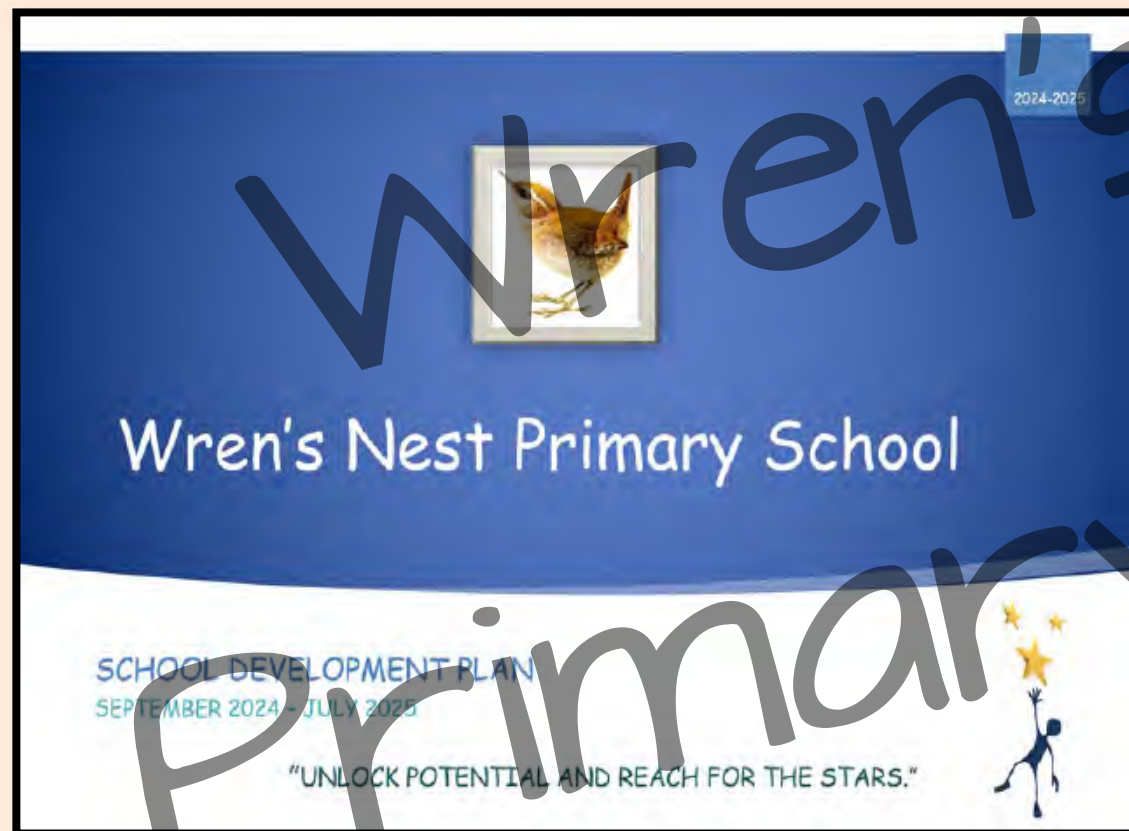Our Key Priorities for
moving forward in 2024-2025
(See SDP for full detail)

Overarching EYFS Priorities 2024/25

- **Embed our work to target the progress and attainment of all children – increasing the percentage of children achieving an 'expected' level in Maths and Literacy on exit from the EYFS. Target: 56% Expected for Literacy – Comprehension, Word Reading and Writing and 64% in Mathematics – Numbers and Numerical Patterns**

- Embed our work and target the progress and attainment of EYPP children, with a focus on boys, throughout the EYFS as these are the children whose attainment gap is the largest at the end of Reception.

- Continue to develop vocabulary and language using Early Talk Boost, NELI, Makaton and WIGIT – a 'Communication Friendly' setting

Specific Target Areas:
- **Boys:** Managing Self, Building Relationships, Listening, Attention and Understanding and Speaking, **writing**

- **PP Focus:** Speaking, Managing Self, Building Relationships and Writing

- **Embed systems related to the EYFS framework across the setting.**

- **Continue the 'on entry' baseline assessment in Reception Year**

- **Embed the new EYFS staff team – supporting new members of staff**

- Tracking to show children make at least 4+ steps progress across Development Matters bands during the academic year.

- Continue with specific EYFS SEND Provision to support successful outcomes for all children including Early Years Inclusion Hub.

- Build on and develop virtual information for all stakeholders.

Time for Twos

- Continue to develop an excellent Time for Twos educational provision to start the educational journey for Wren's Nest children at the age of 2 not 3.

- Continue to work alongside the EYIH to ensure all children have opportunities to learn where most appropriate for their level of need.

- Language development – continue the use of Makaton, Early Talk Boost and Widget to aid the accelerated aquisition of language and vocabulary

- To raise attainment by increasing the percentage of children working at a developing/secure level within the Birth to 3 band on exit from the Time for Twos provision.
  - Target: 70% of children within the cohort (average of 17 areas). Within this 70% (25% of cohort) to be working at a secure level of understanding.

- Boys in the Prime areas of curriculum:
  - PSED and CL – all strands – to be Nursery ready and majority of boys within the cohort to be working in the Birth to 3 age band on exit from Time for Twos (likely to be developing/secure).

Nursery and Pre-School Priorities

Target:

For **32%** of the Preschool cohort to be **secure** within the Nursery band in the Prime areas (PSED, CL, PD)

and

in the Specific areas (LIT and NUM) of Development Matters **on exit** from their Preschool education.

- **Boys** – close gap, 'diminish the difference' in attainment

- **EYPP** – close gap, 'diminish the difference' in attainment

- Phonics focus – gaining understating of linking picture side to sound – RML – friezes, oral blending.

- Language development – use of Makaton, Early Talk Boost and Widget to aid the accelerated aquisition of language and vocabulary

- Continue to work alongside the EYIH to ensure all children have opportunities to learn where most appropriate for their level of need.

Reception Priorities

Target:

- To raise % attainment for Expected and GLD
    - **56% Expected for Literacy – Comprehension, Word Reading and Writing and 64% in Mathematics – Numbers and Numerical Patterns**
    - **53% Good Level of Development**
    - *Maintain writing intervention session to support modelling of writing and shared writing opportunities for children*

Target:

- Undertake the Reception baseline.

Target:

- Maintain the fidelity of the RML phonics programme and increase the proportion of children working at Green Band by the end of Reception. 40% of cohort to be in Green Band or above.
- Reduce number of children - <25% - working on Ditty Band or below.

Target:

- Undertake interventions and actions that have had significant impact for targeted children especially Pupil Premium with focus on Pupil Premium boys.

Target:

- Embed SEND provision in EYFS. This will include new formation of staff team and outside agencies.

Reception Priority: Continue to reduce the tail!

- Embed our developed work to continue to reduce the 'tail' of Reception children working within the Nursery age band at the end of Reception in priority areas of the EYFS curriculum.

% of children still working in Nursery band at end of Reception	Target 2024/25	2023/24	2022/23	2021/22	2018/19	2017/18	2016/17	2015/16
Listening, Attention and Understanding	8%	10%	18%*	17%	8%	10%	10%	22%
Building Relationships	10%	13%	20%*	14%	6%	10%	12%	-
Self-Regulation	5%	5%	13%	14%	5%	10%	10%	20%
Word Reading	5%	5%	13%	4%	16%	10%	12%	21%
Writing	5%	5%	13%	4%	18%	10%	13%	19%
Number	10%	12%	16%	14%	18%	10%	12%	17%

Key Actions for Phonics

EYFS → Y2

REC:
- Embed 'Making a Strong Start' in Reception.
- Coach staff with focus groups including bottom 20% of children.
- Coach staff new to Reception Team
- Children to focus on acquiring sounds more quickly and;
- Gaining the skill of blending more quickly.
- Fluidity within groups to meet children's needs.

Focus for teaching within the Spring Term:
REC: Higher set – speed sound set 2

Year 1:
- Y1 lower sets - speed sound set 1 recap and focus on word time 6 and 7 (recap of Reception expectations)
- **Speed Sound set 2 – 12 sounds, to be taught when SSS1 is established, including 'Special Friends'**
- **Speed Sound set 3 to be taught as needed** Y1 and Y2 children to acquire sounds and make good progress through the phonics programme
- Fluidity within groups to meet children's needs
- **88% of children to pass PSC in June 2025**

Year 2:
- **LE and GB move to Y2 LIT/LANG programme – October 2024**
- JS and RG – to focus on target 'crunch' children. JS move onto blended blue/grey by December 2024, **embedding SS2 and SS3. Move to Lit/Lang by End of Jan 2025.**
- **RG to focus on lowest 20% of children that are not in a provision.**
- Phonics sessions during afternoon – to focus of sessions 'Fred Talk' accuracy (not speedy reading)
- Year 2 Retakes (Rainbow Room and Sunflowers group only) Staff to use the sound tracker and PSC word generator to meet children's needs.

Next steps for KS1 in 2024/25

✓ Increase the percentage of the "Reception Expected cohort" children who go onto achieve expected at the end of KS1 for all subjects (Focus for Y1 and Y2) - **Particular focus on Writing. Planned Writing Intervention to continue as per timetable – started April 2024.**

✓ Increased focus on Phonics in Year 1 (additional afternoon session + more intervention)

> *88% of children pass the phonics screening check in Year 1 June 2025*

✓ To increase fluency in reading skills, develop children's application of phonics into writing skills and continue with spelling programme in Y2 which works in conjunction with Phonics.

✓ Majority of Year 2 children to be accessing Lit and Lang programme by January 2025.

✓ Embed stand-alone Handwriting sessions across Phase.

✓ Continue with booster work and interventions to bring more children on track and 'close gaps' following COVID 19 (particularly TEXS/some WTS group).

✓ Use of Teaching Assistants to carry out short term interventions, in addition to quality first teaching and adaptive teaching.

Wren's Nest Primary School

Key targets for end of KS1 2024/2025

(see Target Trajectory grids for specific year group targets)

End of Key Stage 1 Targets:

EXPECTED ATTAINMENT: Increase the percentage of children who are at least at the expected level for writing, reading and maths.

Targets:
- For 63% of the cohort (38/61 children) to be at least at the expected level in Reading
- For 58% of the cohort (35/61 children) to be at least at the expected level in Writing
- For 65% of the cohort (40/61) to be at least at the expected level in Maths
- For 63% of the cohort (38/61) to be at least at the expected level in Spoken Language

Combined: 48% of the cohort (29/61 children) to be at least expected in Reading, Writing and Maths

ABOVE : Increase the percentage of children who are at more able and working at a Greater Depth in writing, reading and maths.
(No children are Exceeding in the Early Learning Goal at the end of Reception)

Targets:
- For 15% of the cohort (9/61) to be working at a Greater Depth (GDS) in Reading
- For 4% of the cohort (2/61) to be working at a Greater Depth (GDS) in Writing
- For 8% of the cohort (5/61) to be at a Greater Depth (GDS) in Maths
- For 15% of the cohort (9/61) to be at a Greater Depth (GDS) in Spoken Language

Combined: 5% of the cohort (3/61 children) to be at Greater Depth in Reading, Writing and Maths

Key Actions for Phonics and English

(Year 3/4)

Year 3 and 4 have been impacted by Covid 19 disruption

Year 3 were in Pre-School for the first lockdown and Reception for second lockdown – foundational learning years

Year 4 were in Reception for first lockdown and Year 1 for Second lockdown – key school learning years

Year 3:

- JR – to start **Lit/Lang Year 2** for the first half term with a view to move to **Lit /Lang Year 3** by October half term.

- NP (with JR) to work with focus group, consolidating phoncs knowledge as continue on Year 2 Lit/Lang for forst falf term, in preparation to move to Lit/Lang Year 3 by October half term

- MW to work with 'crunch' group – with a 'blended' Phonics and Literacy and Language approach to prepare children for Lit/Lang Programme as well as consolidation of Phonic knowledge.

- **SB and PC to work with top set – continue with Y3 Lit/Lang programme.**

Year 4

- DC and SS to work with year group – continue with **Y4 Lit/Lang programme.**

- 1:1 phonics sessions to be delivered to target children during pm sessions – NP, KC to support acquisition of sounds and reading practise.

- Embed stand-alone Handwriting sessions across Phase.

Key targets for end of KS2 2024/2025

(see Target Trajectory grids for specific year group targets)

End of Key Stage 2 Targets:

EXPECTED Targets: Increase the percentage of children who are at least at the expected level for writing, reading or maths.

- **76% of the cohort (46/60 children) to be at least at the expected level in Reading** (75% in 2024, 67% in 2023, 54% in 2022, 33% in 2019, 50% in 2018, 59% in 2017, 44% in 2016 - test)
- **67% of the cohort (40/60 children) to be at least at the expected level in Writing** (63% in 2024, 58% in 2023, 56% in 2022,, 40% in 2019, 50% in 2018, 50% in 2017, 49% in 2016 - TA)
- **77% of the cohort (46/60 children) to be at least at the expected level in Maths** (77% in 2024, 74% in 2023, 69% in 2022, 45% in 2019, 50% in 2018, 48% in 2017, 46% in 2016 - test)
- **73% of the cohort (43/60 children) to be at least at the expected level in GPS** (72% in 2024, 69% in 2023, 56% in 2022)
- **76% of the cohort (46/60 children) to be at least at the expected level in Spoken Language**
- **77% of the cohort (46/60 children) to Meet Standard in Science**

COMBINED Target: Achieving the expected level of attainment in Reading, Writing and Maths:

- **65% (39/60 children) to achieve the combined EXPECTED** (63% in 2024, 52%in 2023, 44% in 2022, 28% in 2019, 35% in 2018, 36% in 2017, 21% in 2016)

EXCEEDING Targets: Increase the percentage of children who are more able and working at a Greater Depth in writing, reading or maths.

- **For 35% of the cohort (21/60) to be working at a Greater Depth (GDS) in Reading** (75% in 2024, 38% in 2023, 25% in 2022, 7% in 2019, 10% in 2018, 13% in 2017, 9% in 2016)
- **For 17% of the cohort (10/60) to be working at a Greater Depth (GDS) in Writing** (13% in 2024, 8% in 2023, 7% in 2022, 7% in 2019, 13% in 2018, 11% in 2017, 9% in 2016)
- **For 25% of the cohort (15/60) to be at a Greater Depth (GDS) in Maths** (23% in 2024, 31% in 2023, 20% in 2022, 2% in 2019, 13% in 2018, 16% in 2017, 9% in 2016)
- **For 40% of the cohort (23/60) to be at a Greater Depth (GDS) in GPS**
- **For 35% of the cohort (21/60) to be at a Greater Depth (GDS) in Spoken Language**

COMBINED Target: Achieving a greater depth level of attainment in Reading, Writing and Maths:

- **12% (7/60 children) to achieve the combined GDS target** (12% in 2024, 8% in 2023, 3% in 2022, 2% in 2019, 0% in 2018)

Target Trajectory Grids 2024/2025

Year 3, 4 5 and 6* –

Years 3, 4, 5 and 6 have been impacted by Covid 19 disruption

Year 3 were in Year T42s/Nursery for first lockdown, Pre-School for second lockdown – Foundational school years

Year 4 were in Pre-School for first lockdown, Year R for second lockdown –
Key, foundational school years

Year 5 were in Year R for first lockdown, Year 1 for second lockdown – key school years

Year 6 were in Year 1 for first lockdown, Year 2 for second lockdown – transitional school years

Reading:

Projected Targets for **Reading** Based on the Summer Term 2024 Teacher Assessment/End of Key Stage Test Data
National Average KS2 Test Results 2023/24 – Expected % and GDS %

Current Year Group	2023/24 Data		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets		2030/31 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
R GLD	55% GLD 52%		56% GLD 53%													
1	33/60 55%	4/60 7%	35/59 59%	7/59 12%	36/60 60%	8/60 14%										
2	38/60 63%	9/60 15%	38/61 63%	9/61 15%	38/59 64%	9/59 15%	39/60 65%	10/60 17%								
3	34/59 58%	7/59 12%	39/60 64%	9/60 15%	39/61 64%	10/61 16%	38/59 65%	11/59 19%	39/60 66%	12/60 20%						
4	33/62 53%	10/62 16%	39/61 64%	12/61 20%	40/60 66%	12/60 20%	41/61 68%	13/61 22%	41/59 69%	13/59 22%	41/60 69%	14/60 23%				
5	37/60 62%	15/60 25%	38/60 63%	14/60 25%	41/61 67%	15/61 25%	41/60 68%	16/60 26%	44/61 72%	16/61 26%	43/59 73%	15/59 27%	44/60 73%	16/60 27%		
6	45/60 75%	21/60 35%	46/60 76%	21/60 35%	46/60 76%	21/60 35%	47/61 76%	21/60 35%	46/60 76%	21/60 35%	47/61 77%	22/61 35%	45/59 77%	21/59 36%	47/60 78%	21/60 35%

	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
End of KS1 Data	78%	15%	62%	11%	57%	10%	48%	10%	50%	13%	53%	15%	52%	22%	50%	10%

	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
End of KS2 Data	75%	35%	67%	38%	54%	25%	53% T.A.	10% T.A.	45% T.A.	13% T.A.	33%	7%	50%	10%	59%	14%

Writing:

Target Trajectory Grids 2024/2025

Year 3, 4 5 and 6* – key focus this year

Current Year Group	2023/24 Data		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets		2030/31 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
R GLD	53% GLD 52%		54% GLD 53%													
1	24/60 40%	0/60 0%	34/59 58%	1/59 2%	35/60 59%	2/60 3%										
2	31/60 52%	6/60 10%	35/61 58%	2/61 4%	35/59 60%	2/59 4%	37/60 61%	3/60 5%								
3	32/59 54%	5/59 8%	36/60 59%	7/60 12%	37/61 61%	4/61 6%	37/59 63%	4/59 7%	38/60 64%	5/60 8%						
4	30/62 48%	3/62 5%	37/61 61%	7/61 12%	36/60 60%	8/60 13%	39/61 64%	5/61 9%	39/59 66%	6/59 10%	40/60 67%	6/60 10%				
5	29/60 48%	10/60 17%	35/60 59%	7/60 11%	38/61 63%	8/61 13%	37/60 62%	9/60 14%	41/61 67%	7/61 12%	41/59 69%	8/59 13%	42/60 70%	8/60 13%		
6	37/60 63%	8/60 13%	40/60 67%	10/60 17%	41/60 68%	10/60 17%	43/61 70%	11/61 17%	43/60 72%	10/60 17%	44/61 72%	11/61 17%	43/59 72%	10/59 17%	45/60 75%	10/60 17%

	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
End of KS1 Data																
	52%	10%	57%	10%	45%	7%	40%	2%	43%	8%	44%	8%	37%	5%	37%	3%
End of KS2 Data	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
	63%	13%	58%	8%	56%	7%	51%	8%	46%	9%	40%	7%	50%	13%	50%	11%
	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A	T.A

Projected Targets for **Writing** Based on the Summer Term 2024 Teacher Assessment/End of Key Stage Test Data

National Average KS2 Test Results 2023/24 – Expected % and GDS %

Target Trajectory Grids 2024/2025

Year 3, 4 5 and 6* – key focus this year

Maths:

Projected Targets for **Maths** Based on the Summer Term 2023 Teacher Assessment/End of Key Stage Test Data

National Average KS2 Test Results 2023/24 – Expected % and GDS %

Current Year Group	2023/24 Data		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets		2030/31 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
R GLD	63% GLD 52%		64% GLD 53%													
1	28/60 47%	3/60 5%	38/60 63%	3/60 5%	39/60 65%	4/60 6%										
2	38/60 63%	5/60 8%	40/61 65%	5/61 8%	40/59 67%	5/59 8%	41/60 68%	5/60 9%								
3	29/59 49%	5/59 8%	38/60 63%	8/60 12%	41/61 68%	7/61 12%	41/59 70%	8/59 13%	43/60 71%	8/60 13%						
4	32/62 52%	6/62 10%	42/61 69%	9/61 15%	42/60 70%	9/60 15%	44/61 72%	10/61 16%	43/59 73%	9/59 16%	45/60 75%	10/60 17%				
5	33/60 55%	9/60 15%	41/60 68%	11/60 19%	45/61 73%	12/61 20%	44/60 74%	12/60 20%	46/61 76%	12/61 20%	45/59 76%	13/59 21%	46/60 77%	13/60 21%		
6	46/60 77%	14/60 23%	46/60 77%	15/60 25%	47/60 78%	15/60 25%	48/61 78%	15/61 25%	47/60 78%	15/60 25%	48/61 79%	15/61 25%	47/59 80%	15/59 25%	48/60 80%	15/60 25%

	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
End of KS1 Data	63%	8%	61%	7%	59%	3%	52%	2%	55%	13%	53%	15%	52%	10%	48%	10%
End of KS2 Data																

	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
	77%	23%	74%	31%	69%	20%	53%	8%	46%	9%	45%	2%	50%	13%	48%	16%
							T.A	T.A	T.A	T.A						

Target Trajectory Grids 2024/2025

Year 5 and 6* – key focus this year

Spoken Language:

NEW

Projected Targets for **Spoken Language** Based on the Summer Term 2024 Teacher Assessment/End of Key Stage Test Data

Current Year Group	2023/24 Data		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets		2030/31 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
R GLD	GLD 52%		56% GLD 53%													
1	35/60 58%	0/60 7%	35/60 59%	7/60 12%	36/60 60%	8/60 14%										
2	38/60 63%	2/60 3%	38/61 63%	9/61 15%	38/59 64%	9/59 15%	39/60 65%	10/60 17%								
3	37/59 63%	0/59 0%	39/60 64%	9/60 15%	39/61 64%	10/61 16%	38/59 65%	11/59 19%	39/60 66%	12/60 20%						
4	31/62 50%	5/62 8%	39/61 64%	12/61 20%	40/60 66%	12/60 20%	41/61 68%	13/61 22%	41/59 69%	13/59 22%	41/60 69%	14/60 23%				
5	28/60 47%	10/60 17%	38/60 63%	14/60 25%	41/61 67%	15/61 25%	41/60 68%	16/60 26%	44/61 72%	16/61 26%	43/59 73%	15/59 27%	44/60 73%	16/60 27%		
6	36/60 60%	12/60 20%	46/60 76%	21/60 35%	46/60 76%	21/60 35%	47/61 76%	21/60 35%	46/60 76%	21/60 35%	47/61 77%	22/61 35%	46/59 77%	21/59 36%	47/60 78%	21/60 35%

	2023/24															
End of KS1 Data																
	63%	3%														
End of KS2 Data																
	2023/24															
	60%	20%														

Science:

NEW

Target Trajectory Grids 2024/2025

Year 3, 4, 5 and 6* – key focus this year

Projected Targets for Science Based on the Summer Term 2024 Teacher Assessment/End of Key Stage Test Data

Current Year Group	2023/24 Data	2024/25 Targets	2025/26 Targets	2026/27 Targets	2027/28 Targets	2028/29 Targets	2029/30 Targets	2030/31 Targets
	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+
R GLD	GLD 52%	GLD 53%						
1	42/60 70%	42/60 70%	43/60 72%					
2	47/60 78%	43/60 72%	43/60 72%	44/60 73%				
3	36/59 61%	47/60 78%	44/60 73%	45/60 75%	46/60 77%			
4	34/62 55%	40/59 67%	47/60 78%	45/60 75%	47/60 78%	48/60 80%		
5	34/60 57%	41/62 66%	43/59 73%	48/60 80%	47/60 78%	48/60 80%	49/60 82%	
6	45/60 75%	46/60 77%	48/62 77%	47/59 79%	49/60 82%	49/60 82%	49/60 82%	50/60 83%

	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
End of KS1 Data	78%							
End of KS2 Data								
	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
	75%							

Target Trajectory Grids 2024/2025

Year 3, 4, 5 and 6* – key focus this year

Combined:

Current Year Group	2023/24 Data		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets		2030/31 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS		
R GLD	GLD 52%		GLD 53%													
1	21/60 35%	0/60 0%	31/60 52%	1/60 2%	32/60 54%	2/60 3%										
2	29/60 48%	3/60 5%	28/59 48%	3/59 5%	32/60 54%	3/60 5%	33/60 55%	4/60 7%								
3	26/59 44%	1/59 2%	30/60 50%	4/60 7%	30/59 51%	5/59 8%	32/60 54%	5/60 8%	34/60 57%	5/60 8%						
4	27/62 44%	2/62 3%	28/59 47%	3/59 5%	31/60 52%	5/60 8%	31/59 53%	6/59 10%	33/60 55%	7/60 12%	35/60 58%	7/60 12%				
5	24/60 40%	6/60 10%	30/60 50%	6/60 10%	30/59 51%	6/59 10%	32/60 53%	7/60 12%	42/59 58%	7/59 12%	36/60 60%	9/60 15%	38/60 63%	8/60 13%		
6	37/60 63%	7/60 12%	39/60 65%	7/60 12%	39/60 65%	8/62 13%	41/61 67%	8/59 13%	42/60 70%	9/60 15%	44/61 72%	9/59 15%	43/60 72%	10/60 17%	44/60 73%	10/60 17%
	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
End of KS1 Data	48%	5%														
End of KS2 Data																
	2023/24		2022/23		2021/22		2020/21		2019/20		2018/19		2017/18		2016/17	
	63%	12%														

Projected Targets for **Combined** Based on the Summer Term 2024 Teacher Assessment/End of Key Stage Test Data

COVID 19 Recovery continues...

2019/20 COVID 1 March 2020	2020/21 COVID 2 – Jan 2021	2021/22	2022/23	2023/24	2024/25 (CURRENT YEAR)
Y2	Y3	Y4	Y5	Y6	-
Y1	Y2	Y3	Y4	Y5	Y6
REC	Y1	Y2	Y3	Y4	Y5
PS	REC	Y1	Y2	Y3	Y4
NUR/T42s	PS	REC	Y1	Y2	Y3
HOME/T42s	NUR/T42s	PS	REC	Y1	Y2
HOME	HOME/T42s	NUR	PS	REC	Y1
BORN	HOME	HOME/T42s	NUR	PS	REC

Wren's Nest Primary School

COVID 19 Recovery continues

Our key priorities remain:

- **Continuing to close and 'fill' gaps**

- **Prioritise key children for target intervention** – data packs for each year group with detailed analysis.

- **Maintaining high expectations** for behaviour and learning

- **Maintaining consistent routines**

Within other areas of the SDP

'Standalone' section in SDP

Key Priorities for 2024/2025…

What happens in classrooms **must continue to be excellent – in every lesson!**

✓ Good, effective teaching and assessment (low stake quizzes, hinge questions, pre topic mindmaps etc) in every lesson – children learning and making good progress across the curriculum.

✓ Children's outcomes in books, on walls and floorbooks provide evidence of good progress.

✓ Use of Teaching Assistants to carry out short term interventions for 'keep up, not catch up', in addition to quality first teaching and adaptive teaching.

✓ **Writing across school – supporting EYFS, Year 2 and Year 6 judgements** – CPD to support as well as provision that has been put into our current practice – from April 2024
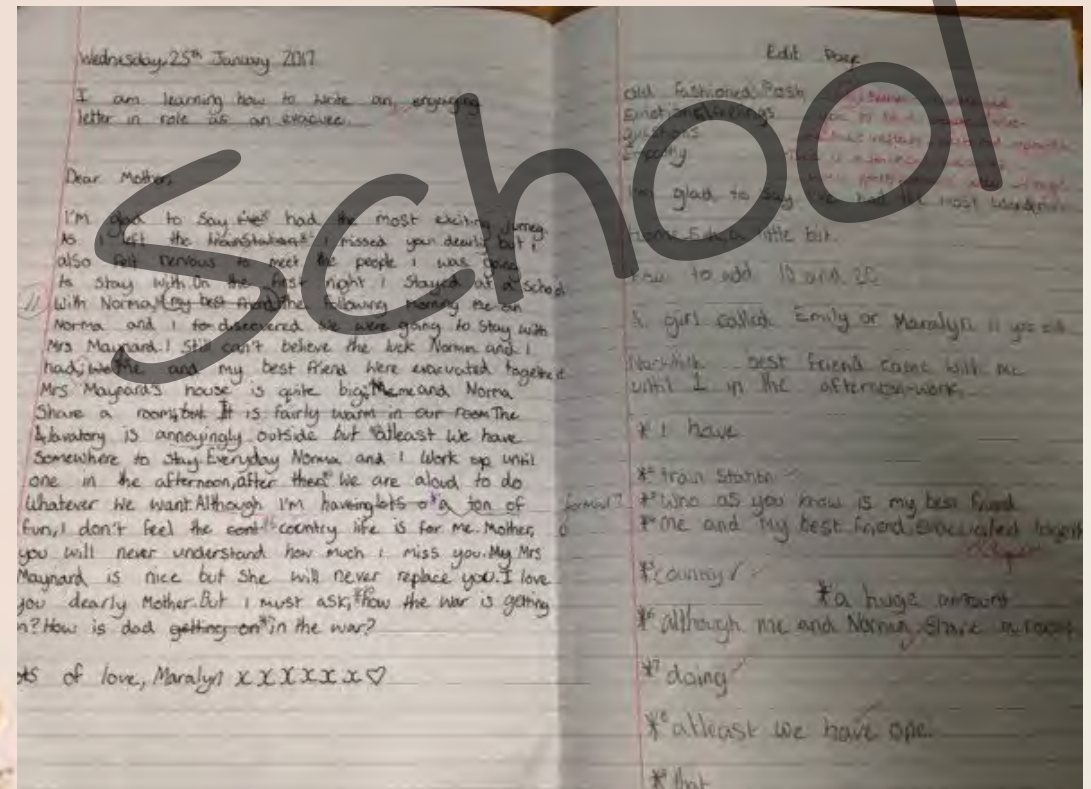
Key Priorities for 2024/2025...

What happens in classrooms **must continue to be excellent – in every lesson!**

- ✓ Embed **teaching for Mastery in Maths across whole school.**

- ✓ Explore Mastering Number Programme for Key Stage 2

- ✓ Review 'Multiplication Monday' and its impact upon progress.

- ✓ Ensure Maths displays are always reflective to what is being taught.

- ✓ White Rose Assessments are completed to assist planning.

- ✓ MTC - Year 4 – June 2025 – **scoring 20+ - 60%, Scoring 25 – 30%**

Teaching for Mastery

MATHSHUBS
NCETM

MASTERING NUMBER AT KEY STAGE 2
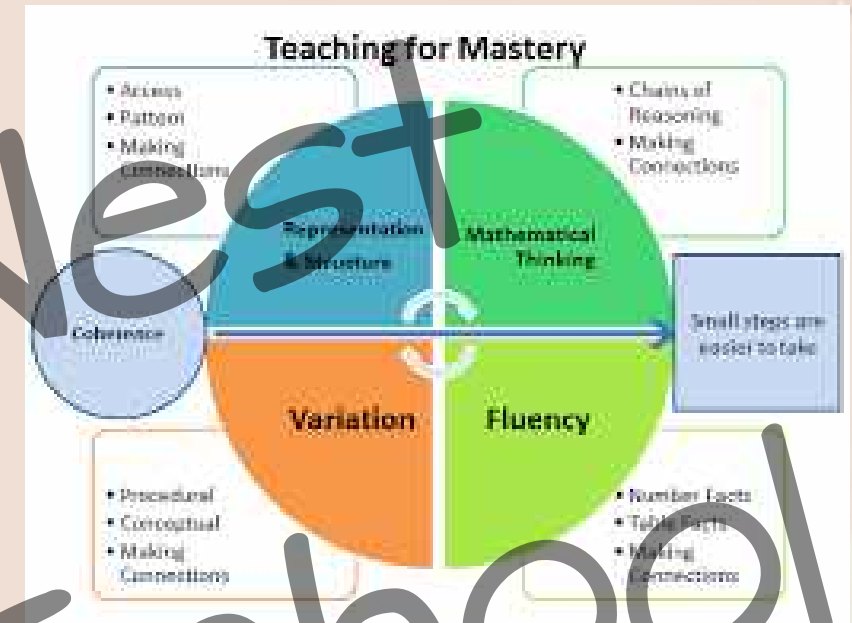
Leaders do not give up on anyone. They work hard to keep pupils engaged in their learning, including those who struggle to manage their behaviour.

Governors know the school very well and provide just the right balance of support and challenge. Leaders and governors are very mindful of staff welfare, workload and well-being.

The school's approach to teaching early reading and phonics is consistently strong. Consequently, children are well-placed to read words and simple sentences by the end of the year.
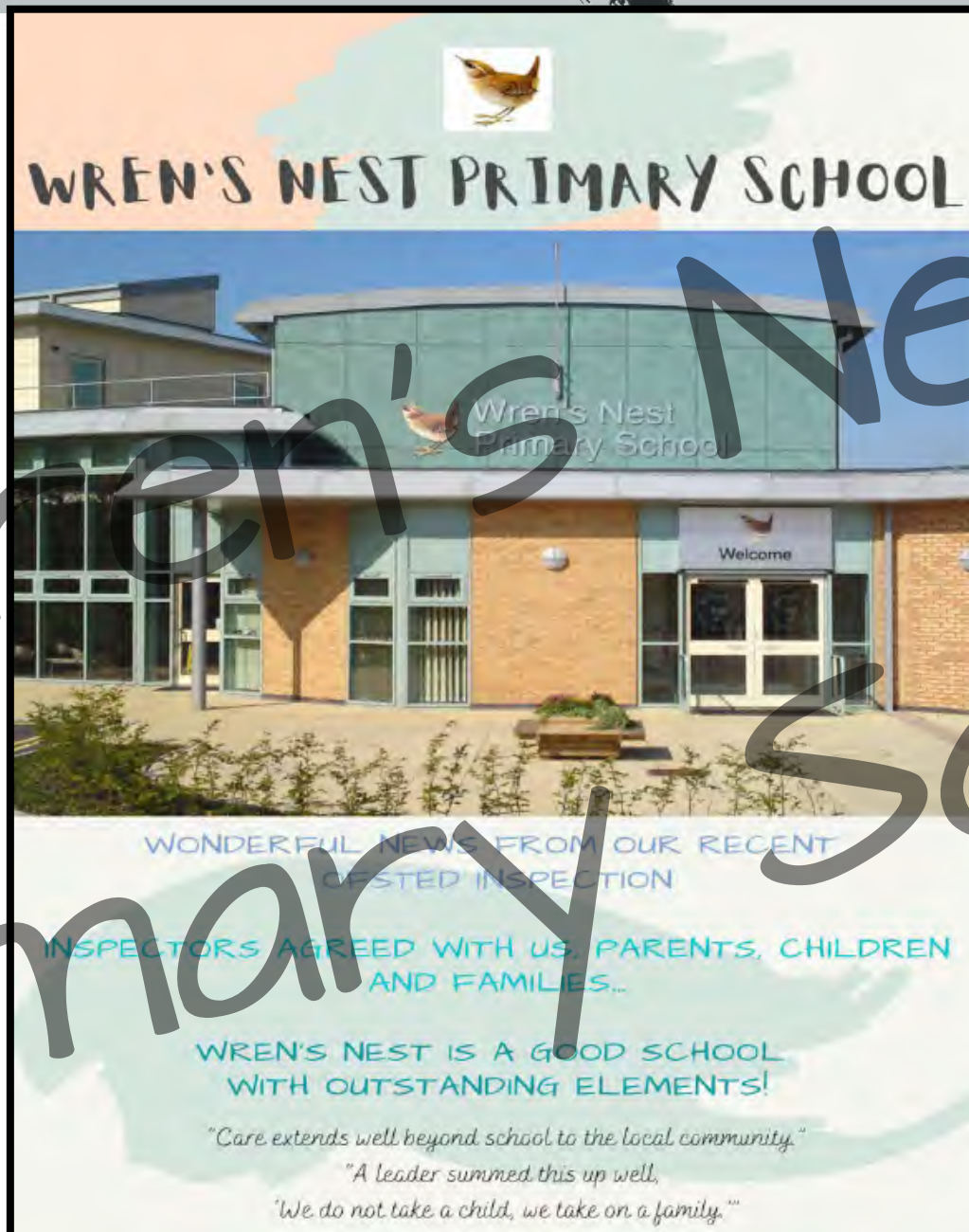
Leaders have designed an ambitious curriculum. It is broad and extensive. They have thought carefully about the sequencing of learning in each subject. Teaching is well matched to the intended curriculum.

Pupils demonstrate a consistent readiness and eagerness to learn. Leaders manage behaviour extremely well, particularly for those pupils with SEND who are at risk of exclusion.

Leaders' provision for pupils' personal development is exceptional. This is notwithstanding the restrictions imposed by the pandemic, and the barriers and challenges many pupils face.

WREN'S NEST PRIMARY SCHOOL

Wren's Nest Primary School

WONDERFUL NEWS FROM OUR RECENT OFSTED INSPECTION

INSPECTORS AGREED WITH US, PARENTS, CHILDREN AND FAMILIES…

WREN'S NEST IS A GOOD SCHOOL WITH OUTSTANDING ELEMENTS!

"Care extends well beyond school to the local community."

"A leader summed this up well,

'We do not take a child, we take on a family.'"

WREN'S NEST PRIMARY SCHOOL

Ofsted Good Provider

WONDERFUL NEWS FROM OUR RECENT OFSTED INSPECTION

Inspectors agreed with Us, Parents, Children and Families...

WREN'S NEST IS A GOOD SCHOOL with OUTSTANDING ELEMENTS!

"Provision for pupils' personal development is exceptional."

"Care extends well beyond school to the local community. A leader summed it up well, 'We do not take on a child, we take on a family.'"

"Leaders have created an environment where pupils are happy. They are kept safe in a setting where, as pupils say, 'We accept everyone, it doesn't matter who you are.'"

OFSTED left us with these next steps

- Leaders have not yet fully implemented their curriculum plans in design and technology. As a result, pupils have not completed the programmes of study in these subjects. Leaders should ensure that the curriculum is fully implemented in all subjects, for all pupils.

Completed

- Systems for checking how well pupils are doing to identify next steps are not consistently effective in all subjects. Consequently, leaders are not sufficiently aware in every subject which pupils have learned and remembered the intended curriculum content. **Leaders should ensure assessment systems are in place consistently across all subjects**.

In progress

- Not enough children leaving early years have achieved a good standard in literacy and numeracy by the end of Reception. Therefore, some still require additional catch-up support in later years. Leaders should ensure that more children achieve are confident in reading and mathematics so they are well prepared for the start Year 1.

On-going and always!

Ofsted
raising standards
improving lives

Ofsted

Quality of Education

- Continue to provide our children with consistently 'good', **adaptive** teaching and learning, every day!

- Continue to be effective in the classroom – **no teaching from the chair!**

- Continue to plan, resource and deliver sequential and logical lessons in a well thought out unit of work for each curriculum area.

- Know what you are teaching (research it if unsure and act like it is the best thing since sliced bread!) – **'Fake it to make it!'**

Ofsted

Quality of Education

- Books will continue to provide evidence of children making good progress. This is for ALL curriculum areas not just English and Maths.

- Books will continue to show children care about and have pride in their learning!

- Learning environment will reflect quality outcomes which are relevant and up to date – linking to current themes/ working walls for English and Maths.

- 'No Hands Up' approach to ALL teaching – engaging all children in their education through a range of alternative strategies – e.g. TOL, popcorn, pick a pair, paraphrasing

Our books
at Wren's Nest

- ✅ Following the marking policy (see non-negotiables)
- ✅ High quality, clear images and resources
- ✅ High expectations and standards
- ✅ Targets and success criteria - Maths and English
  - ✅ Science (enquiry skills and schemas)
  - ✅ RE (owls and schemas)
  - ✅ Foundation subjects (schemas)
  - ✅ English lessons to include spoken language success criteria
- ✅ Children self-assessing
- ✅ A4 Knowledge Organisers to begin new topic
- ✅ Absence stickers
  - ✅ Purple stars
- ✅ Photos showcasing learning
  - ✅ Clear progression through the book
- ✅ Merits and stickers to celebrate achievements
- ✅ Front covers for each new unit (Maths and English)
- ✅ "My reflection" to support floorbook where appropriate
  - ✅ Children using pink and purple pens
  - (Overview target sheet for each English and Maths unit to be highlighted and kept in folder)

Our lessons
at Wren's Nest

- ✅ All children engaged
- ✅ Good pace
  - ✅ Effective modelling
  - ✅ Clear progression
- ✅ Engaging and purposeful learning environment
  - ✅ Table resources to support learning
- ✅ Teachers active and engaging with children throughout lessons
- ✅ Adults in class having a direct impact
  - ✅ Focus groups
- ✅ Pair and group work
  - ✅ Sharing and celebrating children's work
- ✅ Well planned and prepared lessons
  - ✅ Feedback strategies being used
  - (including a "no hands up" approach)
- ✅ "I do, we do, you do" approach
  - ✅ Focussed Teacher Talk
  - ✅ Use of low-stake quizzes
- ✅ Hinge questions used effectively to assess understanding
- ✅ Pre-Topic MindMaps at the beginning of new units
  - ✅ Modelled writing on lines
- ✅ Appropriate lesson slides - see PowerPoint template

Our environment
at
Wren's Nest

- ✓ Informal book talk area with genre-labelled reading baskets
- ✓ Science boards backed in pastel colours: Science - green, English - yellow and Maths - blue
- ✓ Science display including: Visions and Principles poster, careers cards and Enquiry Skills posters
  - ✓ Artefact/resource tables for English, Science, Maths and History/Geography
- ✓ Current Spelling rule on display (spelling programme)
- ✓ Current Grammar focus
  - ✓ Effective discussion poster on English working wall
  - ✓ Feedback strategies poster
- ✓ Current Times Tables and tracker updated
- ✓ Vocabulary on display in pocket chart
  - ✓ Visual timetables
- ✓ Red/Orange words (where appropriate)
  - ✓ Phonics chart on display
- ✓ Team points and merit sheets on display to celebrate
- ✓ 'Team' peg and tray labels
- ✓ Golden nuggets and Key Question for current topic
- ✓ Annotated Schema webs
  - ✓ Timelines appropriate for the age group
- ✓ Art galleries and Art movement timeline
- ✓ Maths Working Wall sheets - Today's Learning, Vocabulary, Build It, Draw It, Write It, Explain It

Cracking Comprehension
at
Wren's Nest

- ✓ All children should have their own copy of the teacher text as well as the independent text
- ✓ Children to use highlighters to annotate the text
- ✓ The children should use a purple pen to mark their responses against the teacher's modelled answers
- ✓ Teacher to model all answers on a lined IWB or flipchart
- ✓ Where opportunities arise, make reference to SPAG when modelling
- ✓ Add/adapt to the questions as appropriate for the group to allow them to access them or add challenge
- ✓ Provide background knowledge to the text
- ✓ Use of a range of feedback responses
- ✓ Teacher to model how to highlight the relevant evidence in the text
- ✓ Teacher to share the reading strategies they are using to answer the questions
- ✓ Aim to complete a set of teacher and independent task weekly, but at least one set per fortnight
- ✓ When filing completed work, keep the text with the answer sheet
- ✓ Where possible, include opportunities for three-mark questions and sequencing of events
- ✓ Aim to work at age-expected texts as soon as possible

Spelling at Wren's Nest

✅ Spelling Practice Books

Pre-Programme Activities

Book 2A

Book 2B

(29 units across Year 2 in book A and B)

Book 3 (14 units)

Book 4 (14 units)

Book 5 (12 units)

Book 6 (12 units)

✅ Consolidation Sessions

There are online sessions after every two units. Dictation and choose the right word worksheets. The reference numbers can be found on the tracker.

✅ Speed Spell

Choose words that the children found difficult to spell in previous units, practise incorrect spellings found on the unit tests and use year group appropriate spellings.

✅ Assessments

6 practice tests per year. Pass rate 16/20. Complete consolidation sessions to plug any gaps in order to move on to the next unit (if not passed).

The data can be inputted on the spreadsheets on OneDrive.

Assessment sheets, teacher crib sheets and children's assessment papers can be found on OneDrive.

Once you have completed a spelling practice book, there is an end of unit assessment to complete.

Each test has 20 questions and the words are sampled from recently taught content and content taught in previous units or years.

Year 2:
- Practice Test 1: Y2A Units 1–5
- Practice Test 2: Y2A Units 6–10 (plus revision)
- Practice Test 3: Y2A Units 11–14 (plus revision)
- Practice Test 4: Y2B Units 1–5 (plus revision)
- Practice Test 5: Y2B Units 6–10 (plus revision)
- Practice Test 6: Y2B Units 11–15 (plus revision)

Year 3:
- Practice Test 1: Y3 Units 1–3 (plus revision)
- Practice Test 2: Y3 Units 4–6 (plus revision)
- Practice Test 3: Y3 Units 7–8 (plus revision)
- Practice Test 4: Y3 Units 9–10 (plus revision)
- Practice Test 5: Y3 Units 11–12 (plus revision)
- Practice Test 6: Y3 Units 13–14 (plus revision)

Year 4:
- Practice Test 1: Y4 Units 1–3 (plus revision)
- Practice Test 2: Y4 Units 4–6 (plus revision)
- Practice Test 3: Y4 Units 7–8 (plus revision)
- Practice Test 4: Y4 Units 9–10 (plus revision)
- Practice Test 5: Y4 Units 11–12 (plus revision)
- Practice Test 6: Y4 Units 13–14 (plus revision)

Year 5:
- Practice Test 1: Y5 Units 1–2 (plus revision)
- Practice Test 2: Y5 Units 3–4 (plus revision)
- Practice Test 3: Y5 Units 5–6 (plus revision)
- Practice Test 4: Y5 Units 7–8 (plus revision)
- Practice Test 5: Y5 Units 9–10 (plus revision)
- Practice Test 6: Y5 Units 11–12 (plus revision)

Year 6:
- Practice Test 1: Y6 Units 1–2 (plus revision)
- Practice Test 2: Y6 Units 3–4 (plus revision)
- Practice Test 3: Y6 Units 5–6 (plus revision)
- Practice Test 4: Y6 Units 7–8 (plus revision)
- Practice Test 5: Y6 Units 9–10 (plus revision)
- Practice Test 6: Y6 Units 11–12 (plus revision)

Year 6 challenge

These Practice Tests sample content from Years 5 and 6 only (with no revision of previous years' work) and test more challenging words.

End of Year Practice Tests

There is one End of Year Practice Test each year, and two for Year 2 (2A and 2B). These papers test all of the content from a year of teaching (i.e. at least one sample word from each unit, plus a selection of words from the Special focus pages). This includes a selection of red words/common exception words for Y2 or orange words/word list words for Y3–6. The tests also include homophones and grammar focuses such as apostrophes where appropriate.

✅ Spelling Extra Practice Zone at Home

To allow your pupils to access the activities at home, you can create a class login. Once you are logged into Oxford Owl, create a class login by hovering over your name in the header bar and selecting 'Create Class Logins' from the dropdown menu. Complete the Class username and Class password fields, then click on the Create class login button. You will receive an email confirming your new class login details.

Our Curriculum
at
Wren's Nest

Lessons

- ✓ Target and Success Criteria slide (appropriate to subject)
  - ✓ New skill/knowledge being learned
  - ✓ 'We are...' slide
    - ✓ Updated Schema slides
- ✓ Flashback Four slides
  - ✓ Enquiry Skills slide (Science)
    - ✓ Big Question slide
- ✓ Hinge Questions
  - ✓ Low Stake Quizzes
  - ✓ Pre-Topic MindMap
- ✓ Knowledge Point and Outcome
  - ✓ Timeline when appropriate
- ✓ References made to the Knowledge Organiser
  - ✓ Lessons that reflect the medium term planning
- ✓ Use of lined and squared backgrounds in lesson presentation
  - ✓ Modelled writing on lines following the handwriting policy
- ✓ Scaffolded support
  - ✓ Range of feedback strategies
- ✓ WOW moments
  - ✓ Golden Nuggets
    - ✓ References to working wall and artefact tables
  - ✓ Children editing using Think Pink and Purple Polish
- ✓ Teacher is visible and commands the room

Our Curriculum
at
Wren's Nest

Books

- ✓ A4 Knowledge Organisers to start each unit
- ✓ Maths and English unit front cover sheets
  - ✓ Target/Success Criteria sheet appropriate to the subject
  - ✓ Children self-assessment using smiley faces
  - ✓ A Target and Success Criteria that enable the children to achieve their target in small steps
- ✓ Success Criteria in English to include spoken language
- ✓ Evidence of Think Pink and Purple Polish
  - ✓ Purple stars used to show where children have received intervention
- ✓ Daily evidence of learning
  - ✓ Scaffolded support
- ✓ Absent stickers used where appropriate
  - ✓ Work that reflects the medium-term planning
- ✓ Appropriate use of age-specific maps and other resources
  - ✓ Clear, high-quality and non-pixilated images
- ✓ Use of school timelines
  - ✓ Marking policy followed
  - ✓ Blue/White stickers on the spine to show Pupil Premium/Non-Pupil Premium and Purple for SEND

Our floorbooks
at
Wren's Nest

- ✅ Kept out on display to showcase learning
- ✅ Unit front cover sheet
- ✅ Schema webs annotated appropriately
- ✅ Planning sheets for the unit
- ✅ Key vocabulary for unit included as a glossary
- ✅ Share a timeline (where appropriate)
- ✅ Knowledge Organiser
- ✅ Daily target
- ✅ Big questions along with children's responses
- ✅ Pupil voice to be included using lined post-its
- ✅ Photos of the learning taking place and outcomes
- ✅ Examples of children's work
- ✅ Slides from teacher's PowerPoint (printed 2 per page)
- ✅ Where appropriate, reflection on the learning
- ✅ Knowledge Points, Outcome, Pre-Topic MindMap, Hinge Questions, Low-stake Quizzes and Brain Dump slides

History and Geography

Art, Design and Craft

Design Technology

Economics and First Aid

Big Question

Wren's Nest Primary School

Curriculum Priorities

Wren's Nest Primary School

- ➢ **Curriculum Review Mornings – Geography focus**

- ➢ **Curriculum overview completed to show clear progression across year groups and full coverage of National Curriculum**

- ➢ **Adaptive Teaching** – Metacognition - 'You might remember this by…', use of mnemonics, well organised knowledge organiser, checklists – **on offer for all**

- ➢ **An inclusive curriculum**

- ➢ **Subject specific:**
  - o **History**
  - o **PSHE and RSE in line with new guidance inc Protected Characteristics**
  - o **RE**
  - o **Geography**
  - o **First Aid and Reflection Logs**

- ➢ **Pre-Topic Mind Maps -** Teachers use the Mind Map to ensure assessment data is accurate and to inform future planning.

- ➢ **Hinge Questions -**to be used in a pivotal moment in every lesson. The teacher will use the assessment tool to indicate the understanding of the complex learning, before moving on or introducing the task

- ➢ **Floorbooks**

- ➢ **Knowledge Point slide and Outcome Slide –** to highlight the skills and knowledge gained each lesson and to remind children of the overall end points

KNOWLEDGE POINT

A key part of Adaptive Teaching is knowing **'when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.'**

Knowing Potential Barriers for children – essential to good quality teaching

Responsive Practice

Targeted support

Flexible groupings

Adapting teaching language

Targeted questions
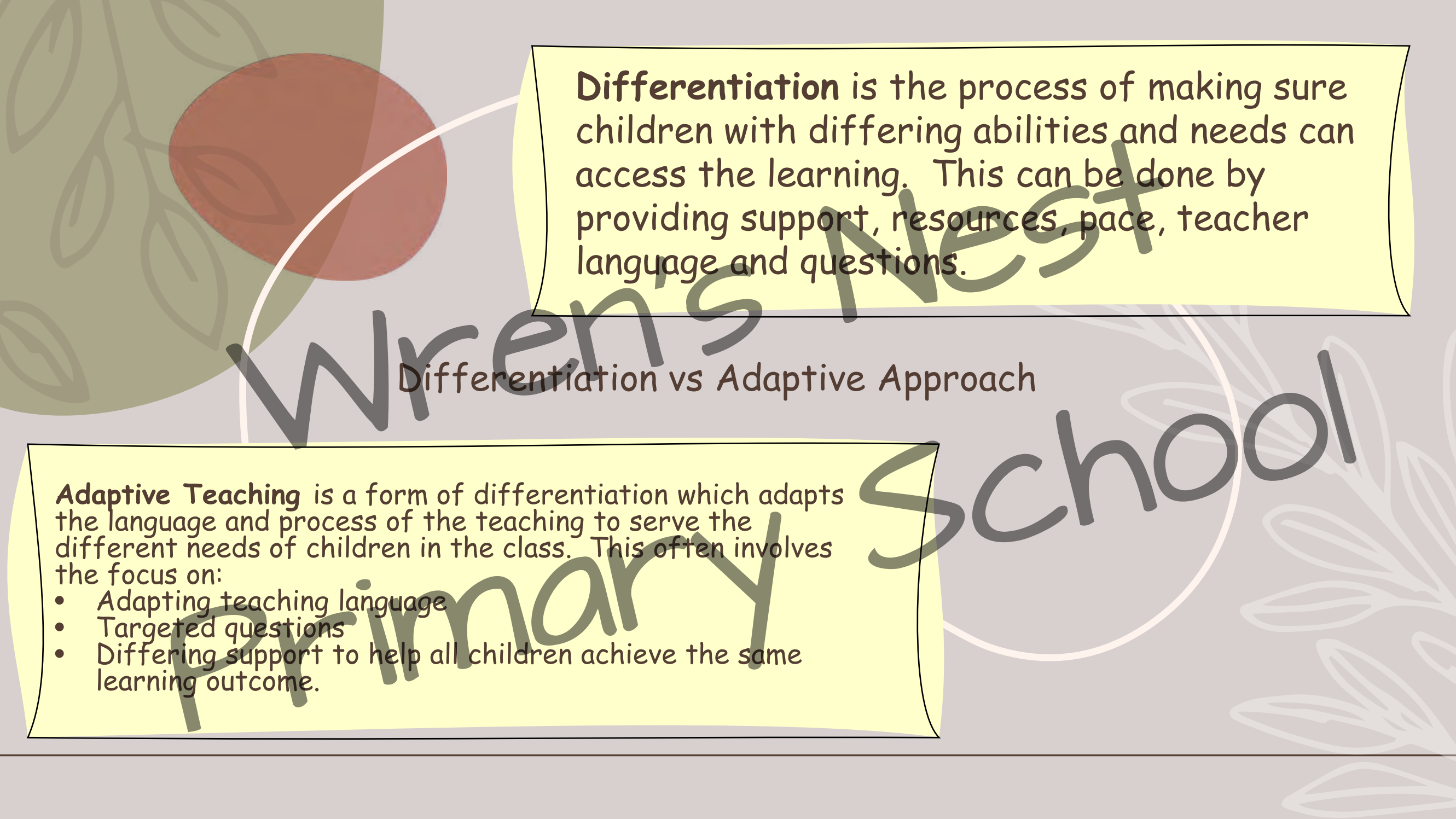
Vocabulary or word mat

Support Staff and Teacher working with identified groups based on knowing children's potential barriers to learning within that lesson

Peer working

Fluidity

All children achieve the same learning outcome

Wren's Nest Primary School

Differentiation is the process of making sure children with differing abilities and needs can access the learning. This can be done by providing support, resources, pace, teacher language and questions.

Differentiation vs Adaptive Approach

Adaptive Teaching is a form of differentiation which adapts the language and process of the teaching to serve the different needs of children in the class. This often involves the focus on:
• Adapting teaching language
• Targeted questions
• Differing support to help all children achieve the same learning outcome.

KNOWLEDGE POINT

Scaffolding

Scaffolding aims to provide children with temporary supports that are gradually removed or 'faded out' as they become increasingly independent with their learning.
It is a common component of guided practice.

How do you cater for this in your planning? Strategies employed within lessons?

Today's Big Question.

?

ODD ONE OUT

MULTIPLE CHOICE
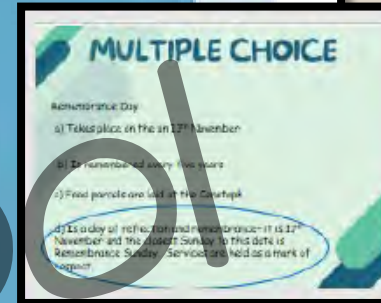
Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers?

There's a trade-off between quality of information and practicality – be aware of this.

Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

Wren's Nest Primary School

Not revolutionary!

- **Adaptive planning** prior to the lesson

- **Adjusting practice** during the lesson

- Practitioners **being responsive**

- Same diet of learning – different pace and scaffolding

Adaptive Teaching - Modelling

Direct /explicit instruction

STAGE 1

I do

Teacher demonstrates via an explicit instruction approach

STAGE 2

We do

Teacher demonstrates and asks a child to assist with completion

STAGE 3

You do

Child attempts question or problem independently

At Wren's Nest...

Visualizer – sharing good examples, what it isn't

Resources mats

Low stake quizzing

ODD ONE OUT

At Wren's Nest...

Editing – think pink, purple polish

Creating responses and ideas together

Thinking out loud

At Wren's Nest...

Support and flexible grouping

Adapted resource materials, working walls and interest tables

Questioning , checking and re-wording

Today's Big Question.

Brain Dump

Different tasks for different groups can be ineffective and can sometimes lead to lower expectations

What I know now...

Adaptive Teaching is more likely to succeed if there is:
- Knowing and 'owning' our groups
- Targeted support
- Additional practice
- Modelling (I do, you do, we do!)
- Breakdown of content (chunking)

Adaptive Teaching allows the teacher to be responsive in their approach

Adaptive Teaching relies on formative assessment and anticipating misconceptions

Adaptive Teaching at Wren's Nest

Provide support for all

Differentiate support available

Know you children

Offer flexible support groups

Adapt your language and questions.

Adapt your classroom environment

Offer differentiated outcomes and task where appropriate

KNOWLEDGE POINT

Adapting your teaching to the children in your class or group is a key part of being a teacher.

Central to this is making sure all the children in your class **can access the learning**, **deepen their understanding** and **achieve their learning outcomes**.

This can be done through structured, differentiated support and scaffolding, as well as adapting your practice, environment and processes to support children in your class.

By focusing on **differentiated support rather differentiated outcomes**, you can reduce your workload and help all children to achieve the key curriculum aims.

SEND

Adapting provision for the needs of our children
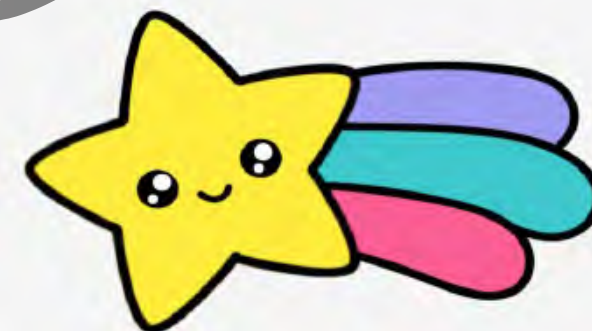
- **Breakfast Club – Early Birds –** Free breakfast club for children to start the day with a smile and "hello" from an adult as well as socialising with their friends and peers. Children will have bagels in classrooms – this provision will continue for all children.

- **Visits and visitors –** an extensive range of visits out of school and visitors/speakers into school to support themes of learning within the curriculum design at Wren's Nest – giving children a 'hands on, experiential' approach to their learning.

- **After School Clubs –** a range of activities provided for children free of charge to broaden their experiences and give them the opportunities to develop and grow a range of interests and hobbies.

- **NTP programme groups –** these will continue to support children in closing the gap in attainment compared to their peers nationally which, in some cases, has be exaggerated by the impact of COVID 19.

All the above supports the development of our children's Cultural Capital here at Wren's Nest.

Continue with Full Implementation of Enrichment Programme

Promoting Good Attendance

"**Leaders are passionate about their school, ensuring that pupils attend regularly.** They have very high aspirations for their pupils to succeed, which pupils themselves embrace."

- OFSTED 2022

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer. As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. "Young lady, why are you throwing starfish into the ocean?"

"The sun is up, and the tide is going out, and if I do not throw them in they will die," she said.

"But young lady, do you not realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference."

The young woman listened politely, then bent down, picked up another starfish and threw it into the sea.

"It made a difference for that one."

~Adapted from the original by Loren Eiseley

LIFE'S A DANCE

Wren's Nest Primary School

Making a difference in our children's lives.