

## GLT Primary Priorities

**Vision:** Our shared learning increases leaders' capacity to diminish the difference between disadvantaged and non-disadvantaged pupils.

### Priority 1

#### Our children are successful.

Improve reading, particularly for pupils who struggle to decode.

Improve **Adaptive Teaching and Assessment and Feedback** outlined in the GLT Teaching principles.

Improve **foundation and behaviour curriculum resourcing and assessment.**

### Priority 2

#### Our children are safe and happy.

Create a **Family Partnership Strategy** to increase opportunities for parents' and carers' engagement.

improve pupils' communication with agreed **oracy and vocabulary development strategy.**

Increase attendance of children, particularly SEND, PP and those on behaviour support plans.

### Priority 3

#### Our staff are happy and successful.

Systematically develop and support **Early Career Headteachers.**

Define **shared strategies and curriculum framework** to support school improvement.

Build **capacity for subject leader professional development** and strategic planning.

Improve **leadership and provision for SEND pupils** with high levels of need.

**1 Improve outcomes for disadvantaged children**

- a. More disadvantaged children are at EXS+ in reading, writing and mathematics than in 2022-23.
- b. The gap between disadvantaged and non-disadvantaged children in EYFS is narrowed between baseline and July 2024.
- c. More disadvantaged children are at EXS+ at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.
- d. In-year progress is in-line with or better than for non-disadvantaged children in reading, writing and mathematics in all year groups.
- e. Attendance and punctuality for disadvantaged children is (a) better than in 2022-23 and (b) the gap has narrowed compared with all children.

**Rationale:** Our aim is to improve provision for disadvantaged children so economic hardship alone is not a barrier to learning. In July 2023, although narrowing, there was an attainment gap between disadvantaged and non-disadvantaged children at the end of EYFS, KS1 and KS2 in all subjects. There was no gap in the Phonics Screening Check in Year 1 and the gap in Year 2 was small. This was not translated into reading attainment overall and there was a 10.8 percentage point gap in Year 2. This suggests more work is needed on comprehension in KS1.

**2 Improve outcomes in writing, particularly for boys and greater depth**

- a. More children are at GD in writing than were at July 2023.
- b. More children are at GD in writing at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.
- c. More boys are at EXS+ in writing than were at July 2023.
- d. The gap between boys achieving the ELG in writing in EYFS is narrow or narrowing compared to girls.

**Rationale:** Our aims are to (a) further increase the percentage of boys at age related expectations in writing at the end of EYFS, KS1 and KS2 and to diminish the difference, compared to girls, in attainment and progress and (b) increase the proportion of children who attain Greater Depth (GD) Standard. In July 2023, boys' progress was accelerated and in-line with girls, but this has not yet translated into more boys working at the Expected Standard (EXS) and above. At the end of KS2, 35% of children were GD in reading and 46% in GPS, but only 3.6% in writing.

**3 Further enhance personal, social, sporting and cultural development and enrichment opportunities**

- a. We meet the aims set out in our Cultural Charter.
- b. More children (a) participate in extra-curricular activities and (b) volunteer in school, including higher numbers of disadvantaged children and those with SEN/D.
- c. Fewer break/lunchtime behaviour incidents recorded than in 2022-23.
- d. Survey results show children are safe and happy in school, have good enrichment opportunities and unacceptable behaviour is well managed.
- e. Attendance for all groups is in-line with the national average and is better than in 2022-23.

**Rationale:** Article 31 of the UN Convention on the Rights of the Child states: "Every child has the right to relax, play and join in a wide range of cultural and artistic activities." We recognise the affect the pandemic has had on children's ability to access a wide range of enrichment opportunities and our aim is to improve and enhance our offer to address this through increasing the number and range of after school clubs and offsite visits. In addition, we want to introduce a new 'behaviour curriculum', develop community links and promote a culture of volunteerism.

**4 Improve outcomes in non-core subjects, particularly Music, Design & Technology and History**

- a. More children to be on track to be at the Expected Standard (EXS+) than were at July 2023 in Music, D&T and History.
- b. More children to be on track to be at the Greater Depth Standard (GDS) than were at July 2023 in Music, D&T and History.
- c. More children to on track to be at the Expected Standard (EXS+) than were at July 2023 in French, PSHE, Geography and Art & Design.
- d. The gap between disadvantaged and non-disadvantaged children is narrow or narrowing in all foundation subjects.

**Rationale:** Our aim is to develop (a) subject leadership skills and (b) teachers' subject knowledge and pedagogy in all non-core subjects to improve the quality of teaching and raise attainment, with a particular focus in 2023-24 on Music, Design & Technology and History. We want our curriculum to exceed the requirements of the National Curriculum (NC), to promote metacognition, promotes the purposeful use of knowledge and skills and to be effective at supporting children's personal development, behaviour and welfare.

1. Improve outcomes for disadvantaged children				
a. More disadvantaged children are at EXS+ in reading, writing and mathematics than in 2022-23. b. The gap between disadvantaged and non-disadvantaged children in EYFS is narrowed between baseline and July 2024. c. More disadvantaged children are at EXS+ at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1. d. In-year progress is in-line with or better than for non-disadvantaged children in reading, writing and mathematics in all year groups. e. Attendance and punctuality for disadvantaged children is (a) better compared to 2022-23 and (b) the gap has narrowed compared with all children.				
Provision Changes (Actions to improve)	Monitoring & Reporting (What, who and when?)	Evidence of Change (How will we know we are successful?)	Resources / Costs	Evaluation (January, April & July)
<ul style="list-style-type: none"> <li>Use 'Pupil Premium (PP) Champions' to support additional personalised 1:1 reading, times tables practice, daily spelling etc;</li> <li>Introduce lunchtime Times Tables Rockstars (TTR) Club (in Computer Suite);</li> <li>Introduce before and / or after school home learning club;</li> <li>Promote reading for pleasure by (a) improving access to the library during and after school, (b) further developing book exchanges and (c) sharing great texts which embrace creativity and link to the wider curriculum.</li> <li>Use PIXL Sentence Composition Strategy;</li> <li>Ensure teachers use effective strategies so all children are enabled – and some are supported – to learn and succeed, e.g., through additional scaffolding or guided practice in maths and writing;</li> <li>Use pre-teaching and same day follow-up;</li> <li>Promote a growth mindset and metacognitive skills;</li> <li>Engage with and upskill parents through workshops and / or resources on the school website;</li> <li>Provide short clips on the website to support parents' engagement and ability to support at home.</li> <li>Establish a reading / mathematics 'buddies' scheme for disadvantaged children</li> <li>Plan / arrange more visitors and in-school enrichment opportunities.</li> <li>Promote and encourage improved attendance and punctuality of disadvantaged children, e.g. through using EWO service and other strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Assessment Data (SLT): Dec, Mar, Jul</li> <li>Pupil Progress Meetings (SLT): Termly</li> <li>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</li> <li>Live Subject Reports shared with SLT and GB: Half-Termly</li> <li>DDIs: 7 times per year</li> <li>Moderation (T/SLT): Nov, Mar, Jun</li> <li>Review of PIXL Test QLas (SLT)</li> <li>Trust SIT (on-going)</li> </ul> <p><b>Specific Monitoring by SLT (See also Termly Monitoring Plan)</b></p>	<p><b>Interim:</b></p> <ol style="list-style-type: none"> <li>More disadvantaged children are on track to be EXS+ than compared to July 2023.</li> <li>The gap between disadvantaged and non-disadvantaged children in EYFS is narrow or narrowing in the prime areas of learning and English and Maths.</li> <li>In-year progress is in-line with or better than for non-disadvantaged children in RWM in all year groups.</li> <li>Attendance and punctuality for disadvantaged children is (a) better than in 2022-23 and (b) the gap is narrow or narrowing with all children.</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>More disadvantaged children are on track to be at EXS+ in RWM than July 2023.</li> <li>The gap between disadvantaged and non-disadvantaged children in EYFS narrowed between baseline and July 2024 in the prime areas of learning and English and Maths.</li> <li>More disadvantaged children are at EXS+ at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.</li> <li>In-year progress is in-line with or better than for non-disadvantaged children in RWM in all year groups.</li> <li>Attendance and punctuality for disadvantaged children is (a) better than in 2022-23 and (b) the gap has narrowed with all children.</li> </ol>	PIXL £3,000  Target Tracker £1,300  IDL £680  Pupil Premium Network Meetings £180  Reading, Writing, Maths & Oracy Leaders' release time £800  TA Overtime for lunchtime clubs £1,000  TLAC, Teaching Walk-thrus subscription etc £1,500  EPA / EWO £5,500  Trust School Improvement Team £0  See also Pupil Premium Strategy Document	<ol style="list-style-type: none"> <li>The percentage of PP children working at EXS+ in RWM at the end of 2023-24 was 42% compared to 48% in the previous year. While the percentage working at EXS+ in maths was broadly similar, it was lower in reading and writing. The picture improves if children with SEND are excluded from the data.</li> <li>The percentage of PP children achieving GLD was 56% compared to 22.0% being on track at baseline. The gap between PP children and all was reduced from 35% to 23%.</li> <li>41% of Y2 PP children were on track to be EXS+ in RWM at Y1 AUT1 compared to 65% at Y2 SUM2. There were good increases in reading and maths. The percentage of Y6 children on track at Y2 SUM2 was 50% compared to 36%.</li> <li>At the end of 2023-24, there has been slow in-year progress in reading and writing in Years 2-3 and in Years 2. There was accelerated progress in all subjects in Years 5-6. If we exclude those who are 'double disadvantaged', progress is accelerated in Year 4-6. It remains slow or broadly sufficient in Years 2-3 in all subjects.</li> <li>Attendance for children in receipt of the Pupil Premium Grant (PPG) is currently 92.9% and is 2.4% lower than for all children. This is an improvement compared to 2022-23. Persistent absence (PA) for this group is currently 20.4%, which is 10.6% higher than for all children. This is an improvement compared to 2022-23.</li> </ol>
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Rosenshine / Teaching &amp; Learning Principles (adaptive teaching, scaffolding, guided practice etc);</li> <li>Metacognition &amp; Growth Mindset.</li> </ul>	<p><b>Claire Soane (Reading), Ellen Hodges (Maths), Susan Thomas (Writing) &amp; Laurie da Silva (EYFS)</b></p> <p>Supported by Grant Strudley (HT/PP) &amp; Caroline Winchcombe (SENCO)</p>			

<p><b>2. Improve outcomes in writing, particularly for boys and greater depth</b></p> <p>a. More children are at GD in writing than were at July 2023.                      b. More children are at GD in writing at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.                      c. More boys are at EXS+ in writing than were at July 2023.                      d. The proportion of boys achieving the Early Learning Goal (ELG) for writing is in-line with girls.</p>				
Provision Changes (Actions to improve)	Monitoring & Reporting (What, who and when?)	Evidence of Change (How will we know we are successful?)	Resources / Costs	Evaluation (January, April & July)
<ul style="list-style-type: none"> <li>Monitor the teaching of spelling patterns;</li> <li>Research alternative spelling schemes;</li> <li>Use PIXL Therapies to reteach grammar/punctuation skills;</li> <li>Use PIXL Sentence Composition Strategy;</li> <li>Develop fine motor skills in KS2 to improve presentation;</li> <li>Develop strategies for building writing stamina;</li> <li>Improve the planning and teaching of immersion activities in the 10SWJ, e.g. use of drama;</li> <li>Implement non-negotiables for handwriting, spelling, grammar and punctuation in KS2 across the curriculum;</li> <li>Use working walls to show word classes, red words, spelling patterns, good examples of current genre;</li> <li>Promote the love of reading and language to develop author's voice and choice of language;</li> <li>Ensure a breadth of reading (i.e. different genre, fiction and non-fiction, non-linear texts) using the book spine;</li> <li>Explicit teaching of author's choices in guided reading and 10SWJ;</li> <li>Use a range of scaffolding to support independent and guided practice in writing;</li> <li>Expect children to read their own work back, particularly in the edit / improve stage;</li> <li>Use by-pass strategies to assess compositional skills (e.g. laptop, Dictaphone, scribe);</li> <li>Develop strategies to ensure that learning through the 10SWJ is used effectively in drafting lessons, especially for those with SEN/D;</li> <li>Develop programme of external and internal moderation of writing (including standards);</li> <li>Planning is regularly evaluated and informs future planning;</li> <li>Make regular references / links between knowledge taught in English lessons to wider curriculum lessons;</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Assessment Data (SLT): Dec, Mar, Jul</li> <li>Pupil Progress Meetings (SLT): Termly</li> <li>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</li> <li>Live Subject Reports shared with SLT and GB: Half-Termly</li> <li>DDIs: 7 times per year</li> <li>Moderation (T/SLT): Nov, Mar, Jun</li> <li>Review of PIXL Test QLAs (SLT)</li> <li>Trust SIT (on-going)</li> </ul> <p><b>Specific Monitoring by SLT (See also Termly Monitoring Plan)</b></p>	<p><b>Interim:</b></p> <ol style="list-style-type: none"> <li>More children overall are on track for GD compared to July 2023.</li> <li>More children are on track for GD at the end of KS1 and KS2 than in 2022-23.</li> <li>More children in Y2 and Y6 are on track for GD compared to the end of Y1 and Y5.</li> <li>More boys are on track for EXS+ compared to July 2023.</li> <li>More boys are on track for EXS+ in Y2 and Y6 compared to the end of Y1 and Y5.</li> <li>The proportion of boys on track to achieve ELG for writing is in-line with girls.</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>More children overall are at GD in writing than were at July 2023, and specifically at the end of KS1 and KS2.</li> <li>More children are at GD in writing at (a) the end of KS1 compared to Y1 AUT2 and (b) the end of KS2 compared to the end of KS1.</li> <li>More boys are on track to be at EXS+ in writing than were at July 2023.</li> <li>The proportion of boys achieving the Early Learning Goal (ELG) for writing is in-line with girls.</li> </ol>	<p>PIXL £3,000</p> <p>Target Tracker £1,300</p> <p>IDL £680</p> <p>Writing and Oracy Leaders' release time £400</p> <p>TLAC, Teaching Walk-thrus subscription etc £1,500</p> <p>High quality reading books £1,000</p> <p>Trust School Improvement Team £0</p> <p>See also Pupil Premium Strategy Document</p>	<ol style="list-style-type: none"> <li>12% of children are working at GD in writing across the school compared to 14% in 2022-23. At the end of KS1 the percentage is 6% (-3%) and KS2 4% (-2%).</li> <li>0% of the current Year 2s were on track at Y1 AUT1 for GDS compared to 6% at SUM2. 15% of Year 6s were on track for GDS at the end of Year 2 compared to 4% now.</li> <li>The percentage of boys on track for EXS+ at the end of 2022-23 is the same as 2023-24 (66%).</li> <li>87% of girls achieved the ELG in writing compared to 78% of boys. There was a significant improvement from AUT2, but the gap is broadly the same.</li> </ol>
<b>Possible CPD</b>	<b>Accountable Leader(s)</b>			
<ul style="list-style-type: none"> <li>Spelling Strategies</li> <li>Developing motor skills and writing stamina</li> <li>Adaptive teaching and scaffolding</li> <li>Bypass strategies</li> </ul>	<p><b>Susan Thomas (Writing)</b></p> <p>Supported Claire Soane (Reading) &amp; Laurie da Silva (EYFS)</p>			

3. Further enhance personal, social, sporting and cultural development and enrichment opportunities				
a. We meet the aims set out in our Cultural Charter. b. More children (a) participate in extra-curricular activities and (b) volunteer in school, including higher numbers of disadvantaged children and those with SEN/D. c. Fewer break/lunchtime behaviour incidents recorded than in 2022-23. d. Survey results show children are safe and happy in school, have good enrichment opportunities and unacceptable behaviour is well managed. e. Attendance for all groups is in-line with the national average and is better than in 2022-23.				
Provision Changes (Actions to improve)	Monitoring & Reporting (What, who and when?)	Evidence of Change (How will we know we are successful?)	Resources / Costs	Evaluation (January, April & July)
<ul style="list-style-type: none"> <li>Review and relaunch Charter of Cultural Rights;</li> <li>Map the opportunities in the Charter to the curriculum.</li> <li>Establish more and a wider range of after school clubs;</li> <li>Establish 'Friends of Crown Wood Primary School' to provide practical support for clubs, trips and enrichment;</li> <li>Increase opportunities for children to volunteer at school, improve the visibility of volunteers and establish a system to recognise their work;</li> <li>Establish links with schools in other countries and further promote international mindedness;</li> <li>Establish links with local secondary schools, businesses and community groups;</li> <li>Establish oracy programme of events (e.g. debate, speech day), including an inter-school competition;</li> <li>Further develop a programme of house competitions / events (e.g. sports, maths challenge, spelling bee etc);</li> <li>Launch a residential trip for Y4 children for 2024-25;</li> <li>Establish a behaviour curriculum linked to the school values and PSHE curriculum;</li> <li>Revise Friday 'celebration' assemblies so they are better linked to values and allow children to share their success.</li> <li>Introduce facilitated / organised activities, embed peer mediation and establish a code of conduct for informal competitive games to reduce lunchtime incidents and behaviour escalations;</li> <li>Introduce a quiet, less busy space for specific children to use at break and lunchtime;</li> <li>Teachers to use pedagogy / learning tasks to support development of learning attitudes and skills;</li> <li>Introduce a 'careers day' or 'careers week'.</li> <li>Re-establish Eco-warriors.</li> <li>Deliver Diversity, Inclusion and Equality (DEI) CPD for staff and regularly include in assemblies;</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Assessment Data (SLT): Dec, Mar, Jul</li> <li>Pupil Progress Meetings (SLT): Termly</li> <li>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</li> <li>Live Subject Reports shared with SLT and GB: Half-Termly</li> <li>DDIs: 7 times per year</li> <li>Trust SIT (on-going)</li> </ul> <p><b>Specific Monitoring by SLT (See also Termly Monitoring Plan)</b></p>	<p><b>Interim:</b></p> <ol style="list-style-type: none"> <li>Each year group has at least one trip or visitor planned for 2023-24.</li> <li>More children participate in after school clubs, including disadvantaged children and those with SEND.</li> <li>Peer mediators, Eco-warriors established and embedded.</li> <li>Fewer break / lunchtime behaviour incidents recorded compared to end of Autumn Term / Spring Term 2022-23.</li> <li>Pupil voice shows children are safe and happy in school and unacceptable behaviour is well managed.</li> <li>Attendance for all groups is improving compared to 2022-23 and is in-line with the national and Trust averages.</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>We meet the aims set out in our Cultural Charter.</li> <li>More children (a) participate in extra-curricular activities and (b) volunteer in school, including higher numbers of disadvantaged children and those with SEN/D.</li> <li>Fewer break/lunchtime behaviour incidents recorded than in 2022-23.</li> <li>Survey results show children are safe and happy in school, have good enrichment opportunities and unacceptable behaviour is well managed.</li> <li>Attendance for all groups is in-line with the national average and is better than in 2022-23.</li> </ol>	Budget for volunteer groups £500  Oracy Leader release time £180  Lunchtime resources £750  DEI CPD £500  Trust School Improvement Team £0	<ol style="list-style-type: none"> <li>Every year group has a trip or visitor planned. Y5 and 6 visited the Natural History Museum and Reception went to the pantomime at South Hill Park.</li> <li>There were 15 after school activities run in the Summer Term. The majority of these were run by external organisations. 112 different children attended.. Of these, 59% were boys, 20% were on the SEND Register (and 8% in receipt of Pupil Premium. Based on this boys are overrepresented and disadvantaged children are underrepresented. Eco-warriors and Peer Mediators established, but not yet embedded..</li> <li>There have been 369 breaktime / lunchtime incidents since September 2023. This is similar to last year, although it should be noted that we have 50 more children.</li> <li>89.1% said they feel safe in school at least 'most of the time'. 59.6% said behaviour in lessons is good at least 'most of the time' with a further 33.3% saying 'some of the time'. 35.3% said bullying doesn't happen, while a further 60.2% said that if it did happen teachers were 'good' or 'very good' at dealing with it.</li> <li>Attendance for all children has remained stable at around 95.4%, which is in-line with national (FFT). Attendance for Disadvantaged children is 93.25% (+0.35%), a gap of 2.17%. However, if children with SEND are filtered out of this group, attendance for 'Pupil Premium, No SEND' is 94.1%. Overall, attendance is better than in 2022-23 and in-line with the FFT average.</li> </ol>
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Diversity, Inclusion and Equality (DEI);</li> <li>How to support development of learning attitudes and skills through pedagogy etc;</li> <li>Behaviour curriculum / values / ethos;</li> </ul>	Grant Strudley (HT) & Caroline Winchcombe (DHT/SENCO)  Supported by Harriet Bradshaw (Deputy Phase Leader)			

<p><b>4. Improve outcomes in non-core subjects, particularly Music, Design &amp; Technology and History</b></p> <p>a. More children to be on track to be at the Expected Standard (EXS+) than were in July 2023 in Music, D&amp;T and History.                      b. More children to be on track to be at the Greater Depth Standard (GDS) than were in July 2023 in Music, D&amp;T and History.                      c. More children to on track to be at the Expected Standard (EXS+) than were in July 2023 in French, PSHE, Geography and Art &amp; Design.                      d. The gap between disadvantaged and non-disadvantaged children is narrow or narrowing in all foundation subjects.</p>				
Provision Changes (Actions to improve)	Monitoring & Reporting (What, who and when?)	Evidence of Change (How will we know we are successful?)	Resources / Costs	Evaluation (January, April & July)
<ul style="list-style-type: none"> <li>Teach metacognition skills and promote a 'growth mindset';</li> <li>Further develop pedagogy using 'Walkthrus', DDIs and targeted CPD with a particular focus on questioning, retrieval practice, feedback and adaptive teaching;</li> <li>Develop subject knowledge and pedagogy in focus subjects through 1:1, phase and whole school support and CPD from subject leaders;</li> <li>Subject leaders support planning of non-core subjects;</li> <li>Develop teacher and TA skills in adaptive teaching, guided practice and use of scaffolding to support children with SEN/D in the wider curriculum;</li> <li>Ensure non-core subjects are well resourced, particularly in Music, Design &amp; Technology and History;</li> <li>Use pre-teaching, review &amp; retrieval, concrete resources, by-pass strategies and scaffolding to support children with SEN/D;</li> <li>Give feedback to students in a variety of ways and encourage self and collaborative feedback;</li> <li>Develop the use of subject specific / Tier 3 vocabulary.</li> <li>Use of Rubrics to support assessment during summative assessment periods;</li> <li>Monitoring is regular, robust and triangulated (i.e. includes book looks, drop ins, planning, pupil voice, data analysis etc);</li> <li>Target Tracker used formatively to identify and address underperformance and / or underachievement;</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Assessment Data (SLT): Dec, Mar, Jul</li> <li>Pupil Progress Meetings (SLT): Termly</li> <li>Teaching &amp; Learning Review ('drop ins', work scrutiny, pupil voice etc) (SLT): Nov, Feb, Jun</li> <li>Subject Leaders to complete and maintain live subject monitoring throughout the year.</li> <li>Live Report shared with SLT and GB: Termly</li> <li>DDIs: 7 times per year</li> <li>Trust SIT (on-going)</li> <li>Robust monitoring plans to be put in place and overviewed by Wider Curriculum lead.</li> </ul> <p><b>Specific Monitoring by SLT and Subject Leaders (See also Termly Monitoring Plan)</b></p>	<p><b>Interim:</b></p> <ol style="list-style-type: none"> <li>More children are on track to be at EXS+ in Music, Design &amp; Technology and History compared to July 2023;</li> <li>More children are on track to be GD in Music, Design &amp; Technology and History compared to July 2023;</li> <li>More children are on track to be EXS+ or above in French, PSHE, Geography and Art &amp; Design compared to July 2023;</li> <li>More SEN/D and disadvantaged children are on track to be at EXS+ compared to July 2022 in all non-core subjects;</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>More children are at EXS+ than were in July 2023 in Music, D&amp;T and History.</li> <li>More children are at GD than were in July 2023 in Music, D&amp;T and History.</li> <li>More children are at EXS+ than were in July 2023 in French, PSHE, Geography and Art &amp; Design.</li> <li>The gap between disadvantaged and non-disadvantaged children is narrow or narrowing in all foundation subjects.</li> </ol>	<p>IPC / IEYC subscriptions £900</p> <p>LA Subject Leader Network Meetings £400 (£135 x 3 Meetings)</p> <p>Trust Subject Leader Network Meetings (3 Live and 3 Recorded) £0</p> <p>Target Tracker £1,300</p> <p>Subject Leader release time £1,080 (12 x ½ Days)</p> <p>PIXL (PSHE &amp; Mind to be Kind) £3,000</p> <p>Resources £3,000</p> <p>TLAC, Teaching Walk-thrus subscription etc £1,500</p> <p>Trust School Improvement Team £0</p>	<ol style="list-style-type: none"> <li>The percentage at EXS+ in D&amp;T, History and Music is broadly similar to 2022-23. However, moderation and monitoring now provides greater certainty about the accuracy of assessments.</li> <li>The percentage at GDS in D&amp;T, History and Music is broadly similar to 2022-23.</li> <li>The percentage at EXS+ in Art, Geography, PSHE is broadly similar to 2022-23. There is an increase from 55% to 69% in MFL. Moderation and monitoring now provides greater certainty about the accuracy of assessments.</li> <li>The gap between all children and PP children continues to be relatively narrow in foundation subjects despite a slight widening since July 2023. The gap has narrowed, however, in French and PSHE. Overall, more PP children are working at EXS+ in all foundation subjects and the gap there has reduced from 15% to 10% in the last year.</li> </ol>
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Rosenshine / Teaching &amp; Learning Principles (adaptive teaching, scaffolding, guided practice, retrieval practice and feedback etc);</li> <li>Metacognition &amp; Growth Mindset;</li> <li>Bypass strategies;</li> <li>Subject specific pedagogy and subject knowledge;</li> <li>Assessing foundation subjects</li> </ul>	<p><b>Sophie Leadbeatter (Wider Curriculum Leader)</b></p> <p>Supported by Jennifer Moynihan (Deputy Phase Leader) and specific Subject Leaders</p>			