

<p><b>Quality of teaching and Learning across the school</b> <b>Key Priority 1:1 - Maths</b></p> <p>To continue to develop and build on improvements in <u>MATHS</u> teaching across the school improving progress and attainment to at least the 2019 national average with a relentless focus on reasoning and problem solving.</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Data is used to inform, to create a sequence of learning and devise the next steps in RWM</li> <li>• Consistent approach to teaching mathematics, evident through lesson drop ins, book looks, planning and coverage</li> <li>• A clear vision of the mastery approach across the school</li> <li>• Increase in maths outcomes</li> <li>• Increase in KS1 Maths outcomes.</li> <li>• For all year 4 pupil to achieve above 20/25 on the x table check.</li> </ul>
<p><b>Key Priority 1.2 – ENGLISH</b></p> <p>To continue to develop and build on improvements in writing teaching across the school, improving progress and attainment to at least the 2019 national average.</p>	<p><b>What will success look like in Writing?</b></p> <ul style="list-style-type: none"> <li>• All teaching staff are confident, competent and consistent in planning sequences of learning when teaching specific writing genres by December 2021</li> <li>• Pupils can talk about the different text features of specific genres as and when they are taught them, and include these in their own writing</li> <li>• All teaching staff and Teaching Assistants consistently model writing skills and processes for all pupils using whole school approach by December 2021</li> <li>• Pupils can talk about how modelled writing by a teacher or TA has impacted positively on their own / independent writing</li> <li>• Cross curricular writing links made with Year A of the two-year rolling curriculum are reviewed, revised and refined at the start of each term by key stage / phase planning teams</li> <li>• All pupils make good to outstanding progress in writing.</li> </ul> <p><b>What will success look like in Reading?</b></p> <ul style="list-style-type: none"> <li>• All teaching staff use PiXL end of year (2020-21) pupil assessment data to inform planning (Diagnosis, Therapy, Test approach)</li> <li>• Appropriate PiXL reading resources are used by all staff to support reading post-RWI</li> <li>• Volunteers from the local community are recruited to support pupils identified as falling behind their peers in reading</li> <li>• Pupils enjoy reading and respond well to whole school reading incentive.</li> </ul> <p>All pupils make good to outstanding progress in reading</p> <p><b>What will success look like in Phonics?</b></p> <ul style="list-style-type: none"> <li>• Attainment of children in Year 1 phonics screening to be more in line with National data of 82%</li> <li>• An improvement on 2021 Year 1 phonics data of 53.8%</li> </ul>
<p><b>Key Priority 1:3 – Curriculum</b></p> <p>To embed our curriculum offer and embellish further with profound learning opportunities and a robust reward system linked to LORIC</p> <p>All stakeholders to be aware of how the curriculum intent links with the school’s vision statement.</p> <p>To ensure that oracy is a focus for all to further strengthen quality first teaching across the curriculum</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Knowledge organisers embedded and used by all year groups</li> <li>• Weekly topic talk time and floor books monitored to show evidence of children’s retention of knowledge</li> <li>• Subject leaders to comment about the retention of knowledge for their subject areas and next steps clear on action plans</li> <li>• All classes to receive at least 2 profound learning opportunities each long term, following the mapped out 2 Year planner for profound learning opportunities.</li> <li>• All stakeholders able to talk about the curriculum intent and how this links to the vision statement of the school</li> <li>• Children are given opportunities throughout sequences of learning to engage in oracy, this is seen through planning, drop ins and through the children’s writing as a result of providing oracy opportunities within lessons.</li> </ul>
<p><b>Key Priority 2.1 – PUPIL PREMIUM</b></p>	<p><b>What will success look like?</b></p>

<p>To rapidly improve outcomes in R, W and M To improve attendance for vulnerable learners to at least in line with National figures</p>	<ul style="list-style-type: none"> <li>• Outcomes of our PP children will be in line with those of non PP</li> <li>• Attendance of vulnerable groups is in line with all other pupils</li> <li>• Book looks show work of PP children is of the same standard as non PP</li> <li>• Progress is seen though looking at the children’s books</li> <li>• PP children attending sports competitions and profound learning experiences</li> <li>• All staff able to talk about ‘what we do on purpose’ for our pupil premium children.</li> </ul>
<p><b>Key Priority 2.2 – SEND</b> To improve the progress of our SEND pupils so that it is in line with our non- SEND pupils</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• All SEND pupils make progress and this can be seen through the vulnerable pupil tracker system</li> <li>• SEND pupils are able to talk about their work and the progress that they have made.</li> </ul>
<p><b>Key Priority 3.1 – EYFS</b> To rapidly improve speech and language outcomes for FS2 children, so that a greater number reach CCL goal in line with National in 2019</p>	<p><u>What will success look like?</u></p> <ul style="list-style-type: none"> <li>• The % of children reaching GLOD is in line with National average (2019)</li> <li>• The % of children achieving CCL is in line with national</li> <li>• By June 2022 children the percentage of pupils who have developed an age-appropriate range of vocabulary and subject knowledge, and communicate using this effectively by speaking in full sentences is in line with the National average</li> <li>• Support staff and PPA / DHT L&amp;M cover HLTA receive targeted CPD and provide effective support to pupils improving the quality of provision.</li> <li>• Intervention ensures targeted support and accelerated progress.</li> </ul>