**Priority One: Attainment in reading and writing in EYFS, Y2 and Y4.**

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| **Goal** | **Milestones** | **Staff Involved** | **Impact** |
| **Improving Writing in EYFS, Y2 and Y4.**  **To raise reading outcomes in LKS2.**  **To close the gap between PP and non-PP in EYFS and Y2.** | **To Note:**  **NQT in Reception**  **RQT in Year 2**  **NQT and RQT in Year 4**  Analyse data of pupils on entry to EYFS to identify early interventions and where targeted support is needed. Reluctant writers and target children identified and interventions selected accordingly. TA support given for target groups. All teachers to know which pupils need targeting for additional writing support. October 2018.  Amend interventions using data from end of Autumn One assessments. November 2018.  Planning scrutinised of EYFS teachers to ensure high quality learning and appropriate challenge. Spend more time with any teachers who may need additional support with their planning at this point. November 2018.  There will be an NQT new to reception, and one new to year 4. These teachers need to observe quality teaching of writing throughout the school, watching how the build up to writing is performed through immersion, analysis, planning, writing and editing. Also to be observed teaching themselves half termly throughout the year. September/October 2018.  Teachers to set challenging targets in children’s literacy books for improvements in writing based on gaps in assessment. Ensure children are always aware of their current writing targets. October 2018-ongoing.  Reluctant writers and target children in these year groups identified and interventions selected accordingly. TA support given for target groups. Teachers to know which pupils need targeting for additional writing support. October 2018.  Planning scrutinised of Y2 and Y4 teachers to ensure high quality learning and appropriate challenge Spend more time with any teachers who may need additional support with their planning at this point. November 2018.  All pupils in KS2 to complete the STAR reader test in order to view gaps. Each teacher supported in identifying target children. Use Pupil Premium children also. Use gaps from previous data and accelerated reader to quickly address which children need additional targeting. Interventions in place for these pupils. Mark Knott to read with boys with poor engagement in Y3 and Y4. September 2018.  Monitoring of files and early GR observations with all LKS2 Teachers, particularly NQTs and RQTs (Laura, Emma, Ryan). September/October 2018.  Year 3 and 4 teachers to observe good and outstanding Guided Reading practice, as well as literacy lessons with a focus around reading. October 2018.  Each class has a reading reward system in place. October 2018.  Amend interventions using data from end of Autumn One assessments. November 2018.  LKS2 to be teaching whole class reading (using book sets linked to topic) twice a week alongside regular group guided reading sessions. September 2018-ongoing.  EYFS teachers analyse data on entry and Y2 teachers analyse end of Y1 data and target PP children who need to make accelerated progress. Teachers must know who their PP children are.  Show evidence in planning of how PP children are being targeted. Interventions put in place for PP children starting from September.  Throughout the year analyse data and change interventions accordingly. | EYFS Teachers  Teachers  Emma Gale to scrutinise  Rachel Howard to oversee  Rachel Howard-learning walks  Rachel Howard  All teachers, Mark Knott  Rachel Howard  Class teachers  Rachel Howard  Relevant teachers  owaH | **EYFS, Y2, Y4**  **EYFS:**  -85% of children will be able to form recognisable letters  -70% of children will be able to write simple, recognisable sentences  -All teachers feel they are challenging their pupils appropriately and notice visible improvements in writing comparable with last year  **Y2:**  -75% of children’s writing is at expected level, with some gaining greater depth.  -80% of children are joining their handwriting by the end of year 2.  -65% of children are spelling most of the common exception words correctly.  -95% of children will use capital letters and full stops in all pieces of writing.  **Y4:**  - By December 80% of the Year 4 cohort to achieve expected standardised score on summative assessments.  -80% of children are spelling all y3 and y4 statutory words correctly.  - 80% of Year 4 to reach expected at the year end.  -75% of children are accurately using appropriate higher level SPAG in their independent writing.  **LKS 2:**  - By December 60% of the Year 3 and 4 achieve expected standardised score on summative assessments.  - 75% of Year 3 to reach expected at the year end.  - By the end of Year 3 80% to be on level 3.5 or above on AR scheme.  - By the end of Y3 30% to be on level 4.5 or above on AR scheme.  - 80% of Year 3 to have an engaged reading time above 15mins per day by end of the year.  - Gap between PP and non PP to be less than 5% or in line with National.  - Gap between boys and girls to be less than 5% or in line with National.  **Pupil Premium:**  - Gap between PP and non PP to be less than 5% or in line with National.  -PP attainment in each of the 3 core subjects to be at least 65%  -80% of PP to leave Y1 and Y2 at the expected level on the reading scheme  -PP pass rate on the reading scheme to be in line with all pupils  -Pupil Premium attainment is in line with others in all subjects  -Pupil Premium progress over KS2 is in line with, or above, national  -At Y5, Y4 and Y3 75% of PP pupils are at expected in reading, writing and maths (Not combined) |

**Priority Two: Raising boy’s outcomes in reading and writing by July 2019.**

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| **Goal** | **Milestones** | **Staff Involved** | **Impact** |
| **Improve boys reading outcomes across the school.** | All teachers to use previous and current assessment data to target which boys may need additional reading support and intervention. September 2018.  Pupils identified for daily read to reduce gaps. September 2018.  Mark Knott to read with reluctant boys, giving them rewards and targets. September 2018-ongoing.  Carefully consider book titles when ordering new books for the library and guided reading sets. Ensure there is a wide range suitable for the boys’ enjoyment. Ensure the library is continuously kept tidy with books in order to make it welcoming. Nominate two children (readers of the week) from each year group on a rotating weekly basis to tidy the library as a treat for 15mins on a Friday PM. Set up in September then continuous.  Make boys reading attainment a visual priority around the school. Displays, reading areas and the library should all make it clear what our focus for the year is. Additional displays will go up in corridors and halls, amongst other shared spaces. Reading won’t be restricted to the library, it will be visible all around the school. Visitors will know our aim. October 2018.  Regular monitoring of individual reader files to ensure target children and boys are being read with on a regular enough basis. October 2018-ongoing.  100 Book Challenge- choose 100 books for the KS2 library and provide Y5/6 pupils with a list of these books to tick off once they have read and tested on AR. Ensure many of the books are aimed at boys’ intrigue level. September 2018-ongoing. | Mark Knott  Rachel Howard and Claire Murray  Rachel Howard  Rachel Howard | - Gap between PP and non PP to be less than 5% or in line with National.  - Gap between boys and girls to be less than 5% or in line with National.  - 70% of boys to have an engaged reading time above 15mins per day by end of LKS2.  -80% of boys across KS2 passing accelerated reader tests consistently. |

**Priority Three: Improve teaching and learning in Years 2 and 4.**

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| **Goal** | **Milestones** | **Staff Involved** | **Impact** |
| **Improve reading outcomes in Year 2**  **Ensure literacy planning in Y2 and Y4 has a good impact.**  **Improve the impact of literacy teaching and assessment in Y2 and Y4.** | Teachers to have Guided Reading up and running within the first school weeks of the school year. Regularly amend groups based on assessment data.  Interventions to be put in place for pupils who need to make accelerated progress in reading.  Whole class guided reading to be taught alongside regular guided reading. This is to be monitored.  Provide new staff with outstanding examples of literacy planning, explaining the immersion, analysis, write sequence. All teachers to meet to establish what good planning looks like, and understand WMG planning format. September 2018.  Drop in’s on Y4 (EL-NQT and RW-RQT) regularly to ensure lessons being taught match the objectives that have been planned for.  Regular monitoring of planning that shows how gaps are being identified and addressed, and how TA’s are being deployed effectively, and checks that this is actually in place. October 2018-ongoing.  Throughout the year, regular planning feedback is given, to all staff in relevant year groups.  All Y2 and Y4 staff to be observed teaching literacy during Autumn One.  Ongoing coaching of RW (Y4) to ensure confidence in the planning and teaching of literacy.  Y2 and 4 teachers regularly moderate their pupils writing and look for gaps that can then be fed into future planning. February.  Y2 and 4 teachers understand how to analyse summative assessment to inform effective planning and teaching. April.  Performance management, observations and other reviews show that assessment strategies have improved significantly from the autumn baseline where this was necessary. May. | Rachel Howard  Rachel Howard, Year 4 NQT.  Rachel Howard  Rachel Howard and NQT Mentors  Rachel Howard, Caroline McGarry  Rachel Howard and NQT mentors. | By February half term (half way through the year) all planning is deemed good, and 40% outstanding.  Clear impact has been made in writing through the use of good planning.  Teachers are confident that their planning skills have a positive impact on outcomes.  All lessons are well thought out and planned for appropriately, including differentiated resources that are effective for a range of abilities and learning styles.  By May, all teaching is good and 40% is outstanding. The teaching of literacy is impacting the pupils positively and progress and attainment is being raised across all year groups.  By May, planning and teaching link securely to assessment in all classes. |