children not being given the support and encouragement at home are supported and nurtured to be readers at school</p> <p>Parents understand the importance of being able to read and are supported in helping their children to become readers</p>	<p>Cindy Douch</p> <p>Kirsty Blencowe</p>	<p>2017-2018</p>	<p>SLT to monitor progress sheets termly and challenge why , if any, are not making at least expected progress and attainment</p>

<p>Although our reading attainment at end of KS 2 is now in line with National it is still below that of other subjects.</p>	<ul style="list-style-type: none"> • From January KS 1 staff to run a Story Club weekly- hearing readers and listening to stories • Year 5/6 grouped into reading ability groups 2 x sessions per week • Do Year 3/4? And should they? • All KS 2 do focussed guided reading groups targeted at those children who are not making the required progress or who are vulnerable • Guided reading sessions need to be more focussed: Pre-reading text Repeated reading Vocabulary activities Accelerated Reader • 100% wrist bands for Accelerated Reader tests • Class reading challenge display in entrance area for children/parents to see • Year 5/6 reading is targeted from SATs analysis: Vocabulary and meaning questions, inference questions, explain and justify • Check children in Years 3 and 4 who still haven't achieved their phonics retake- strategies put in place to ensure they are receiving daily phonics. Retest each term • Progress sheets need to be updated termly alongside SLT-changes, interventions updated • Teachers to monitor progress of more able children and those borderline children (ARE into Exceeding) who have the potential to make more than average progress • Identify PP children who are not making the expected progress and ensure daily reading input • SATs test check by November 2017 and review • Year 5 Reading Ambassadors for those children not reading at home to be established for Yrs. 1,2,3,4 • Teachers to ensure parents are involved by: Reading information meetings, informing parents about the challenges, letters home/invite into school if a child continues not to be reading at home • Investigate/speak to girls as to why their reading is not always as good as the boys (92% V 56% 2017) 	<p>Reading attainment continues to improve with more children attaining ARE and Exceeding by the end of KS 2 compared to National</p> <p>Progress remains positive compared to National '0'</p> <p>Parents/carers are more involved and take responsibility for their child's daily reading. They feel supported in this by school.</p> <p>Children who struggle with support from home are identified early and support given at school.</p> <p>Teachers become more skilled in the teaching of reading.</p>	<p>Simon Garnett</p>		<p>SLT to monitor progress sheets termly and challenge why , if any, are not making at least expected progress and attainment</p>
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Priority 2: Accurate assessment and targeted support to ensure sustained progress

Key People: Ann Marie Kampf, Jason Howells, Cindy Douch (EYFS) Kirsty Blencowe (KS 1)
Simon Garnett (KS 2)

Diagnosis	Actions	Impact expected	Lead	Timescale	Monitoring
<p>SLT to prioritise time to ensure teachers are supported and challenged in order for them to make accurate assessments, target the right children for intervention, resulting in all making at least good progress</p>	<ul style="list-style-type: none"> • Quality First teaching is monitored through SLT walkabouts, book scrutiny, moderating work, discussions with children- different groups monitored • Ensure book scrutiny and moderation of work is focussed on identified children on Key List • SLT to give teachers a Key List of identified children: PP, SEN, Targeted for progress, low attendance • SLT to set diary dates a year in advance for each term to meet with year groups/Key Stages. Meetings in October (Performance Management), December, March and June (review the year) • All key dates to be displayed in staffroom • Assessment timetable to be revisited and updated with dates added. • Teachers to ensure evidence of assessment has been completed for SLT meetings- highlighted sheet • Visual trackers need to be monitored and updated termly by teachers at SLT meeting • Relook at data collection sheets with staff and discuss/challenge staff on children not making progress- ensure support for intervention 	<ul style="list-style-type: none"> • The quality of teaching throughout the school ensures all children make at least good progress no matter what their starting point, SEN, PP etc. • Children are able to act on appropriate feedback in order to make progress • Pupils will be identified quickly if not on track to achieve targets • Teachers are able to talk about the progress of key groups and what they are doing to ensure every child in their class is achieving • SLT will be able to ensure accurate assessment by monitoring and moderating, analysing data- having the tools to hold teachers to account • Standards of progress will be above National by the end of Year 6 	<p>AMK JH</p> <p>CD KB SG</p>	<p>July 2018</p>	<p>October December March June review</p>



Priority 3: Disadvantaged children to make more than average progress

Key People: Ann Marie Kampf, Jason Howells, All class Teachers

Diagnosis	Actions	Impact expected	Lead	Timescale	Monitoring
<p>Attainment and progress of Disadvantaged children needs to improve</p>	<ul style="list-style-type: none"> • Each class teacher knows their disadvantaged children • SLT analyse current data for disadvantaged children and set challenging targets for class teachers • They ensure intervention is in place for these children • This will be reviewed half termly • Book scrutiny and moderation to focus on disadvantaged children • Class teachers to ensure parents of all children turn up to parents evening • Class teachers ensure they build up a positive relationship with these parents so parents feel school is supporting their child to be the best they can be • Teachers to approach parents if they don't turn up to information events and ensure the message is passed on either through a meeting or by phone • Children with no support at home are made a priority for school time support such as reading groups, homework clubs, sporting events etc. 	<ul style="list-style-type: none"> • The progress and attainment of Disadvantaged children improves throughout the school and not just at the end of Key stages • Staff know this is a key progress indicator for them • Parents feel more involved in their children's learning and school life • Children feel supported in school and know how to improve their work 	<p>AMK JH Class teachers</p>	<p>July 2018</p>	<p>Through half termly review meetings</p> <p>Through performance management</p>