

**1. Improve outcomes for disadvantaged children who do not have SEND**

- a. More disadvantaged / not SEND children are at EXS+ in reading, writing and mathematics than in 2023-24.
- b. The gap between disadvantaged / not SEND and all children in EYFS is narrowed between baseline and July 2025.
- c. More disadvantaged / not SEND 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 all children in reading, writing and mathematics in all year groups.
- e. Attendance and punctuality for disadvantaged / not SEND children is (a) better than in 2023-24 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. Recent data analysis shows that pupils in receipt of the Pupil Premium Grant (PPG) (a) make slower progress than their peers and (b) fewer are working at the Expected Standard (EXS+) for their year group in reading, writing and mathematics. Those who are working at EXS+ are also more likely to be insecurely at that standard and prone to a ‘dip’ after the summer break.

**2. Improve the proportion of children achieving the Greater Depth Standard (GDS) in writing**

- a. More children are at GDS in writing overall than were at July 2024.
- b. More children are at GDS in writing in Years 2-6 when compared to their SUM2 baseline.
- c. A greater proportion of children are at GDS in writing at (a) the end of Y4 compared to the end of KS1 and (b) the end of KS2 compared to the end of KS1.
- d. More children in EYFS achieve the ELG in writing compared to 2023-24.

**Rationale:** Our aims are to increase the proportion of children who attain Greater Depth (GD) Standard in Writing at the end of KS2. At the end of Year 6 in 2024, 26% of children were GD in reading and 32% in GPS, but only 3.7% in writing. The percentage achieving GDS at the end of KS2 has remained static over the last three years while it has increased in other subjects.

**3. Improve the proportion of children securely at the Expected Standard (EXS) in reading and maths**

- a. More children are securely at EXS+ in reading and maths (a) overall compared to July 2024 and (b) when compared to their SUM2 baseline in Years 2-6.
- b. Children who were securely EXS+ in reading and maths at (a) the end of Year 2 and (b) at the end of Year 4 continue to be so at the end of Year 4 and Year 6.
- c. Children in Year 2 who left EYFS having achieved GLD go on to be securely EXS+ in reading and maths.
- d. In the Year 4 MTC the average score and the proportion achieving full marks are in-line with or better than the national average.
- e. More children in EYFS achieve the ELG in (a) word reading and comprehension and (b) number and number patterns compared to July 2024.

**Rationale:** Despite improving results in individual subjects over the last 5 years, the percentage achieving EXS+ in reading, writing and mathematics (RWM) combined has remained variable and has not always been in-line with the national average. This is because too many children are not securely at EXS and do not then achieve the pass mark in the KS2 SATs. Our aim is to ensure more children are securely at EXS by the end of Year 6 specifically in reading and mathematics.

**4. Improve outcomes for boys in reading, writing and the wider curriculum**

- a. More boys are at EXS+ in (a) reading and (b) writing than were at July 2024.
- b. More boys are at EXS+ in (a) reading and (b) writing when compared to their SUM2 baseline in Years 2-6.
- c. The gap between boys and girls achieving the ELGs for (a) word reading, (b) comprehension and (c) writing is narrow or narrowing.
- d. More boys are at EXS+ in Music, D&T, History, French, PSHE, Geography and Art & Design compared to July 2024.

**Rationale:** In-line with the national picture, boys under-perform when compared to girls, particularly in English. Our aim is to increase the proportion of boys achieving EXS+ in reading and writing by July 2025 and to narrow the attainment gap between boys and girls across the school. In addition, recent data analysis shows an attainment gap in some areas of the wider curriculum and our aim is to narrow the attainment gap in these subjects too.

1. Improve outcomes for disadvantaged children who do not have SEND				
a. More disadvantaged / not SEND children are at EXS+ in reading, writing and mathematics than in 2023-24. b. The gap between disadvantaged / not SEND and all children in EYFS is narrowed between baseline and July 2025. c. More disadvantaged / not SEND 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 all children in reading, writing and mathematics in all year groups. e. Attendance and punctuality for disadvantaged / not SEND children is (a) better than in 2023-24 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>Develop improved transition routines, including end of year, between terms and between sessions.</li> <li>Embed the use of scaffolding, guided practice, feedback and guided practice in all lessons.</li> <li>Adaptive teaching used in all lessons.</li> <li>Plan opportunities to teach and develop metacognition &amp; growth mindset.</li> <li>PSHE, behaviour curriculum and other opportunities are used to support children to behave well and develop positive attitudes to learning.</li> <li>Introduce booster groups for disadvantaged children.</li> <li>Interventions are short, highly focussed and avoid children's 'favourite lessons'.</li> <li>Use movement breaks to support children to remain motivated and focussed.</li> <li>Children who are not yet on track get group 'pre-reading' and / or pre-teaching and same day follow-up.</li> <li>Teachers and support staff develop and maintain good relationship with disadvantaged children, including having frequent conversations not about school.</li> <li>Teachers and support staff prioritise disadvantaged children (e.g. questions, marking, class jobs).</li> <li>Improve attendance and punctuality.</li> <li>Early identification and support (i.e. before a child officially becomes FSM) of children in EYFS.</li> <li>Engage with and upskill parents to support their engagement and ability to support at home.</li> <li>Establish oracy programme of events (e.g. debate, speech day), including an inter-school competition.</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 / not SEND are on track to be EXS+ than compared to July 2024.</li> <li>The gap between disadvantaged / not SEND and all children in EYFS is narrow or narrowing.</li> <li>More disadvantaged / not SEND are on track to be 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 all children in RWM in all year groups.</li> <li>Attendance and punctuality for disadvantaged / Not SEND is (a) better than in 2023-24 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 / not SEND children are at EXS+ in reading, writing and mathematics than in 2023-24.</li> <li>The gap between disadvantaged / not SEND and all children in EYFS is narrowed between baseline and July 2025.</li> <li>More disadvantaged / not SEND 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 all children in reading, writing and mathematics in all year groups.</li> <li>Attendance and punctuality for disadvantaged / not SEND children is (a) better than in 2023-24 and (b) the gap has narrowed compared with all children.</li> </ol>	PIXL £3,000 Insight £1,300 Jigsaw £1,350 IDL £680 Pupil Premium Network Meetings £180 Reading, Writing, Maths & Oracy Leaders' release time £900 TLAC, Teaching Walk-thrus subscription etc £1,500 EPA / EWO £5,500 Movement breaks £1,000 Trust School Improvement Team £0 See also Pupil Premium Strategy Document	
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Rosenshine / T&amp;L Principles – Adaptive teaching; Scaffolding; Guided Practice etc.</li> <li>Metacognition and Growth Mindset.</li> <li>Movement breaks.</li> <li>Specific CPD on challenges faced by Disadvantaged children</li> </ul>	Grant Strudley (Headteacher and PP Leader)			

<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="font-size: 2em; font-weight: bold;">2.</span> <div style="text-align: center;"> <h2 style="margin: 0;">Improve the proportion of children achieving the Greater Depth Standard (GDS) in writing</h2> </div> </div>				
<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;"> <p>a. More children are at GDS in writing overall than were at July 2024.</p> <p>b. More children are at GDS in writing in Years 2-6 when compared to their SUM2 baseline.</p> <p>c. A greater proportion of children are at GDS in writing at (a) the end of Y4 compared to the end of KS1 and (b) the end of KS2 compared to the end of KS1.</p> <p>d. More children in EYFS achieve the ELG in writing compared to 2023-24.</p> </div> </div>				
Provision Changes <i>(Actions to improve)</i>	Monitoring & Reporting <i>(What, who and when?)</i>	Evidence of Change <i>(How will we know we are successful?)</i>	Resources / Costs	Evaluation <i>(January, April &amp; July)</i>
<ul style="list-style-type: none"> <li>● Identify and track potential Greater Depth Standard (GDS) writers early, i.e. use GDI on Insight as well as GDS.</li> <li>● Develop teachers' knowledge and understanding of 'greater depth', specifically:                             <ul style="list-style-type: none"> <li>○ The criteria for GDS at the end of KS2;</li> <li>○ What GDS looks like at the end of KS1 and Y4;</li> <li>○ The progression of knowledge and skills required for GDS from Y1-6, particularly in spelling and grammar.</li> </ul> </li> <li>● Teachers plan for greater depth writers, i.e. to teach / model specific skills and for opportunities for children to demonstrate 'higher level' skills:                             <ul style="list-style-type: none"> <li>○ Unpicking authorial intent, vocabulary choice, grammar / punctuation choice and audience and purpose in the immersion stage of the 10SWJ</li> <li>○ Controlling the use of vocabulary, i.e. Choosing the right word.</li> <li>○ Writing with the audience and purpose in mind.</li> <li>○ Controlled use of grammar and punctuation for the desired effect.</li> </ul> </li> <li>● The 10 Step Writing Journey, high quality texts and 'real life' experiences are used as stimulus for writing.</li> <li>● There are frequent, purposeful opportunities to write across the curriculum at greater depth standard.</li> <li>● Make links with what is read and learnt in the 5 Step Reading Journey (5SRJ) and give opportunities to apply skills.</li> <li>● Develop writing stamina.</li> <li>● Promote oracy and opportunities to develop Tier 3 vocabulary.</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 style="background-color: yellow; padding: 2px;"><b>Specific Monitoring by SLT (See also Termly Monitoring Plan)</b></p>	<p><b>Interim:</b></p> <ol style="list-style-type: none"> <li>1. More children overall are on track for GDS in writing compared to July 2024.</li> <li>2. More children are on track to be at GDS in writing in Years 2-6 when compared to their SUM2 baseline.</li> <li>3. A greater proportion of children are on track to be GDS in writing at (a) the end of Y4 compared to the end of KS1 and (b) the end of KS2 compared to the end of KS1.</li> <li>4. More children in EYFS are on track to achieve the ELG in writing compared to 2023-24.</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>1. More children are at GDS in writing overall than were at July 2024.</li> <li>2. More children are at GDS in writing in Years 2-6 when compared to their SUM2 baseline.</li> <li>3. A greater proportion of children are at GDS in writing at (a) the end of Y4 compared to the end of KS1 and (b) the end of KS2 compared to the end of KS1.</li> <li>4. More children in EYFS achieve the ELG in writing compared to 2023-24.</li> </ol>	<p>PIXL £3,000</p> <p>Insight £1,300</p> <p>Writing and Oracy Leaders' release time £500</p> <p>TLAC, Teaching Walk-thrus subscription etc £1,500</p> <p>High quality writing stimulus £1,000</p> <p>Trust School Improvement Team £0</p>	
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>● The criteria for GDS at the end of KS2 and what GDS looks like at the end of KS1 and Y4.</li> <li>● The progression of knowledge and skills required for GDS from Y1-6, particularly in spelling and grammar.</li> <li>● Planning and teaching for GDS.</li> <li>● Developing writing stamina.</li> <li>● Developing Tier 3 vocabulary.</li> </ul>	<p><b>Susan Thomas (Writing)</b></p> <p>Supported Sarah Campbell (EYFS Leader and Deputy English Leader)</p>			

3. Improve the proportion of children securely at the Expected Standard (EXS) in reading and maths				
a. More children are securely at EXS+ in reading and maths (a) overall compared to July 2024 and (b) when compared to their SUM2 baseline in Years 2-6. b. Children who were securely EXS+ in reading and maths at (a) the end of Year 2 and (b) at the end of Year 4 continue to be so at the end of Year 4 and Year 6. c. Children in Year 2 who left EYFS having achieved GLD go on to be securely EXS+ in reading and maths. d. In the Year 4 MTC the average score and the proportion achieving full marks are in-line with or better than the national average. e. More children in EYFS achieve the ELG in (a) word reading and comprehension and (b) number and number patterns compared to July 2024.				
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>Teachers plan opportunities to periodically retrieve and revisit key knowledge (i.e. weekly, termly) and to activate prior knowledge (daily).</li> <li>Plan opportunities to teach and develop metacognition &amp; growth mindset.</li> <li>Develop teacher knowledge and use of bypass strategies as scaffolding and tools for assessment for children with SEND.</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Relaunch Bug Club and promote reading at home for pleasure.</li> <li>Ensure comprehension skills and vocabulary are taught more systematically in EYFS and Year 1, including through the wider curriculum.</li> <li>Relaunch 'Talk Through Stories'.</li> <li>Link oracy and vocabulary activities to curriculum context.</li> <li>Develop reading speeds and stamina.</li> <li>Ensure a range of high quality class novels, based on our reading spine, are read in all classes.</li> </ul> <b>Mathematics:</b> <ul style="list-style-type: none"> <li>Focus on teaching (a) Number bonds to 10 and 20 and (b) Times Tables and provide opportunities for children to deliberately practice and apply their knowledge.</li> <li>Reasoning and problem solving skills and strategies are taught frequently to all children.</li> <li>Develop 'mathematics comprehension' strategies (e.g. solving 'real life' maths problems using visualisation).</li> <li>Explicitly teach and model maths vocabulary and expect children to use it.</li> <li>Relaunch PIXL for interventions / therapies.</li> <li>Teachers adapt WR planning using a variety of resources.</li> <li>Deliberate practice develops numerical fluency using a variety of tasks and activities.</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>	<b>Interim:</b> <ol style="list-style-type: none"> <li>More children are on track to be securely at EXS+ in reading and maths (a) compared to July 2024 and (b) when compared to their SUM2 baseline in Years 2-6.</li> <li>Children who were securely EXS+ in reading and maths at (a) the end of Year 2 and (b) at the end of Year 4 are on track to be so at the end of Year 4 and Year 6.</li> <li>Children in Y2 who left EYFS having achieved GLD are on track to be securely EXS+ in reading and maths.</li> <li>More children in EYFS are on track to achieve the ELG in (a) word reading and comprehension and (b) number and number patterns compared to July 2024.</li> </ol> <b>By the end of the academic year:</b> <ol style="list-style-type: none"> <li>More children are securely at EXS+ in reading and maths (a) overall compared to July 2024 and (b) when compared to their SUM2 baseline in Years 2-6.</li> <li>Children who were securely EXS+ in reading and maths at (a) the end of Year 2 and (b) at the end of Year 4 continue to be so at the end of Year 4 and Year 6.</li> <li>Children in Year 2 who left EYFS having achieved GLD go on to be securely EXS+ in reading and maths.</li> <li>In the Year 4 MTC the average score and the proportion achieving full marks are in-line with or better than the national average.</li> <li>More children in EYFS achieve the ELG in (a) word reading and comprehension and (b) number and number patterns compared to July 2024.</li> </ol>	PIXL £3,000 Insight £1,300 RWI CPD £1,500 Reading, Maths & Oracy Leaders' release time £650 TLAC, Teaching Walk-thrus subscription etc £1,500 High quality reading books (library and guided reading) £1,000 High quality maths resources £750 Trust School Improvement Team £0 See also Pupil Premium Strategy Document	
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Collaborative planning (e.g. Adapting WR and using a wider range of resources)</li> <li>Subject and pedagogical knowledge – number bonds, times tables, problem solving and reasoning</li> <li>Reading for pleasure and Bug Club</li> <li>Teaching comprehension in EYFS and KS1</li> <li>Retrieval practice and revisiting key information</li> </ul>	<b>Claire Soane (Reading Leader) &amp; Ellen Holden (Maths Leader)</b>  Supported by Sarah Campbell (EYFS Leader, Deputy English Leader and Emma Willis (Deputy Maths Leader)			

4. Improve outcomes for boys in reading, writing and the wider curriculum				
a. More boys are at EXS+ in (a) reading and (b) writing than were at July 2024. b. More boys are at EXS+ in (a) reading and (b) writing when compared to their SUM2 baseline in Years 2-6. c. The gap between boys and girls achieving the ELGs for (a) word reading, (b) comprehension and (c) writing is narrow or narrowing. d. More boys are at EXS+ in Music, D&T, History, French, PSHE, Geography and Art & Design compared to July 2024.				
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>Early identification and support in EYFS for boys who are not yet on track to be GLD and / or face additional challenge (e.g. SEND, PPG, EAL and attendance).</li> <li>Early implementation of interventions in EYFS to support boys' with prime areas of learning and word reading, comprehension and writing.</li> <li>Specific tracking of boys working below ARE in Pupil Progress Meetings and SLT meetings.</li> <li>Develop improved transition routines, including end of year, between terms and between sessions.</li> <li>Embed the use of scaffolding, guided practice, feedback and guided practice in all lessons.</li> <li>Adaptive teaching used in all lessons.</li> <li>Plan opportunities to teach and develop metacognition &amp; growth mindset.</li> <li>PSHE, behaviour curriculum and other opportunities are used to support boys to behave well and develop positive attitudes to learning.</li> <li>Use movement breaks, praise and positive reinforcement to support boys to remain motivated and focussed.</li> <li>Develop teacher knowledge and use of bypass strategies as scaffolding and tools for assessment for boys with SEND.</li> <li>Boys who are not yet on track get group 'pre-reading' and / or pre-teaching and same day follow-up.</li> <li>Use stimulus that will interest boys, including from real life experience and the wider curriculum.</li> <li>Promote positive male role models who use literacy and numeracy in their jobs, including from parents the wider school community.</li> <li>Introduce a biennial careers week to boost aspirations.</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 boys are on track to be EXS+ in (a) reading and (b) writing than were at July 2024.</li> <li>More boys are on track to be EXS+ in (a) reading and (b) writing when compared to their SUM2 baseline in Years 2-6.</li> <li>The gap between boys and girls on track to meet the ELGs for (a) word reading, (b) comprehension and (c) writing is narrow or narrowing.</li> <li>More boys are on track to be EXS+ in Music, D&amp;T, History, French, PSHE, Geography and Art &amp; Design compared to July 2024.</li> </ol> <p><b>By the end of the academic year:</b></p> <ol style="list-style-type: none"> <li>More boys are at EXS+ in (a) reading and (b) writing than were at July 2024.</li> <li>More boys are at EXS+ in (a) reading and (b) writing when compared to their SUM2 baseline in Years 2-6.</li> <li>The gap between boys and girls achieving the ELGs for (a) word reading, (b) comprehension and (c) writing is narrow or narrowing.</li> <li>More boys are at EXS+ in Music, D&amp;T, History, French, PSHE, Geography and Art &amp; Design compared to July 2024.</li> </ol>	PIXL £3,000 Insight £1,300 IDL £680 IPC / IEYC subscriptions £900 Reading, Writing, Maths, WC & Oracy Leaders' release time £1.200 TLAC, Teaching Walk-thrus subscription etc £1,500 Resources £3,000 Careers Week £500 Movement breaks £1,000 Trust School Improvement Team £0	
Possible CPD	Accountable Leader(s)			
<ul style="list-style-type: none"> <li>Rosenshine / T&amp;L Principles – Adaptive teaching; Scaffolding; Guided Practice etc.</li> <li>Metacognition and Growth Mindset.</li> <li>Movement breaks.</li> <li>Intervention strategies (EYFS)</li> </ul>	<p><b>Claire Soane (Reading Leader), Susan Thomas (Writing Leader) and Sophie Leadbeatter (WC Leader)</b></p> <p>Supported by Sarah Campbell (EYFS Leader, Deputy English Leader) and Jennifer Moynihan and Harriet Wild (Deputy Phase Leaders)</p>			