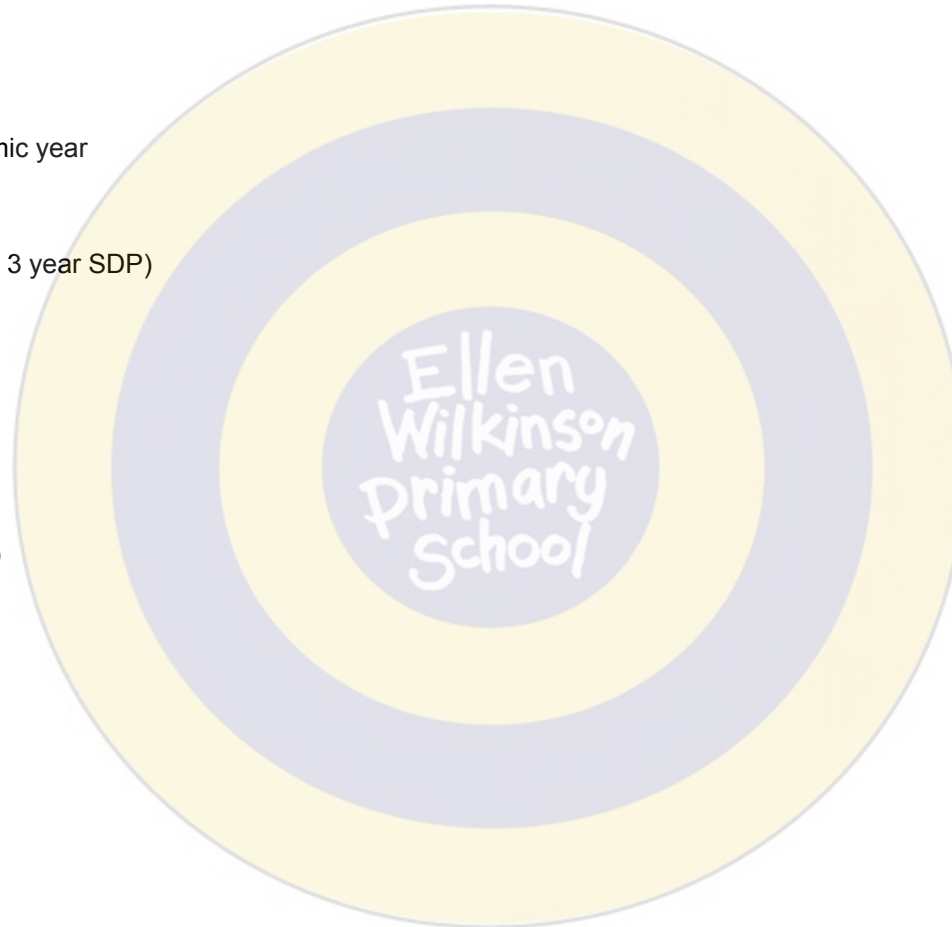




**EWPS SCHOOL DEVELOPMENT PLAN  
(2024-25)**

# Contents

<b>Contents</b>	<b>2</b>
<b>School Development Process</b>	<b>3</b>
The Big Picture	3
Vision	3
Long term development	3
Establishing priorities for the academic year	3
Timelines & Evaluation	3
Targets & Data	4
Key priorities summary 2023-2024 (from 3 year SDP)	4
2024-2025 Objectives	4
<b>Development Plans</b>	<b>5</b>
1. Curriculum Development	5
2. Curriculum Refinement	8
3. Pedagogy	11
4. Wellbeing	14
5. Early Years Foundation Stage (EYFS)	17
<b>Summary of 2024 Statutory Data</b>	<b>20</b>
EYFS & Year 1	20
KS1	20
KS2	21



## School Development Process

### The Big Picture

#### Vision

The vision of Ellen Wilkinson Primary School is '**Learning to Grow and Succeed Together**' this encapsulates our focus for all pupils to succeed at the highest possible level and underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community and we expect everyone to embody them. Therefore everyone has the **right** and the **responsibility** to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

We also expect all members of our community to uphold the 5 British Values of **Democracy, Rule of Law, Respect and Tolerance, Individual Liberty**.

#### Long term development

To ensure that as a school we are always striving for the best possible outcomes for our pupils, a three year strategic development plan is created. This strategic plan is reviewed at the end of every academic year as part of the school's self-evaluation cycle and is used to inform next steps for development. It is assumed that as the plan progresses, improvements from the previous year are maintained & embedded. The strategic plan is complemented by this School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

Our Pupil Premium Strategy to support the best outcomes for our disadvantaged pupils runs alongside this and follows the same format of a 3 year strategy and one year operational plan [1=EWPS Pupil Premium Strategy \(2022 to 2025\)](#)

#### Establishing priorities for the academic year

Priorities for the year are based on the school's self evaluation including pupil outcomes from the previous year and within the context of the ambitions outlined in the 3 year SDP. An appreciative inquiry approach that seeks to find the strengths in our provision and to use those strengths as a platform to create change, is implemented using our circles for change which can be found at the front of each objective.

Priorities for the year are grouped into 5 strands

1. **Curriculum Development** - this highlights area of significant curriculum development focus for the year
2. **Curriculum Refinement** - this is work or improvement from previous years which may need further focus to embed
3. **Pedagogy** - main improvements to learning and teaching needed
4. **Wellbeing** - ensuring our children, staff and parents are happy, valued, respected & supported is essential in being able to move the school forward
5. **EYFS** - although EYFS will obviously feed into other areas we recognise the importance of specific development needed in relation to EYFS pedagogy

This allows us to adopt an explore, prepare, develop and sustain approach to achieve long term improvement (see EEF research)

#### Timelines & Evaluation

The timeline for the plan is divided into 4 quarters throughout the year coinciding to link with the school Learning Fairs. These quarters are used to track progress towards each priorities success criteria (green = on track/ahead of schedule, amber = generally on track but may lack consistency, red = not on track). **This can be found in Steps 2 Success & Evaluation Document as this is a live document that is constantly being updated. The link for this is ...**

#### Quarters

- Quarter 1 ends ...15/11/24

- Quarter 2 ends ...07/02/25
- Quarter 3 ends ...02/05/25
- Quarter 4 ends ...11/07/25

This is done through the agreed monitoring evidence which includes a series of quarterly reports & meetings from school leaders at all levels which are evaluated by the Head Teacher, GB Curriculum Committee and ultimately the full Governing Body. Priorities & progress towards achieving them are shared with staff via school development display in the work room. It is the responsibility of all staff to support development of whole school priorities in order to ensure the best outcomes for pupils.

### Targets & Data

A data summary for the previous year and the targets for the current one can be found at the back of this document for reference, as improving pupil outcomes is always the main focus.

[2023-24 Data summary \(internal\)](#)

## Key priorities summary 2024-2025 (from 3 year SDP)

Previous development work is embedded ensuring children continue to meet & exceed national expectations in all key stages with any area of under attainment robustly challenged. A full curriculum review took place last year in consultation with all stakeholders. Implementation of the revised curriculum has started with Computing in Autumn 2024 and will continue to be introduced in phases over the next two academic years. This will ensure all subjects maintain their integrity, show clear progression and showcase explicit knowledge and skills.

Alongside this, we will continue to embed the 'sticky learning' pedagogical approach to enable children to build long term recall. Subject specific CPD which will include strategies to support this process.

English continues to be a focus to ensure that pupils have the key life skills to progress onto next stages of their learning confidently. This includes in the Early Years where sustained shared thinking and talking to positively impact literacy outcomes will be the focus for this academic year.

Global citizenship (including environmental education (Eco Guardians)) reflects diversity and aspiration. The EID team continues to ensure that our curriculum meets the needs of our diverse community. Up & Out week links to further education opportunities where possible.

## 2024-2025 Objectives

1	Curriculum Refinement	To continue raise standards and attainment in reading, greater depth writing and combined (see targets)
2	Curriculum Development	To ensure all subjects have clear progression and showcase explicit knowledge and skills of the subject taught
3	Pedagogy	Ensure appropriate intervention, challenge & support that supports long term memory (recall and retrieval)
4	Wellbeing	To continue to evolve the 3 strands of the wellbeing approach (pupils, staff & parents) to empower members of the community to reach their full potential with a focus on parent engagement including support on multiple bereavement, mental health and well being.
5	Early Years Foundation Stage (EYFS)	Use sustained shared thinking and talking to positively impact literacy outcomes

# Development Plans

## 1. Curriculum Refinement

Objective (INTENT)		Circle for Change (CFC)	
<p><b>To continue to raise standards &amp; attainment in reading, greater depth writing and combined including Maths (see targets).</b></p>			
<p><b>Success will look like (IMPACT)</b></p> <ul style="list-style-type: none"> <li>Continued evaluation and refinement of the Literacy Curriculum (Literacy Tree) and ensure the texts, units and planning selected allow for success in greater depth reading and writing</li> <li>Greater consistency in approach to investigating text and using as a stimulus for writing</li> <li>Core Assessments identify individuals who require TLT for additional support in Years 3 &amp; 5 and those identified through PPM</li> <li>PPMs to identify those not meeting expectations across RMW and targeted intervention will support progress and outcomes.</li> <li>Reading approach via Literacy Leaves is embedded, which supports consistent teaching of reading across the school.</li> <li>SSP [systematic synthetic phonics] using Anima Phonics taught to consistently high standard across EYFS, KS1 and with target groups in KS2 to positively impact on pupil outcomes</li> <li>Pupils apply phonic skills to writing as well as reading, leading to improved writing outcomes - this is consistently monitored through individual reading sessions and reading back writing in EYFS and Yr1</li> <li>Opportunities for writing made available across the provision in EYFS</li> <li>Early Talk programme used to support learning in EYFS (see target 5)</li> <li>Word walls &amp; mats are actively used in all lessons and subjects (content to include information to support GDS)</li> </ul>		<p><b>DESTINY</b></p> <p>There is a reading culture and environment where every child is a successful and sees themselves as a reader, reading fluently and confidently aloud to others. They have well developed decoding and comprehension skills and these are honed by regular practice and support from home. What they read shapes their thoughts and opinions, learning from the experiences and ideas of others including representations from their own cultures. Children are avid and reflective writers who are able to coordinate all the skills required to create effective and evocative outcomes. Children use writing to express themselves and to make sure their voice is heard. Their skills in English help unlock other areas of learning. Our children excel.</p> <p><b>Evidence:</b> Curriculum pupil outcomes, pupil voice, learning conversations, school environment nci displays, data, parent feedback, staff feedback, learning walks</p> <p><b>DEFINE</b></p> <p>Children are empowered by words and have the skills to find and express their voice by being reflective of information and ideas so they have the best possible life chances.</p> <p><b>DISCOVER</b></p> <p>Literacy (Tree) curriculum and Animaphonics in place for reading and writing. CPD delivered for both. Lexia in place to support target groups. Clear expectations and focus on handwriting is showing impact across the school. New resources purchased to support this. Celebration of work mechanisms in place (handwriting licenses, certificates, work of the week). Writing portfolios implemented. Well stocked library which children access weekly. Teaching is effective and this is also shown in pupil outcomes which are rapidly developing post pandemic. Children's stamina for writing is increasing. Children speak enthusiastically about the texts they have studied</p> <p><b>DREAM</b></p> <p>Our children are accomplished readers whose passion for books means that they feel impelled to share this love with others. They see themselves represented in the books that they read. Cultures are celebrated and this empowers our children to be proud of who they are, expressing themselves confidently to articulate their ideas and views whilst understanding the importance of listening to others. They are enthusiastic writers who do not want to be contained, shaping creative worlds with words, exploring their voice - they are artists. They have the skills to understand the mechanics of grammar, punctuation and spelling so that their voice is not suppressed - they love words! Our curriculum and support systems allow every child to access and flourish. Our parents are committed to supporting their children to be fluent readers and writers as they know how this impacts positively on their child's life chances. Our school know that words can change the world!</p> <p><b>DESIGN &amp; DELIVER</b></p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>Continue to refine English curriculum</li> <li>Continue to refine phonics approach</li> <li>Embed portfolios</li> </ul> <p><b>Specific</b></p> <p><b>Year 1, 2022/23:</b></p> <ul style="list-style-type: none"> <li>Restructure class and school library to ensure fidelity to phonics scheme (EYFS &amp; KS1) and develop author knowledge KS2</li> <li>Daily storytime reintroduced</li> <li>Clarify expectations for structure of English including HW &amp; spelling</li> <li>Parent involvement &amp; knowledge</li> <li>Vocab rich focus to continue &amp; change Classics week to poetry week</li> <li>Writing expectations across curriculum &amp; about experiences clarified &amp; key outcomes identified</li> <li>Spelling Bee</li> <li>Debate Mite</li> <li>Bedtime reading event introduced</li> </ul> <p><b>Year 2, 2023/24:</b></p> <ul style="list-style-type: none"> <li>Embed year 1. Greater focus on specific techniques that are still underdeveloped from year 1.</li> <li>Author workshops - greater links with libraries (to increase use)</li> <li>Drama focus</li> </ul> <p><b>Year 3, 2024/25:</b></p> <p><b>Evidence:</b> school values &amp; vision, subject vision and attributes educational research representation in texts</p> <p><b>Evidence:</b> school values &amp; vision, subject vision and attributes</p>	
<p><b>Link to values</b></p>	<p>Successful, Inspire, Resilient</p>	<p><b>Evidence base for approach</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>  <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>                      EEF case studies into effective feedback contributing significantly to pupil progress.                      Used as a case study for London Schools for Success.</p>
<p><b>SLT Lead</b></p>	<p>English Leads &amp; DHT</p>	<p><b>Link to EIF for SEF</b></p>	<p>Quality of Education, Personal Development, Leadership &amp; Management, EYFS</p>
<p><b>Links</b></p>	<p>English Circle for Change</p>		

**SEE ENGLISH SUBJECT PLAN FOR FURTHER DETAILS**

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<p><b>1.1</b></p> <p><b>Evaluation &amp; Refinement of Literacy Curriculum (Lit Tree) to ensure texts, units &amp; planning allow for greater depth success in reading and writing. (including phonics)</b></p> <p><b>(response to Ofsted)</b></p>	<ul style="list-style-type: none"> <li>Reading overview is consistent with the use of 2 per quarter to ensure quality outcomes.</li> <li>The Reading Framework approach will support readers &amp; embed 'back and forth' interactions with adults and peers during whole class and group reading sessions.</li> <li>New phase 2/3 books linked to the phonics scheme to be purchased this term.</li> <li>Embed and promote Reading Champions to support care for the library and promote reading for pleasure.</li> <li>To continue to expose children to a wealth of texts by a range of authors, and of different genres, to help them to develop their 'inner magpie', with opportunities for children to collect vocabulary/structures from books read. Profile a range of genres for children to see the link between being a reader and becoming a writer.</li> <li>To continue to promote a love of reading through daily story times across all year groups.</li> <li>Targeted interventions for pupils identified as needing extra support for reading and writing, including pupils targeted to achieve greater depth.</li> <li>Further CPD to reinforce support for greater depth.</li> <li>Children with SEND supported by SSP [systematic synthetic phonics], taught by direct instruction incl in KS2 (Year 3).</li> <li>Lexia groups to support the lowest 20% of children in Reading.</li> <li>Quarterly Learning Walks - Creating 'richness' in the classroom with an environment that promotes a love for reading and writing and expressing their importance.</li> <li>Promoting reading through Bug Club</li> </ul>	<p>English Lead</p> <p>English Lead</p> <p>English Lead</p> <p>English Lead</p> <p>English Lead English Lead HT &amp; English Lead</p> <p>English Lead &amp; CT</p> <p>CTs CTs</p> <p>English Leads &amp; SENCO</p>	<p>None</p> <p>None</p> <p>4 days release time</p> <p>Phonics books</p> <p>None</p> <p>None TBC dependent on staffing None</p>	<p>None</p> <p>PDM on teaching of reading</p> <p>PDM on phonics</p>	<ul style="list-style-type: none"> <li>LTEs (focus: extending vocab &amp; modelling lang.)</li> <li>Planning</li> <li>Pupil outcomes</li> <li>Staff &amp; pupil surveys</li> <li>CPD plans &amp; learning journals</li> <li>Word walls &amp; mats</li> <li>Quarterly reports</li> <li>Learning Walks</li> </ul>
<p><b>1.2</b></p> <p><b>Identify individuals for targeted GDS &amp; ensure classroom resources, context and scaffolding is elevated to support GDS learning (pedagogy, curriculum and physical)</b></p>	<ul style="list-style-type: none"> <li>Planning to reflect support for GDS - scaffolding in lessons are elevated and ambitious.</li> <li>Identified children to be specifically targeted with challenge and stretch in an appropriate way.</li> <li>Reading Champions to be reflected from this identified group and to create a reading project that can be run across the school (much like the summer reading challenge) 2x library sessions a week, world book day promotion, Friday EYFS reading partners with R.Champions.</li> <li>Spelling bee to continue and promote a challenge level for those at GDS.</li> <li>Key vocabulary agreed and used in handwriting and spelling.</li> <li>English portfolios reviewed and monitored to show writing development across years and progress of GDS specifically</li> <li>English moderation with all staff - focus on GDS</li> <li>Drop in sessions established (LT)</li> </ul>	<p>English Leads</p> <p>English Leads CTs</p> <p>CLT</p> <p>English Leads</p> <p>English Leads</p> <p>English Leads</p> <p>English leads</p>	<p>None</p> <p>None None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>INSET day</p> <p>Moderation PDMs English drop ins</p>	<ul style="list-style-type: none"> <li>LTEs (focus: extending vocab &amp; modelling lang.)</li> <li>Planning</li> <li>Pupil outcomes including books</li> <li>Learning conversations</li> <li>Staff surveys</li> <li>Pupil surveys</li> <li>CPD plans &amp; evaluation</li> <li>English portfolios</li> </ul>

<p><b>Enable a vocabulary rich environment</b></p>	<ul style="list-style-type: none"> <li>● Display of key vocabulary in classrooms</li> <li>● Keywords sent home to support access and pre learning</li> </ul>	<p>English Leads</p>	<p>none</p>		<ul style="list-style-type: none"> <li>● Word walls &amp; mats</li> </ul>
<p><b>1.3 Raising the level of combined attainment</b></p>	<ul style="list-style-type: none"> <li>● Using the FFT assessment tool, identifying and supporting children who require TLT in specific subjects.</li> <li>● TLT time to be protected for year groups working below national/local average (Year 3 and Year 5)</li> <li>● Subject areas that show common misconceptions and gaps to be supported via a CPD for staff by core subject leads - core learning gaps to be adapted into planning by class teachers.</li> <li>● Action plans during PPM as a baseline.</li> <li>● English and Maths Hubs/NL to support raising level of combined</li> </ul>	<p>Core subject leads</p> <p>AHTs - assessment</p>		<p>INSET day - Jan Moderation PDMs</p>	<ul style="list-style-type: none"> <li>● LTEs (focus: focus on core learning.)</li> <li>● Planning</li> <li>● Pupil outcomes &amp; books</li> <li>● Staff &amp; pupil surveys</li> <li>● CPD plans &amp; learning journals</li> <li>● English portfolios</li> <li>● Maths assessments</li> <li>● Word walls &amp; mats</li> <li>● Quarterly report</li> </ul>
<p><b>1.4 EYFS - Reading and Phonics (Purchase of books to further support early reading) (linked to priority 5)</b></p>	<ul style="list-style-type: none"> <li>● Fluency of sentence reading supported by new Phase 2&amp;3 phonics books.</li> <li>● Quarterly Learning Walks, with feedback to support Learning reflections.</li> <li>● Target and intervention groups take place based on frequent data analysis.</li> <li>● Continue to implement and embed the whole school approach to the teaching of SSP through Anima Phonics.</li> <li>● Reading for pleasure is supported by library visits to Beckton Globe and school library</li> </ul>	<p>English Leads</p> <p>EYFS Leads</p> <p>SLT links for English</p>	<p>£1260 books</p>	<p>Phonics CPD</p>	<ul style="list-style-type: none"> <li>● Anima phonics, planning &amp; data</li> <li>● Provision &amp; display learning conversations</li> <li>● Literacy books</li> <li>● Planning</li> <li>● Intervention groups &amp; impact data</li> <li>● LTEs</li> </ul>
<p><b>1.5 Leadership &amp; Support</b></p>	<ul style="list-style-type: none"> <li>● Core subject leads to be supported &amp; access training from the English and Maths Hubs, Newham Learning, Literacy Tree and Animaphonics to support development.</li> <li>● Core Subject Leads to ensure that learning conversations in all forms (including book looks, pupil &amp; staff voice, LTE's and data) focus on priorities in this plan - support practice of other practitioners where needed (GDS &amp; combined)</li> <li>● SLT link to support development of strand through quarterly reviews with Core Subject Leads looking at outcomes of learning conversations &amp; pupil outcomes to evaluate impact &amp; so that additional support &amp; training can be implemented if needed.</li> <li>● Steps 2 Success (S2S) to be updated in light of these conversations so that GB are kept abreast of developments.</li> <li>● SLT supports Core Subject Leads and teachers to host parent workshops.</li> <li>● Early Years Parents to have fortnightly phonics workshops to support reading and writing led by SLT</li> </ul>	<p>Core subject leads</p> <p>Core subject leads</p> <p>SLT &amp; Core subject leads</p> <p>SLT Link &amp; Core subject leads</p> <p>SLT &amp; GB Core subject leads</p>	<p>Anima Phonics CPD - £108</p> <p>£500* - network meetings for core leads.</p>	<p>Training form Anima Phonics, Literacy Tree, English Hub, Maths Hub, Newham Learning.</p> <p>Support for teachers as needed</p>	<ul style="list-style-type: none"> <li>● CPD plans &amp; Learning Journals</li> <li>● Pupil outcomes</li> <li>● LTEs</li> <li>● Learning conversations</li> <li>● Quarterly reviews</li> <li>● S2S</li> <li>● GB minutes</li> </ul>

## 2. Curriculum Development

Objective (INTENT)	Circle for Change (CFC)		
<p><b>To ensure all subjects have clear progression and showcase explicit knowledge and skills of the subject taught.</b></p>			
<p><b>Success will look like (IMPACT)</b></p>			
<ul style="list-style-type: none"> <li>The curriculum offered is broad and balanced, with subjects maintaining their integrity.</li> <li>Each subject is given equitable importance and time.</li> <li>Children are engaged, knowledgeable and skilled in all subject areas. They can articulate this to others.</li> <li>Staff are well equipped with the appropriate understanding and pedagogy to support the best outcomes and progress for all pupils, including accurate assessment.</li> <li>Leaders are clear about the vision and progression of their subjects and prioritise key knowledge and skills, whilst also ensuring enjoyment in the subject. They support staff to ensure the curriculum is delivered effectively.</li> </ul>			
<p><b>Link to values</b></p>	Successful, Inspire, Resilient	<p><b>Evidence base for approach</b></p>	
<p><b>SLT Lead</b></p>	All	<p><b>Link to EIF for SEF</b></p>	Quality of Education, Personal Development, Leadership & Management, EYFS
<p><b>Links</b></p>			

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>2.1 Curriculum and outcomes</b>	<ul style="list-style-type: none"> <li>Progression grids are reviewed, to ensure core learning (skills and knowledge) are prioritised.</li> <li>Progression grids to all be on one document - EYFS through to Y6.</li> <li>Units across all subjects are reviewed and amendments/changes made to planning, as required.</li> <li>Timetabling adjusted to allow more time for exploration and embedding learning (linked to pedagogy priority - sticky learning).</li> <li>EiD, Global learning and Eco threads are further embedded within the curriculum and mapped out.</li> <li>Core offer of enrichment opportunities for each year group are mapped out, with opportunities linked to different subject areas.</li> </ul>	CLT & SLT	Release time for subject leads	INSET days PDMs planned as part of core CPD offer - in line with subject relaunches 🟩 PDM/CLT dat... Drop in sessions for teachers led by CLT	<ul style="list-style-type: none"> <li>Progression grids and planning</li> <li>Pupil outcomes</li> <li>Staff surveys &amp; pupil voice</li> <li>Quarterly reports</li> <li>Learning Walks</li> <li>Learning conversations</li> <li>LTEs</li> <li>Displays</li> </ul>
<b>2.2 Pedagogy</b>	<ul style="list-style-type: none"> <li>Clarity of subject specific skills and pedagogy. This is embedded into planning and learning.</li> <li>Opportunities for application are consistent across subjects, in all year groups.</li> <li>CPD - both core and personal options will support this. Core CPD has been planned, in line with the subject relaunches.</li> </ul>	CLT CLT SLT & CLT	CPD	As above	<ul style="list-style-type: none"> <li>Progression grids and planning</li> <li>Pupil outcomes</li> <li>CPD plans &amp; learning journals</li> </ul>
<b>2.3 Wider school</b>	<ul style="list-style-type: none"> <li>Parent workshops and coffee mornings to run - to support understanding and how to support learning at home.</li> <li>Quarter 4 learning fair to change - parents to be invited in to attend and take part.</li> <li>Subject specific learning maps to be created for parents - with info sessions to support understanding.</li> <li>Quarterly curriculum newsletter and quarterly home projects relaunched and expectations reset with staff (Q3).</li> </ul>	SLT & CLT SLT SLT & CLT	Coffee morning items		<ul style="list-style-type: none"> <li>Learning maps</li> <li>Parent surveys</li> <li>Pupil voice</li> </ul>
<b>2.4 Leadership</b>	<ul style="list-style-type: none"> <li>Support and development opportunities to continue for middle leaders to ensure they can support staff in delivering the curriculum and ensuring best outcomes for pupils.</li> </ul>	SLT & CLT	CPD incl. NPQ courses	CLT meetings NPQ courses Subject network meetings	<ul style="list-style-type: none"> <li>Learning conversations</li> <li>CPD offer - core and personal</li> <li>Pupil outcomes, displays, learning walks, LTEs.</li> <li>S2S</li> <li>GB minutes</li> </ul>

### 3. Pedagogy

Objective (INTENT)		Circle for Change (CFC)	
<p><b>Ensure appropriate intervention, challenge &amp; support that supports long term memory (recall and retrieval)</b></p>			
<p><b>Success will look like (IMPACT)</b></p>			
<ul style="list-style-type: none"> <li>Children are clear about what they are learning and why and can articulate this.</li> <li>Pupil recall is improved deepening long term learning which in turn improves pupil outcomes (see end of SDP &amp; subject development plans)</li> <li>Children link learning concepts supporting improvement in recall.</li> <li>Staff confidence, knowledge and understanding of learning and memory (neuroscience) increases and impacts on pupil learning.</li> <li>Clear shared agreement of key concepts in all subjects.</li> <li>Pre-learning, context and reflection approaches are embedded across the school.</li> <li>AFL and subsequent actions ensure pupils attain key concepts.</li> <li>Additional support and intervention are appropriately targeted and impact on pupil outcomes.</li> </ul> <p><i>(NB This strand is to also lay the foundations so we can move into a focus on metacognition in next academic year)</i></p>			
<p><b>Link to values</b></p>	<p>Successful, Inspire, Resilient</p>	<p><b>Evidence base for approach</b></p>	<p><a href="https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/">https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/</a>  <a href="https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/">https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/</a>  <a href="https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf">https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf</a>                      'Retrieval Practice' by Kate Jones</p>
<p><b>SLT Lead</b></p>	<p>SLT &amp; CLT</p>	<p><b>Link to EIF for SEF</b></p>	<p>Quality of Education, Leadership &amp; Management, EYFS</p>

#### DESTINY

Pupils are aware of how they learn and the strategies that work for them, they record their learning & approach in their own journals for future reference and support. They can confidently articulate and apply this and can support others to do so too. They are truly resilient and see errors as a chance to learn taking this approach into other areas of life and future schooling. They are provided with the opportunity to celebrate and share their learning through learning fairs, class learning books, assemblies and wider events. Staff are confident in structuring learning to support long term recall through EPICC and the use of diagnostic approaches. There is a consistent approach applied to this across the school.

**Evidence:** learning conversations, planning, data, class and individual learning books, pupil voice, alumni, events, projects, books

**Evidence:** "Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned." (Kirschner, Sweller and Clarke, 2006)

#### DEFINE

Ensure appropriate intervention, challenge & support promotes long term memory recall ('sticky learning'). Planning approaches, school structures and expectations ensure a consistent approach to this and are underpinned by EPICC.

**Evidence:** Research tells us that over-learning is good for making knowledge stick.

#### DESIGN & DELIVER

- 2002-23
- Pupils are given opportunities to over-learn the knowledge and vocabulary identified as powerful.
  - Teaching provides pupils with multiple opportunities to recall information
  - Reinforce strategies in lessons around securing attention, inclusive questioning
  - Break concepts and tasks into smaller practicable steps and elements, to avoid memory overload using effective AFL to support
  - Increase the range, intensity and frequency of practice tasks so that pupils gain confidence and fluency
  - Engage in CFU (Checking for Understanding) including quizzing, Reflection Fridays, Learning Books & Learning Fairs so that long-term memory and recall are strengthened away from the recency of knowledge
  - Curriculum parent events to support home learning, knowledge mats & their use.

**Pedagogy - 'Sticky Learning'**

#### DISCOVER

Context & next steps in planning, detailed progression maps, clearer links between units, EPICC has been relaunched, every lesson is put in context of the learning sequence within and across year groups. Inclusion and participation in learning is high. Staff planning & pedagogy support has reinforced this. Middle leaders have ensured focus on this development during and post-covid. Moderation & learning conversations have supported effective AFL (including peer and phase). Learning Fairs are embedded and serve as an evaluation of learning for the quarter and a taster of what is to come for future years. Displays celebrate aspects of units. Initial knowledge mats have been created

**Evidence:** LITE outcomes, planning docs, pupil voice, learning conversations

#### DREAM

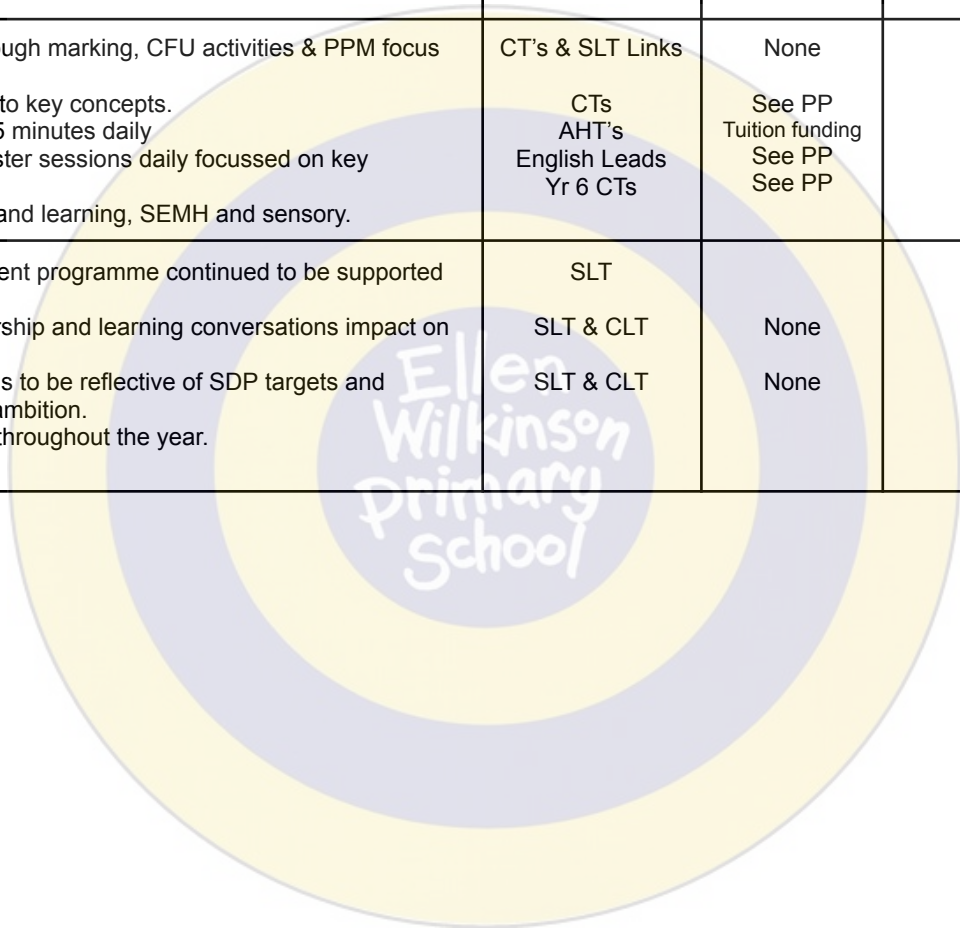
Children are able to reflect, recall and build upon past learning in order to support future development empowered by informed and confident staff. Children are supported to become critical and curious learners who question what they are being taught in order to deepen their understanding and use home learning to support this. They are self aware of the way in which they learn and are confident about the strategies of how to achieve this. They make natural links across areas of learning and experience. Frequent opportunities to articulate their understanding promotes an eagerness to share with and support others. They attain highly across the curriculum. They love to learn!

**Evidence:**

<b>Links</b>	EWPS - Strand 3 - Pedagogy CfC
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(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>3.1 Curriculum review - Learning leading curriculum (response to Ofsted)</b>	<ul style="list-style-type: none"> <li>Curriculum redevelopment work implemented with a staggered approach of subjects.</li> <li>Subject refinement of curriculum expectations based on key skills and knowledge and ensure quality outcomes match the learning focus.</li> <li>Each subject relaunch to include:               <ul style="list-style-type: none"> <li>Purity of subject</li> <li>Best practice pedagogy for subject, including timetabling</li> <li>Books</li> <li>Accurate assessment</li> <li>Ofsted guidance</li> </ul> </li> <li>Agreed 3 year launch plan</li> </ul>	SLT & CLT  SLT & CLT  SLT & CLT	None  None  None	INSET day  PDMs to support subject knowledge and progression of learning by CLT	<ul style="list-style-type: none"> <li>Subject development plans</li> <li>Curriculum Maps</li> <li>Learning Mats</li> <li>Quarterly reports</li> </ul>
<b>3.1.1 (Prior knowledge &amp; organisation) Key concepts</b>	<ul style="list-style-type: none"> <li>Curriculum progression maps reviewed and key knowledge concepts highlighted (priority for subject development plans) based on above.</li> <li>Planning to be amended as progress through the year so that key concepts (knowledge and skills) are built into units.</li> <li>These changes to be highlighted and reviewed against impact on recall.</li> </ul>	CLT CLT CTs  CTs & CLT CT	Subject release None  None		<ul style="list-style-type: none"> <li>Subject development plans</li> <li>Planning</li> <li>Curriculum Maps</li> <li>Learning Mats</li> <li>Quarterly reports</li> </ul>
<b>3.1.2 (Prior knowledge &amp; organisation) Revised Learning mats for subject launch</b>	<ul style="list-style-type: none"> <li>Learning mats refined for each subject and launched in each quarter: to include key vocabulary, concepts and sources of further information (linked to learning mats to be sent home with quarterly curriculum letters to parents with strategies to support pre learning).</li> <li>Parent info events to support strategies for their use.</li> <li>All of the above to be accessible on the website.</li> <li>Learning mats reviewed at the start of each unit in class with pupils</li> <li>Learning mats to be used as a teaching tool but should not be in every lesson to avoid false memory recall).</li> </ul>	CLT  CT's  SLT Network Manager CT's	Subject release  Copy costs  None None Copy/laminating costs	PDM to support subject launches	
<b>3.2 Continue refining staff understanding of learning &amp; memory</b>	<ul style="list-style-type: none"> <li>Staff CPD library to continue to include books on long term recall</li> <li>Link to key attributes for the subject &amp; vision</li> <li>Planning adapted to allow for greater opportunities as outlined in priority 2.</li> <li>Build further CPD into the personal offer.</li> <li>L&amp;T handbook updated to reflect</li> </ul>	SLT & CLT CLT CT SLT SLT	None Costs of books if any		<ul style="list-style-type: none"> <li>CPD plans &amp; Learning Journals</li> <li>Planning</li> <li>Pupil outcomes</li> <li>Learning conversations</li> <li>LTEs</li> <li>Surveys</li> <li>TLT books</li> <li>Subject development plans</li> <li>Curriculum Maps</li> <li>Learning Mats</li> <li>Quarterly reports</li> </ul>

<p><b>3.3</b> <i>(Frequent rehearsal &amp; retrieval)</i> <b>Checking for Understanding (CFU) &amp; Reflection</b></p>	<ul style="list-style-type: none"> <li>• Further embedding of strategies consistently, across the school.</li> <li>• Strategies with the most impact to be built into L&amp;T Handbook.</li> <li>• Reflection as part of plenary revisiting key concepts to support pupil self assessment</li> <li>• Learning Fairs to continue but pupil planning of these throughout the unit to be incorporated.</li> <li>• Class learning book expectations reset.</li> </ul>	All	None	PDM-Follow up 'what is working?'	<ul style="list-style-type: none"> <li>• Pupil outcomes</li> <li>• LTE's</li> <li>• Staff &amp; pupil surveys</li> <li>• Quarterly reports</li> <li>• Class learning books</li> <li>• Learning Fairs</li> <li>• Learning Walks</li> <li>• Staff &amp; pupil survey</li> </ul>
<p><b>3.4</b> <b>Intervention</b></p>	<ul style="list-style-type: none"> <li>• Pupils to be identified through marking, CFU activities &amp; PPM focus outcomes.</li> <li>• TLT to be linked primarily to key concepts.</li> <li>• Lexia groups additional 15 minutes daily</li> <li>• Year 6 early morning booster sessions daily focussed on key concepts.</li> <li>• SEND groups - cognitive and learning, SEMH and sensory.</li> </ul>	CT's & SLT Links  CTs AHT's English Leads Yr 6 CTs	None  See PP Tuition funding See PP See PP	None	<ul style="list-style-type: none"> <li>• CPD plans &amp; Learning Journals</li> <li>• Pupil outcomes</li> <li>• LTEs</li> <li>• Staff surveys</li> <li>• Pupil surveys</li> <li>• TLT books</li> </ul>
<p><b>3.5</b> <b>Leadership &amp; Support</b></p>	<ul style="list-style-type: none"> <li>• CLT curriculum development programme continued to be supported by SLT link.</li> <li>• Focus on proactive leadership and learning conversations impact on outcomes.</li> <li>• Subject development plans to be reflective of SDP targets and subject circle for change ambition.</li> <li>• CLT meetings scheduled throughout the year.</li> </ul>	SLT  SLT & CLT SLT & CLT	None  None	See 3.1	<ul style="list-style-type: none"> <li>• CPD plans &amp; Learning Journals</li> <li>• Pupil outcomes</li> <li>• LTEs</li> <li>• Learning conversations</li> <li>• Quarterly reviews</li> <li>• S2S</li> <li>• GB minutes</li> </ul>

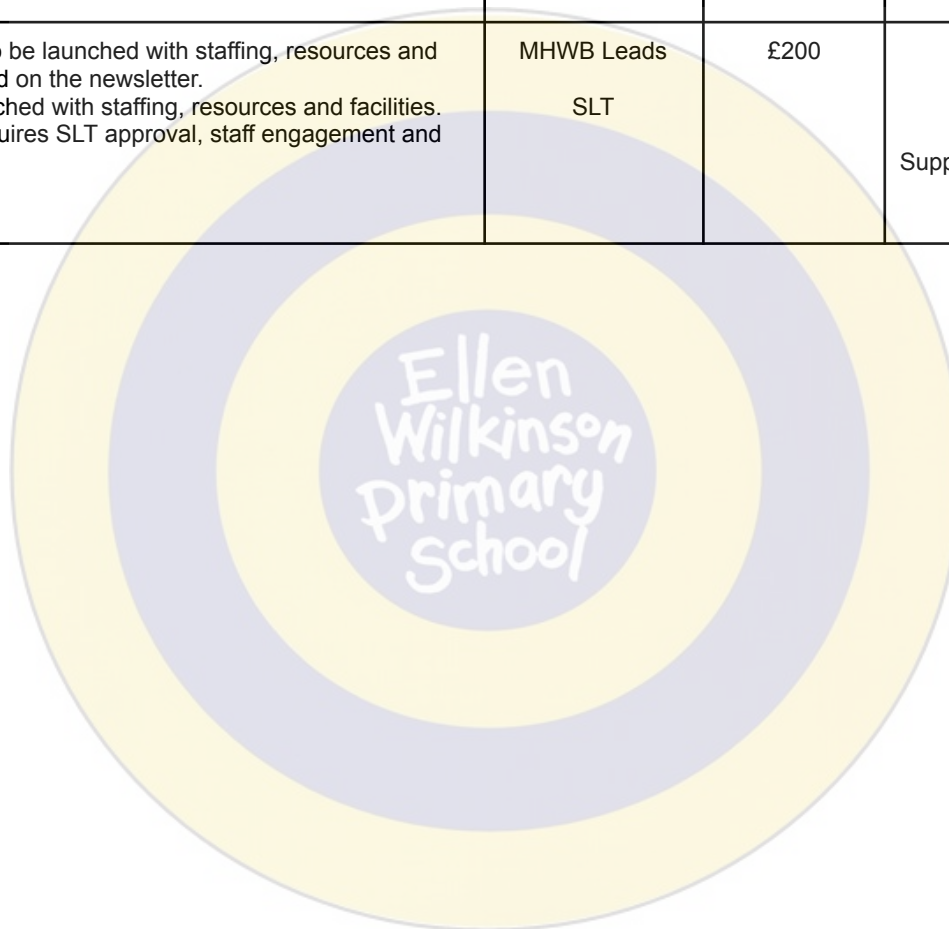


## 4. Wellbeing

Objective (INTENT)		Circle for Change (CFC)	
<p><b>To support pupils, staff &amp; parents to access support around multiple bereavement, mental health and well being.</b></p>			
<p><b>Success will look like (IMPACT)</b></p>			
<ul style="list-style-type: none"> <li>● 5 steps to wellbeing (Connect, Be Active, Take Notice, Learn &amp; Give) underpins all 3 strands of wellbeing development in the school - all linked to responding to bereavement.</li> <li>● Staff will develop more skills to express respond and reflect on their own grief</li> <li>● Pupil's can explain and action how to keep themselves physically and emotionally healthy</li> <li>● Children know who and how to contact someone if they are worried or concerned</li> <li>● All 3 stakeholders know how to seek support</li> <li>● Continued tracking and analysis of behaviour to identify additional support ( for bereavement if need needed)</li> <li>● Parents supported to ensure all pupils attend school 'every day and on time'                             <ul style="list-style-type: none"> <li>○ tracked so attendance continues to be above average</li> <li>○ Reduce % of PA 90</li> </ul> </li> <li>● Staff encouraged to access SAS &amp; other bereavement services</li> </ul>			
<p><b>Link to values</b></p>	<p>Heard &amp; Cared For, Resilience and Respect</p>	<p><b>Evidence base for approach</b></p>	<p><a href="https://winstonswish.org/">https://winstonswish.org/</a>  <a href="https://www.childbereavementuk.org/">https://www.childbereavementuk.org/</a> <a href="https://www.bereavement.co.uk/">https://www.bereavement.co.uk/</a></p>
<p><b>Leads</b></p>	<p>SLT, Safeguarding, Critical Incident Teams, PSHE Lead, EiD Leads &amp; WB &amp; MH Team</p>	<p><b>Link to EIF for SEF</b></p>	<p>Quality of Education, Behaviour &amp; Attitudes, Personal Development, Leadership &amp; Management, EYFS</p>
<p><b>Links</b></p>	<p> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Wellbeing Vision</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px; margin-left: 10px;">EWPS Equity in Diversity</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px; margin-left: 10px;">Eco Schools TOC</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px; margin-left: 10px;">PSHE Circle for Change and 3 year Development Plan (2024)</span> </p>		


(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>4.1 Pupils</b>	<ul style="list-style-type: none"> <li>Children to receive bereavement support through small class and whole school assemblies</li> <li>Bereavement support for identified pupils signposted to pathways and agencies for additional support.</li> <li>Bereavement lessons to help targeted children know who and how to contact someone if they are worried or concerned</li> <li>Wellbeing Wednesdays to have reflective questions and positive affirmation messages to support pupils in explaining how to keep themselves physically and emotionally healthy</li> <li>Worry boxes/message boards to be set up in classrooms to offer a place for questions (anonymous) or reflections</li> <li>Dedicated groups of identified pupils to gain support from MHLP Anna</li> <li>'Give' - continued embedding of pupils' roles, refine pupil roles &amp; responsibility opportunities (HC, Ambassadors, Sports Leaders, JGB, Eco-Guardians) incl. refinement of Reading Champions</li> </ul>	SLT  PSHE Lead LA contact   MHLP - Anna  WB Team	None	LA Contact Winston's Wish MHLP  CT SLT	<ul style="list-style-type: none"> <li>Pupil Survey</li> <li>Assemblies</li> <li>Reflection Friday</li> <li>Wellbeing Wednesday</li> </ul>
<b>4.1.2 Pupils - Attendance</b>	<ul style="list-style-type: none"> <li>Review new guidance against current practice to identify any further areas of development (adapt policy).</li> <li>Continue to refine processes and support in relation to PA 90.</li> <li>New attendance policy to be launched and implemented in September 2024.</li> <li>Refine parent info events about attendance and encourage engagement.</li> </ul>	Att. Manager/ Att Officer  Att. Manager HT & Gate staff	None  TBC None	None	<ul style="list-style-type: none"> <li>Attendance data</li> <li>Attendance intervention tracking</li> <li>Mobility Analysis</li> </ul>
<b>4.2 Staff</b>	<ul style="list-style-type: none"> <li>Staff to be given bereavement support from Winston's wish and LA via RSHE Lead Claire Clinton</li> <li>Staff given access to and signposted to various agencies of support</li> <li>Anna (MHLPractitioner) to support with fortnightly surgeries for staff during the Autumn term</li> <li>SLT to receive support with bereavement approach - whole school and 1:1 therapy from LA Clinical Services</li> </ul>	SLT PSHE Lead LA contact  MHLP - Anna  Director Clinical Services DT	See invoice from Winston's Wish  None	Bereavement support  Bereavement support	<ul style="list-style-type: none"> <li>Staff surveys</li> </ul>
<b>4.3 Parents</b>	<ul style="list-style-type: none"> <li>Coffee Mornings or afternoons to support parents with messages from the school.</li> <li>These can be themed eg - ways to really help support your child's learning at school, parenting advice and support and information about a wide range of things from safety to spellings and maths to mindfulness and more.</li> <li>Short 10 minute presentations and activities the parents can get involved in.</li> </ul>	SLT CLT Pastoral lead Learning mentor	Cost for refreshments	None	<ul style="list-style-type: none"> <li>Attendance at events</li> </ul>
<b>4.4</b>	<ul style="list-style-type: none"> <li>Pupils EiD curriculum map: continue to monitor in line with curriculum changes made. Continue to embed diversity within the curriculum</li> </ul>	EiD Leads EiD Leads / CTs	None		<ul style="list-style-type: none"> <li>Curriculum map</li> </ul>

<b>All - Equity in Diversity</b>	<ul style="list-style-type: none"> <li>• Conduct British Values pupil survey and learning walk.</li> <li>• Maintain Website and continue with quarterly newsletters, upon date agreement with IT manager and SLT.</li> <li>• Coffee mornings are agreed each quarter in which parents will be able to view examples of work children have completed involving EiD and British Values outcomes.</li> <li>• To plan, organise and launch an International Day in partnership with the humanities/global team.</li> </ul>	EiD Leads / FFM  EiD Leads	Release time  £200		<ul style="list-style-type: none"> <li>• BV &amp; EiD outcomes &amp; displays</li> <li>• Pupil surveys</li> <li>• Responsibility analysis</li> <li>• Website</li> </ul>
<b>4.5 Leadership &amp; Support</b>	<ul style="list-style-type: none"> <li>• Connect coffee mornings to be launched with staffing, resources and facilities and to be promoted on the newsletter.</li> <li>• Community quiz to be launched with staffing, resources and facilities.</li> <li>• Parent carer walkabout requires SLT approval, staff engagement and ambassador organisation.</li> </ul>	MHWB Leads  SLT	£200	Support for teachers as needed	<ul style="list-style-type: none"> <li>• Pupil outcomes</li> <li>• Pupil voice</li> <li>• LTEs</li> <li>• Learning conversations</li> <li>• Curriculum map</li> <li>• S2S</li> <li>• GB minutes</li> </ul>



## 5. Early Years Foundation Stage (EYFS)

Objective (INTENT)	Circle for Change (CFC)		
<b>Use sustained shared thinking and talking to positively impact literacy outcomes</b>	<div style="text-align: center;"> </div>		
<b>Success will look like (IMPACT)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>• Children will have more opportunities to express their thoughts and ideas through back and forth conversations. (impact made from SSTEW audit).</li> <li>• Children's engagement with indoor and outdoor learning will elicit curiosity and questions. Question stems devised will support child-staff interaction.</li> <li>• Through conversations and interactions children will build on their existing skill set and improve their critical thinking, communication, collaboration and confidence which are key for a good foundation. This will be demonstrated by their ability to explain what things are and how they work.</li> <li>• Children will become more independent in their choices for play and learning and creating solutions to problems in collaboration.</li> <li>• There will be meaningful links made to learning, especially in Literacy, as children think deeply and critically about different topics. This will be represented in the stages of writing outcomes at different points in the year.</li> <li>• Phonics learning positively impacts fluency in reading and writing.</li> <li>• Well structured and continuous language intervention sessions centred on Early Talk and Box Clever programmes to support EAL learners.</li> </ul> </div> <div style="width: 50%;"> <p><b>DESTINY</b> Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured through their experience of an early years setting. All children learn to be strong and independent through positive relationships with themselves and with others around them. Children in the EYFS learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time through high quality interactions and equally valuable experiences. Children benefit from a strong partnership between practitioners and parents/carers and this is a positive relationship that goes from the school to home. Children understand and value the importance of learning and development whilst still aware that all children develop and learn at different rates.</p> <p><b>Evidence:</b> LTE, pupil voice, pupil outcomes, Learning conversations, observations, teacher surveys, FFT Renaissance</p> </div> </div>		
<b>Link to values</b>	Inspire, Resilience & Successful	<b>Evidence base for approach</b>	<a href="https://www.researchgate.net/publication/271750829_Sustained_shared_thinking_in_an_early_childhood_setting_an_exploration_of_practitioners'_perspectives">https://www.researchgate.net/publication/271750829_Sustained_shared_thinking_in_an_early_childhood_setting_an_exploration_of_practitioners'_perspectives</a>
<b>SLT Lead</b>	Sheleena Laskar	<b>Link to EIF for SEF</b>	Quality of Education, Leadership & Management, EYFS
<b>Links</b>	<a href="#">EYFS Circle for Change and 3 year Development Plan (2024)</a>		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
<b>5.1 Sustained shared thinking &amp; Staff:Child interaction</b>	<ul style="list-style-type: none"> <li>Use the SSTEW Scale audit to support children's shared thinking and emotional wellbeing.</li> <li>Children will have more opportunities to express their thoughts and ideas through back and forth conversations.               <ul style="list-style-type: none"> <li>Use Sub scale 3 - Item 5 - Encouraging children to talk with others</li> <li>Use Sub scale 3 - Item 6 - Staff actively listen to children and encourage children to listen</li> </ul> </li> <li>Question stems devised to support child-staff interaction and displayed around the environments</li> <li>Through conversations and interactions children will build on their existing skill set and improve their critical thinking, communication, collaboration and confidence               <ul style="list-style-type: none"> <li>Use Sub scale 3 - Item 7 - Staff support children's language use</li> <li>Use Sub scale 3 - Item 8 - Sensitive responsiveness</li> <li>Use Sub scale 3 - Item 9 - Supporting curiosity and problem solving</li> <li>Use Sub scale 3 - Item 10 - Encouraging SST through storytelling books, songs and rhymes</li> </ul> </li> <li>Early Talk and Box Clever programmes to support EAL learners</li> </ul>	SL  SL and EYFS staff to develop question stems  Support Staff	£18.76 each X 5 copies = £93.80  £100	Training on sustained shared thinking in action  Gap task - Peer observations of EYFS staff with Lead to see how practice is developed to meet each subscale. Staff to demonstrate how they can achieve a scaled score of 6-7 (Excellent) Same as above  Target children identified and assessments to begin in Q2	<ul style="list-style-type: none"> <li>LTE</li> <li>Peer on peer observations</li> <li>Evidence Me observations</li> <li>Assessment tracker</li> <li>I Can tracker</li> </ul>
<b>5.2 Phonics</b>	<ul style="list-style-type: none"> <li>Aligned to Aspect 1.4</li> </ul>				
<b>5.3 Literacy Stages of writing</b>	<ul style="list-style-type: none"> <li>Different stages of writing are supported within the provision to ensure all children have access to writing at their level.</li> <li>Mark making warm ups introduced at the start of literacy sessions, much like maths starter warm ups. Eg Messy play: use shaving foam, icing sugar, sand, glitter, salt – anything that the children can mark-make in using their magic fingers or a tool.</li> </ul>	EYFS Staff	£145 per person (x 2)	Early Excellence Strengthening Early Literacy in the EYFS 26 Sep 2024 - 10 Oct 2024 3 weeks, 9:30 AM - 11:00 AM Designed to support EYFS teams consider how to support literacy in the EYFS	<ul style="list-style-type: none"> <li>Planning</li> <li>Pupil outcomes</li> <li>Monitoring</li> <li>LTEs</li> <li>Staff surveys</li> <li>Pupil surveys/voice</li> <li>Parent voice/surveys</li> <li>TLT books</li> </ul>
<b>5.4 Planning &amp; Assessment</b>	<ul style="list-style-type: none"> <li><b>Zone of proximal development</b> - Provision planning formats reformatted to provide stretch and challenge.</li> <li>Ensure planning considers:               <ul style="list-style-type: none"> <li>What the child can do independently</li> <li>What help/guidance/enhancements can be provided by staff to support understanding/conversations?</li> <li>How will it stretch the child's learning in the moment?</li> </ul> </li> </ul>	SL  EYFS Staff	N/A		<ul style="list-style-type: none"> <li>Planning</li> <li>Pupil outcomes</li> <li>Monitoring</li> <li>LTEs</li> <li>Staff surveys</li> <li>Pupil surveys/voice</li> </ul>

## Summary of 2023-24 Statutory Data

Please note: national KS1 and Phonics screening attainment data (2022-23) is not currently available and will be published by the DfE on 12th October 2023.

### EYFS & Year 1

#### EYFS

	EWPS	National	Difference	LA Newham	Difference
<b>Pupils achieving GLD (Good level of development)</b>	72%	67.7%	+5%	71.3%	+1%
	40/56				

- 10 children of the 16 who have not met GLD have SEND needs - of which only 1 has an ASC diagnosis. Remaining have all had referrals made.
- Remaining 6 children are not developmentally ready with their neuromotor processes to reach fluency in writing. They often forget the sentence they need to write after completing one word. They will take time to reach age expected levels but should level out in year 1.
- Of the 6 children, all parents have had several conversations with teachers and most are working parents who have expressed the challenges of making time to support their child at home or not understanding.
- 4 of the 6 children also have attendance below 85%.
- 56% of boys met GLD, compared to 86% of girls. This will be a focus on next year's SDP

#### Phonics

	EWPS
<b>Year 1 (59 pupils)</b>	83%
<b>Year 2 retakes (15 pupils)</b>	53%

#### Year 1 Phonics:

- 49 out of 59 children successfully passed the phonics screening check
- 10 children did not pass at this stage - of which 9 children have identified SEND needs (SALT) (ASC and Social communication condition that impacts on their learning)
- 1 of the 10 children has just arrived in the country and has no English Language.
- We expect 3 children out of this group to be successful by Autumn term. The others will have reasonable adjustments made to provide consistency and repetition.

#### Year 2 Retakes:

- 8 of the 15 pupils who sat the phonics retake passed.
- 12 of the 15 pupils have specialist support and/or SALT, EPS, LCIS, in view of the neurodiversity. Some of these pupils are being queried for language difficulties - dyslexia.
- 4 of the 15 pupils scored less than 10, 3 of which, could not access the screening. All four pupils are on the pathway to further specialist input and assessment to identify and support their learning difficulties.

- The other 3 pupils who did not meet the threshold, have made significant progress from their starting points in September.

### Year 4 Multiplication tables check

Score (out of 25)	No of pupils	Percentage
Full marks	25	66%
20 or more	53	91%
18-19	0	0%
Less than 18	5	9%
Average score	24	

- Below is a summary of the results. Please note that there is no threshold/pass mark. National MTC attainment data will be released in November.
- Percentages below are based on the 58 pupils who sat the MTC.
- 2 pupils did not complete the MTC - one pupil was unable to access the test due to SEND and the other pupil is working below the expectation required.
- Maths intervention to be in place next academic year for those who scored less than 18

### End of KS2 attainment (Year 6)

	Expected standard					Greater Depth			Avg SS				
	EWPS	National	Difference	LA Newham	Difference	EWPS	LA Newham	Difference	EWPS	National	Difference	LA Newham	Difference
57 pupils													
Reading	72%	74%	-2%	80%	-8%	21%	35%	-14%	103	105	-2%	107	-4%
GPS	79%	72%	+7%	82%	-3%	42%	50%	-8%	107	105	+2%	109	-2%
Writing (TA)	77%	72%	+5%	79%	-2%	16%	22%	-6%	N/A				
Maths	74%	73%	+1%	83%	-9%	25%	36%	-11%	104	104	-/+ 0%	107	-3%
Combined (R,W,M)	61%	61%	-/+ 0%	72%	-11%	11%	13%	-2%	N/A				
Science (TA)	90%	81%	+9%	N/A		N/A - Science judgement is either met or has not met			N/A				

- This has been a particularly challenging cohort, especially with regards to their behaviour and attitude towards learning. Despite this, pupils in the cohort have made steady progress from their starting points in September. The cohort met the targets set for them (with regards to the expected standard) in Reading, Writing and GPS. They exceeded the target set for GPS at greater depth.
- These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 2 and in year 3. The National Tutor Programme, that was introduced as part of the DfE's Covid recovery plan, was delivered to some pupils within the cohort when they were in Y3, 4 and 5 - for Reading and Maths.
- Trajectory: There was a clear upward trajectory, year on year, from 2022-23, with regards to children meeting EXS at the end of KS2. This trajectory has impacted this year, but we were expecting this, again given the historical data. No KS2 progress data is available for the years 2023/24 and 2024/25 due to the impact of Covid-19 on KS1 prior attainment data.
- Due to the historic data for this cohort, along with behaviour and in view of the transition into secondary education, a plan was put into place at the beginning of the year, to support progress towards targets set. This included, but was not limited to: early morning boosters, TLT, Easter lessons, an additional teacher in the morning (SLT), Lexia, and also targeted lunchtime sessions. The school's assigned mental health support worker worked with individual pupils and their families, as well as bespoke sessions for the whole Y6 cohort. The SLT links for Y6 and learning mentors also worked with specific children within the cohort to address social skills, improve behaviour for learning and develop self-esteem. BSS was also brought in to seek advice on how to encourage positive behaviour within the cohort.
- No of children whose parents/carers did not engage with support offered from the school - 9.
- GDS writing at the end of KS2 will continue to be a focus in 2024-25. English lead, along with SLT have begun a redevelopment of the English curriculum in Year 6, ready for September, to ensure the best outcomes for all pupils, particularly those with the potential to achieve GDS in writing at the end of KS2.

Cohort context:

- Persistent absence (less than 90%): 7 pupils - 12%
- SEND: 11 pupils - 19% (9 boys, 2 girls)
- Mobility: 3 mid phase leavers who were all targeted to meet the expected standard. 1 mid phase arrival - new to the country, who subsequently left.

Boys vs Girls attainment:

	<b>Combined (R,W,M)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>
<b>Girls</b>	EXS - 64% GDS - 5%	EXS - 77% GDS - 27%	EXS - 82% GDS - 9%	EXS - 73% GDS - 23%	EXS - 82% GDS - 50%
<b>Boys</b>	EXS - 60% GDS - 14%	EXS - 69% GDS - 17%	EXS - 74% GDS - 20%	EXS - 74% GDS - 26%	EXS - 77% GDS - 37%

- Girls have outperformed boys in all areas, except for GDS writing and GDS maths.