Our Key Priorities for moving forward in 2023-2024

(See SDP for full detail)





Overarching EYFS Priorities 2023/24

- 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 61% 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
- PP Focus: Speaking, Managing Self, Building Relationships and Writing
- Embed new 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.
- Build on and develop virtual information for all stakeholders.

EYFS Curriculum



Physical Development:

From

- Moving and Handing
- Health and Self-Care
- Gross Motor Skills
- Fine Motor skills



Communication and Language:

From

- Listening and Attention Understanding Speaking
- Listening,
 Attention and
 Understanding
 Speaking

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Personal, Social and Emotional Development

From

- Making Relationships
 Self-Confidence and
 Self-Awareness
- Managing Feelings and Behaviour
- Self-RegulationManaging Self
- Building
 Relationships

Mathematics: From

- Numbers
- Shape Space and Measure
- Number

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Literacy:

Reading Writing

Writing

Comprehension

Word Reading

From

Numerical Patterns



Understanding the World: From

- People and Communities
- The World

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- Technology
- Past and Present
- People, Culture and Communities
 - The Natural World

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Expressive Arts and Design:

- Exploring and Using Media and Materials Being Imaginative
- Creating with Materials Being Imaginative and Expressive

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.
- 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 30% 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



Reception Priorities

Target:

- · To raise % attainment for Expected and GLD
 - 56% Expected for Literacy Comprehension, Word Reading and Writing and 61% in Mathematics Numbers and Numerical Patterns
 - 51% Good Level of Development

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. 35% of cohort to be in Green Band.
- 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.



i	% of children still working in Nursery band at end of Reception	Target 2023/24	2022/23	2021/22	2018/19	2017/18	2016/17	2015/16
	Listening, Attention and Understanding	15%	18%*	17%	8%	10%	10%	22%
	Building Relationships	15%	20%*	14%	6%	10%	12%	-
	Self-Regulation	10%	13%	14%	5%	10%	10%	20%
	Word Reading	10%	13%	4%	16%	10%	12%	21%
,	Writing	10%	13%	4%	18%	10%	13%	19%
1	Number	10%	16%	14%	18%	10%	12%	17%

Key Actions for Phonics $EYFS \rightarrow Y2$

REC:

- Embed 'Creating a Strong Start' in Reception.
- Coach staff with focus groups including bottom 20% of children.
- 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

Year 2:

- JS and KC move to Y2 LIT/LANG programme October 2023
- RG and GB to focus on target 'crunch' children. RG to move onto blended blue/grey by start of Autumn term embedding SS2 and SS3 RG group moving onto Lit/Lang by January 2024
- 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 2023/24

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

89% of children pass the phonics screening check in Year 1 - June 2024

- 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 2024.
- ✓ Cracking Comprehension sessions to be embedded into practice throughout
 Key Stage 1.
- ✓ 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.



Key targets for end of KS1 2023/2024

(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 (38/60 children) to be at least at the expected level in Reading
- For 58% of the cohort (35/60 children) to be at least at the expected level in Writing
- For 62% of the cohort (37/60) to be at least at the expected level in Maths

Combined: 52% of the cohort (31/60 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.

(None of the children were Exceeding in the Early Learning Goal at the end of Reception)

Targets

- For 12% of the cohort (7/60) to be working at a Greater Depth (GDS) in Reading
- For 11% of the cohort (7/60) to be working at a Greater Depth (GDS) in Writing
- For 8% of the cohort (5/60) to be at a Greater Depth (GDS) in Maths

Key Actions for Phonics (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 - foundation learning years

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

Year 3:

- Y3 staff (KP) to focus on delivering accurate speed sound session and increase children's fluency when reading to enable children to move onto Literacy and Language as soon as possible. KP to work on Blended approach to blue and grey story books in preparation for KP group to move to Lit/Lang
- KP group to focus on children to ensure accuracy and fluency when reading Phonics
- JR to start Lit/Lang Year 2 for the first half term with a view to moving to Lit/Lang Year 3 by Autumn 2.
- SB and PC to work with top set continue with Y3 Lit/Lang programme.

Year >

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

Key targets for end of KS2 2023/2024

(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.

- 68% of the cohort (40/59 children) to be at least at the expected level in Reading (67% in 2023, 54% in 2022, 33% in 2019, 50% in 2018, 59% in 2017, 44% in 2016 test)
- 60% of the cohort (35/59 children) to be at least at the expected level in Writing (58% in 2023, 56% in 2022,, 40% in 2019, 50% in 2018, 50% in 2017, 49% in 2016 TA)
- 74% of the cohort (44/59 children) to be at least at the expected level in Maths (74% in 2023, 69% in 2022, 45% in 2019, 50% in 2018, 48% in 2017, 46% in 2016 test)
- 71% of the cohort (42/59 children) to be at least at the expected level in GPS (69% in 2023, 56% in 2022)

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

57% (34/60 children) to achieve the combined EXPECTED (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 30% of the cohort (18/59) to be working at a Greater Depth (GDS) in Reading (38% in 2023, 25% in 2022, 7% in 2019, 10% in 2018, 13% in 2017, 9% in 2016)
- For 15% of the cohort (9/59) to be working at a Greater Depth (GDS) in Writing (8% in 2023, 7% in 2022, 7% in 2019, 13% in 2018, 11% in 2017, 9% in 2016)
- For 25% of the cohort (15/59) to be at a Greater Depth (GDS) in Maths (31% in 2023, 20% in 2022, 2% in 2019, 13% in 2018, 16% in 2017, 9% in 2016)

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

• 10% (6/59 children) to achieve the combined GDS target (8% in 2023, 3% in 2022, 2% in 2019, 0% in 2018)

Target Trajectory Grids 2023/2024

Year 5 and 6* - key focus this year

Year 5 and 6 have been impacted by Covid 19 disruption

Year 5 were in Year 1 for first lockdown, Year 2 for second lockdown - key school years

Year 6 were in Year 2 for first lockdown, Year 3 for second lockdown - transitional school years

Reading:

Current	202	2/23	202	3/24		Average KS 14/25		ults 2022/. 5/26	23 – Expect 2026			7/28	202	8/29	203	29/30
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2	38/61 62%	7/61 11%	38/6 0 63%	7/68 12%	37/61 60%	8/61 13%	37/59 62%	9/59 15%								
	31/60 52%	8/60 13%	38/61 62%	9/61 15%	39/60 65%	9/60 15%	39/61 64%	10/61 16%	38/59 65%	11/59						
	29/62 47.%	6/62 10%	34/60 57%	11/60 18%	39/61 64%	12/61 20%	40/60 66%	12/60	68% 68%	12/61	41/59 69%	13/59 22%				
5	29/59 49%	5/59 8%	36/62 58%	12/62 20%	38/60 63%	24/60	41/51	15/61 25%	41/60 68%	15/60 25%	44/61 72%	15/61 25%	43/59 73%	15/59 25%	20071000	
6	41/61 67%	23/61 38%	40/59 68%	18/59 30%	43/62 69%	19/62 30%	42/60 70%	18/60 30%	44/61 72%	18/61 30%	44/60 74%	18/60 30%	46/61 76%	18/61 30%	45/59 77%	18/ 30
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End of KS2 Data																
uate	202	2/23	202	1/22	202	0/21	201	9/20	2018	1/19	201	7/18	201	6/17	201	15/16
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Target Trajectory Grids 2023/2024

Year 5 and 6* - key focus this year

Writing:

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	2022	2022/23	2022/23 202	2022/23 2021/22	2022/23 2021/22 202	2022/23 2021/22 2020/21	2022/23 2021/22 2020/21 201	2022/23 2021/22 2020/21 2019/20	2022/23 2021/22 2020/21 2019/20 2018	2022/23 2021/22 2020/21 2019/20 2018/19	2022/23 2021/22 2020/21 2019/20 2018/19 201	2022/23 2021/22 2020/21 2019/20 2018/19 2017/18	2022/23 2021/22 2020/21 2019/20 2018/19 2017/18 201	2022/23 2021/22 2020/21 2019/20 2018/19 2017/18 2016/17	2022/23 2021/22 2020/21 2019/20 2018/19 2017/18 2016/17 201

Maths:

Target
Trajectory
Grids
2023/2024

Year 5 and 6* -

key focus this year

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1	22/60 37%	1/60 2%	38/61 62%	2/61 4%	38/59 64%	2/59 4%										
2	37/61 61%	4/61 7%	37/60 62%	5/60 8%	40/61 65%	5/61 8%	40/59 67%	5/59 8%								
	32/60 53%	5/60 8%	40/61 65%	7/61 11%	38/60 63%	8/60 12%	41/61 68%	7/61 12%	41/59 70%	7/59 12%	503.55					
	34/62 52 %	2/62 3%	36/60 60%	8/60 13%	42/61 69%	9/61 15%	39/60 65%	9/60 15%	44/61 72%	10/61 16%	43/59 73%	9/59 16%	and the same			
5	26/59 44%	5/59 8%	40/62 64%	8/62 13%	41/60 68%	11/60	45/61 73%	12/51 20%	41/60 69%	12/60 20%	46/61 76%	12/61 20%	45/59 76%	12/59 20%		
6	45/61 74%	19/61 31%	44/59 74%	15/59 25%	47/62 75%	16/62 25%	46/60 76%	15/60 25%	47/61 77%	15/61 25%	47/60 78%	15/60 25%	48/61 79%	15/61 25%	47/59 80%	15/59 25%
							No.									
End of	202	2/23	202	1/22	202	0/21	201	19/20	2018	/19	201	7/18	201	6/17	201	5/16
Data Data	61%	7%	59%	3%	52%	2%	55%	13%	53%	15%	52%	10%	48%	10%	40%	12%
	0170	170	920	370	3470	479	3370	1370	3370	15%	3270	10%	9079	10%	40%	1270
End of KS2 Data																
Date.	202	2/23	202	1/22	202	0/21	201	19/20	2018	/19	201	7/18	201	6/17	201	5/16
	74%	31%	69%	20%	53%	8%	46%	9%	45%	2%	50%	13%	48%	16%	46%	9%
					T.A	T.A	T.A	T.A								



Other subjects:

Projected Targets based on the Summer Term 2023 Teacher Assessment/End of Key Stage Test Data

Combined, GPS and Science targets for 2023/2024

Targets 2023/2024

Year 6

	2022/2023	achieved	National da	ta 2022/2023	2023/202	4 Targets
19	EXS+	GDS	EXS+	GDS	EXS+	GDS
Combined	52%	8%	59%	7%	57%	10%
GPS	69%	33%	72%	28%	71%	30%
Science	73%	7			75%	

COVID 19 Recovery continues...

2019/20 COVID 1 March 2023	2020/21 COVID 2 - Jan 2020	2021/22	2022/23	2023/24 (CURRENT YEAR)
У2	У3	У4	05 ⁷⁵	У6
У1	У2	УЗ	У4	У5
REC	y ₁	Y 2	y 3	У4
PS	REC	У1	Y2	У3
NUR/T42s	PS	REC	У1	У2
HOME/T42s	NUR/T42s	PS	REC	У1
HOME	HOME/T42s	NUR	PS PS	REC
BORN	HOME	HOME/T42s	NUR	PS PS

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

200 200 1	Nep	Reports you country, manage a major particular, used in should be dealing that your manages from this you suggest with resting with used maning for yoursel in 1th your format you please in 1th you for the your formats, and is you for suggest you with their widow for manages particular for widow for maning soll, august for maning solls, suggested or long.	101 1 1111	Parported Franchiscoping region from Sealerth Park Intercomm	District densitying it than for repoling in density to read for the policy of the poli	4435	man
	The street Committee security hades her committee of the street of the s	Therefore count on the cognitive and cogniti	[] 223	English Sook look to procedy protected of procedy protected of potentially populate addition programme— additional focus during solid forming focus during solid formings.	Destinate to inspirate and sold-team must drope the sold-team must drope the sold-team and the sold-team and the sold-team destinate desinate destinate destinate destinate destinate destinate desi	41.0	Page 19

ditional Actions for COVID recovery stierning (required if/as necessary) outside of other priority creas-

Section	Artes	Success Ortheria	(ad by	Marriang	Evaluation	Snart bare	Due Date
Eay Documentum for Order Jumple adoction	School will apply documentation to reflect outweet produce - Remote advertise document for Narratis— patholised on Ministry - Bender adjustice section of selection - China Natury	Solved will have documentation that exports obtains in being of a miner or well to politicise for paramits regarding the comprise of should learning during a period of school closure.	1 1 1 4	See to object prices and the decementation To be received armsity	August book to Sk Y and Staff review Evolution reported to Staff / Full State	4921	Own
Recovery Decementation: May recent of Nativing the Wiles marks	Recovery decompositions that sain be accessed at two any children will appear triumbal interney about 16th the season during presental facilities for the season during presental facilities for the season of the present and obtained facilities and the facilities of the facilities will place of the facilities for the present part group facilities and base trought from present part group facilities and base facilities for the estimated to address seasonings gaps. White Association recovery proclaimed by wheel facilities and \$1.00.	Shaff awase has necessary for plan of terminals for civilizan's bearing. Lazonia limiting page filed have been charinal from children with samp or whore it without from children with samp or whore it will COVED 19 postume. Children make grot, and or must come, workening progress in his small of lazoning.	AS A	AS to continuous - tool of programs in triceledge organists. From OThers dark - Authors to be reviewed by priceled from the first first field from it of	Of the residency to Commission and Distriction constitute Conductor constitute Sold / Fall Sons	4923	Opens.

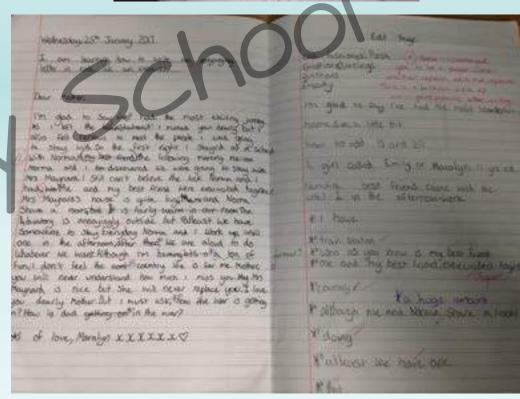
'Standalone' section in SDP

Key Priorities for 2023/2024...

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

- ✓ Good, effective teaching in every lesson children learning and making good progress across the curriculum.
- ✓ Children's outcomes in books and on walls provide evidence of good progress.
- ✓ Use of Teaching Assistants to carry out short term interventions post COVID 19, in addition to quality first teaching.
- ✓ Writing across school supporting EYFS, Year 2 and Year 6 judgements – CPD to support





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.
- 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.
- 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.





Our own post OFSTED Action Plan

- Autima	Miles.	Aur De	or between	Paints:	- CFSTE	D-2002

Development Point	Actions taken by School	Who	Defe due?
Assessment in Foundation subjects • Already in place - PE, Science and Music	Tiered approach for further introduction planned over a year storage serviced - shalf SSP for 2022/2023 Additional shalf meeting time when treasured provide within meeting selender Compression with OTrack-base and meet afficient way of recording assessments	SLT Teachers	End of \$100/20023
Fully embedded Art and DT surriculum • DT week circuity embedded, next one planned w/b 16.5.22	Staff meaning re launch Art - Summer herm AS and 65 his fineless plans Time within Summer for staff meetings and mentoring to establish Continued as part of SCP for 2022/23 Tighten opportunities within wider opmodulus planning Windows planning	S.T Teachere	End of Autumn 2022 Full cycle completed 2022/23
Flor key components within Uterway units of UhiTung • Opportunities for extended uniting?	Ond densed by A3 for shalf to complete identifying the key compensate in each unit of L11/Ling that is hought one identified. (Information is in Teacher hondbooks) - overview on one sheet Sind to form part of English offer on advoid website.	SLT Staff meetings- Teachers	Andre 20022
Offer MFL for The Pod and Sheeting Shers/Funes	Plan for time to heach MPL within provisions - ne visit provision timefablists to ensure curriculum to bolonged for all Look at MS timetable to enable quality feaching of MRL.	50, T M.5 600, MB, MW	September 2022

Plan for First Aid teaching from B - 396	SLT to research you to provide their the one of internal staff to AMA or was 54 30 km/s Ambatrace? SLT to leve at east importance? SLT to leve at east importance? SLT to sell with each importance of the self-way the teaching of Final Ad is opphined and evidenced within the document and mapping of whole school First Aid teaching. To be identifiable on school website.	SLY+ EP Decumentation and rebuilts - EV and SB	September 2022
Promed and deliberate opportunities for Economics teaching (Citizanship)	Capture incidental learning within a whole acheol overview document related to developing children's knowledges of Advantific engagement Reset 535 and 5546 planning to make deligents and planned learning apportunities a second for the reaching of Bonnenies. SLT to research how local Bonker Building Societies con support this in school.	SP/AS/MW	End of Autumn Term 2022
Record the Enrichment Offer at Wiren's Next in one counties document	SLT to work with stoff to collect in from the magarding Enrichment appartunities. This will evidence the linked thinking stoff use when providing Enrichment opportunities to support the curriculum after. To be published on the school website under "Trips and Visits' section as a proposed colonder for the year.	SLT Teachers	Ochober 2022



A reminder for us..



Quality of Education

- Continue to provide our children with consistently 'good' 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!'



A reminder for us...



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 wren's Nest



- Following the marking policy
- Whigh quality, clear images and resources
 - ∀ High expectations and standards
 - ▼ Targets and success criteria (colour template)

 - - ✓ Purple stars
 - - OClear progression through the book
- Merits and stickers to celebrate achievements
 - Schemas and Main Types of Enquiry
- Front covers for each new unit
 - - Children using pink and purple pens (where appropriate to meet the needs of the children)

(Target sheet for each English and Maths unit highlighted and kept in folder)

Our environment wren's Nest

- Science boards backed in green, English
 - in yellow and Maths in blue (pastel)
- Artefact/resource tables for English, Science, Maths and History/Geography
 - **Current Spelling rule on display (spelling programme)
- O Current Grammar focus
 - V Times Tables
- Vocabulary on display in pocket chart
 - Visual timetables
 - - 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

Cracking Comprehension

Approved by all staff December 2020

- 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 your 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
- V 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



Wren's Nest



Spelling Practice Books

Pre-Programme Activities

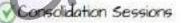
Book 21

Book 28

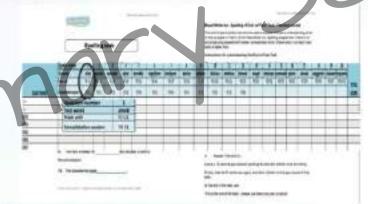
129 units across Year I in to

Book 3 114 units

Book 4 (14 mits)



There are online sessions after every 2 units: Dictation and choose the right word arrisheets The reference numbers can be found in the tracker.



(V) Speed Spell

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

√ Assessments

Expractise tests per year. Pass rate 16/20. Please 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 staff/staff/write/staffspelling/22-23/1then choose the year group you are in and the relevant book

All assessment sheets both teacher crib sheets and children's assessment papers can be found on staff/staff/write/staffspelling

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

- Pactor for 2.73 pats 6-4 later revised
- Fraction Test A. 15 (pols to 30 (plus revision)
- Practice Park 5, VY brish 15-17 bits revenue:

- Practice Test 5: 16 Utribs to 9 (plus resimint)
- . Practice First 2: Will print 4:4 galar melalan)
- Practice Text 5: 14 brists 7-8 lplus revisions
- Practice first 6, 14 print 8-10 land revision. Fraction Test 5: NL Units 25-52 latter revenues.
- 4 Practice from 61 HI Write SI- CH (plus rendom)

- . Practice Text 2:15 lands 3-4 jaller revolute
- Marries Red S VS beam S-4 bits resisted
- * Plantie Set 4: 15 prop 3-8 gala revision
- Proctox foot 5: 65 civils 9-10 give revision
- a Practice Sect St VS UNION CI-32 Solve recession

- . Practice Test 2: YE civils, In Egiliar restalant
- Practice from 8 Williams 5-4 (year revision)
- · Profile feel & #Elluras. Filk (ylus revision)
- * Proctor Test 5: HE profit V-10 lates revenue
- Practice field 6: V6 Grain 13-12 Sens received

Desig Phalitice Tests cample contact from Yours Scend Acres Swith to revision of precious years' wink) and but more challenging worth

IRC. There papers here all of the coverer from a year of teaching his, or was

Spelling Extra Practice Zone at Home

If you'd like 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.

Curriculum Priorities

- > Curriculum Review Mornings
- > 'Wow Moments' to be used during lessons.
- > 'Golden Nuggets' to be an integral part of each lesson.
- 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 Art, Design and Craft
 - Geography
 - Children's understanding of economic wellbeing and money - 'Money Monday' per term
- > Knowledge Organisers
- Schema Webs
- > Floorbooks
- Opportunities for Assessment



Understanding Adaptive Teaching

The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- Pupils are likely to learn at different rates and to require different. levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success:

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A wellplanned curriculum will reduce the teacher's need to make in-themoment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

https://bit.lv/EEF5aday

Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

Anticipate barriers

- different levels of prior knowledge
 vocabulary

- a particular SEND

ADAPTIVE TEACHING

Plan to address them

- read a feet in advance
 supply background knowledge
 use pictimes/video to contextur

NOTE: Don't confuse barriers with desirable difficulty and remove

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

Other considerations:

How will you monitor responses? Does the assessment method itself create benievs? There's a trade-off between quality of information and practicality - be aware of this.

Use assessment to elicit evidence of learning

Examples of in-the-moment adaptations

- adjust the level of challenge
 change your language
 clarify a task or provide steps
- clarify what good looks like
- ive explain a concept or explain it is a different way
 give additional for revisit examples and non-examples
 use peer tutoring

- allocate femporary groups provide an additional scattold use assessment as a teaching method

- structure a group attempt before an individual attempt
 improve accessibility (e.g. proximity to speaker, visibility of whiteboom), read a text to the student)



Our Curriculum

Wren's Nest

Lessons

- Target and Success Criteria slide
 - New skill/knowledge being learned
 - (V) "We are..." slide
 - **W** Updated Schema slides
 - V Flashback Four slide
 - V Target and Success Criteria including schemas
 - W Big Question slide
 - Timeline when appropriate
 - ✓ References made to the Knowledge Organiser
 - Lessons that reflect the medium term planning
 - 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
 - ≪ Key questions

Our Curriculum

Wren's Nest

Books

- ✓ A4 Knowledge Organisers to start each unit
 - V Target/Success Criteria sheet including Schemas
- Children self-assessment using smiley faces
- A Target and Success Criteria that enable the children to achieve their target in small steps
- VENidence of Think Pink and Purple Polish
 - Purple stars used to show where children have received intervention
 - Scaffolded support
- Mabsent 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
- Wuse of school timelines
- Marking policy followed if the lesson is interactive and recorded through photographs, it still needs to be evaluated and marked. This may be a generic comment forming part of the photograph/resource. Remember: If using TAP or TNA, a VF is an appropriate comment, but ensure you do speak to the child.



History and Geography

Art, Design and Craft

Our floorbooks Wren's Nest



(V) Kept out on display to showcase learning

- W 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
- Thotos of the learning taking place and outcomes

 - Slides from teacher's Notebook
- Where appropriate, reflection on the learning

Design Technology

Economics and First Aid

Big Question



FLUIDITY IN ADAPTING PROVISION TO MEET THE NEEDS OF OUR CHILDREN.

SEND at Wren's Nest 2023 - 2024

K (SEND support): 90 children = 21%

E (EHCP): 42 children = 10%

National: 13% National: 4%

K and E: 132 children = 31% National: 17%

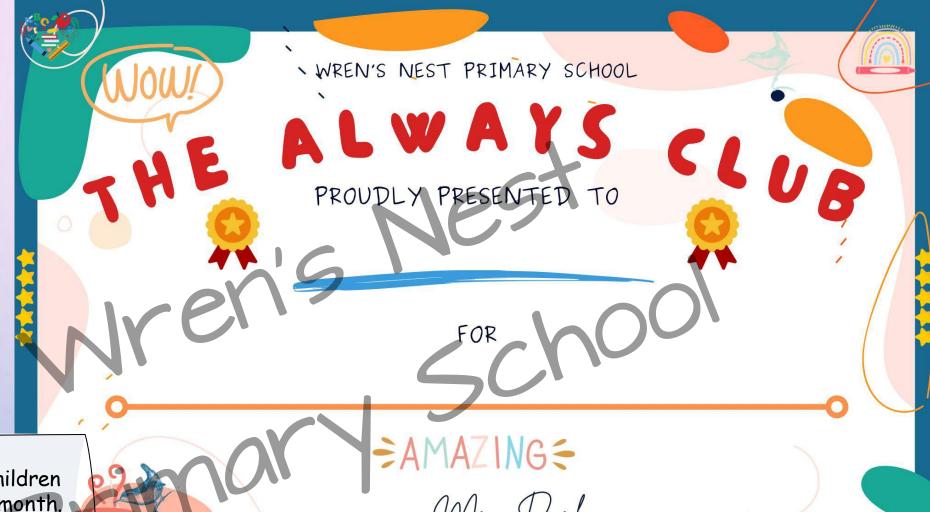
Current EHCPs at Wren's Nest Primary School 2023-2024								
Nursery 40	Reception 58 NOR	Year 1 61 NOR	Year 2 60 NOR	Year 3 61 NOR	Year 4 60 NOR	Year 5 62 NOR	Year 6 60 NOR	
1 child = 3% of the cohort.	2 children = 3% of the cohort.	5 children = 8% of the cohort.	2 children = 3% of the cohort.	6 children = 11% of the cohort. 1 child awaiting assessment	8 children = 13% of the cohort.	9 children= 16% of the cohort. 1 child awaiting assessment	7 children = 12% of the cohort.	
	1 EHCP being written	•		EHCP being written	EHCP being written		2 EHCPs being written	

On the 1st September 2023, our full-time numbers (R-Y6) will be 420 children (2 places available in Reception and Year 6. Year 1 and Y3 are 1 child over in year group and Y5 are 2 children over, all other year groups are full). This means we currently have 10% of children (with submitted applications this could rise to 11%) with an EHCPs.

42 EHCPS Currently

5 EHCPS pending

New for 2023/2024



This will be awarded to 2 children from each year group each month. These children are recognised for always making the right choices, being positive role models and also to mark excellent achievement in academic work.



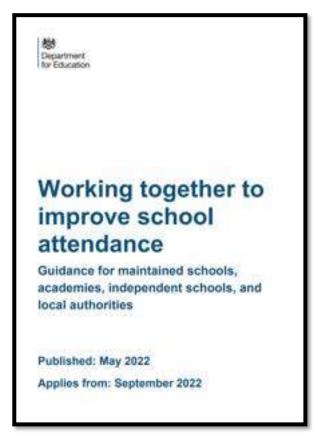
Date

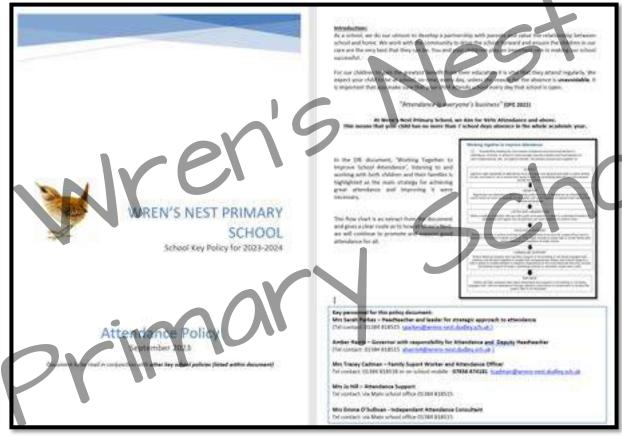
Continue with Full Implementation of Enrichment Programme

- 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 toast/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.

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."

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 it 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

Making a difference in children's lives

