

SCHOOL IMPROVEMENT PLAN 2020-2021

Closing the Gap Action plan

Responsibility Area: Closing the Gap	Strategic Lead: L Patterson and S Bowman	Monitoring: Stephane Bommel & Governors Standard Committee Evaluation: Strategic Leaders / Headteacher/ Governors Standard Committee
<p>HEADLINES 2019/20 - Maths</p> <p><u>EYFS</u> Number - 87% achieved ELG Shape, Space and Measure- 89% achieved ELG</p> <p><u>KS1</u></p> <p>Maths: At the end of KS1 86.7% of pupils reached the expected standard compared to 76% nationally and 78% locally. At the end of KS1 36% of pupils were working at greater depth compared to 22% nationally and 26% locally.</p> <p><u>KS2</u></p> <p>Maths: At the end of KS2 90% of pupils reached the expected standard compared to 79% nationally and 80% locally. At the end of KS2 33% of pupils were working at greater depth compared to 27% nationally and 27% locally.</p>		

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Headlines – English EARLY YEARS

Attainment- Reading-79% achieved ELG

Writing- 79% achieved ELG

Progress- Reading 43 % made rapid progress

Writing 49% made rapid progress

KS1

Phonics

Year 1 Phonics results - 84% passed - 26/31 children.

Year 1 phonics expected result was higher than the national average and local authority (4 year trend).

The number of boys passing the screening at 88%.

Year 2 phonics results - 100% **pass rate for the fourth year running.**

End of KS1

Reading: At the end of KS1 86% of pupils reached the expected standard compared to 75% nationally and 78% locally.

At the end of KS1 36% of pupils were working at greater depth compared to 25% nationally and 30% locally.

Writing: At the end of KS1 82% of pupils reached expected standards compared to 69% nationally and 72% locally.

At the end of KS1 29% of pupils were working at greater depth compared to 15% nationally and 19% locally.

KS2

Writing: At the end of KS2 81% of pupils reached the expected standard compared to 79% nationally and 80% locally.

At the end of KS2 29% of pupils were working at greater depth compared to 20% nationally and 25% locally.

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Reading: At the end of KS2 81% of pupils reached the expected standard compared to 73% nationally and 75% locally.
At the end of KS1 24% of pupils were working at greater depth compared to 27% nationally and 27% locally.

Maths Outcomes: What success will look like for pupils (measurable)

EYFS

- 71% of children achieve a GLD at the end of the current school year and APS to increase.
- Raise the percentage of girls achieving 'Exceeding' in Number and Shape, Space and Measure in line with North Tyneside and nationally
- Continue to improve the attainment and progress with FSM children so they achieve GLD. Narrow the gaps in Early Years between FSM and Non-FSM.

KS1

Attainment

- 81% of children to achieve expected level+
- 28% of children to achieve GD in line or above local/national level.
- FSM6 children to continue to achieve in line or better than local and national standard.

Progress

- 100% of children to make expected progress.

KS2

Attainment

- 72% of children to achieve expected level+
- 27% of children to achieve GD in line or above local/national level.
- FSM6 children to continue to achieve in line or better than local and national standard.

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Progress

- 100% of children to make expected progress.

Outcomes: What success will look like for pupils (measurable)

EARLY YEARS

68% of children achieve a GLD at the end of the current school year and APS to increase.

Increase the percentage of children making rapid progress in Writing to 60%

Raise the percentage of girls achieving 'Exceeding' in Reading in line with North Tyneside and Nationally

Continue to improve the attainment and progress with FSM children so they achieve GLD. Narrow the gaps in Early Years between FSM and Non-FSM.

KS1

Year 1

Phonics:

83.9% of children in year 1 (26 children) passing the phonics screening test.

Children in year 1 to pass phonics test in line with or higher than local/national standard (83% in 2019)

FSM6 children to continue to achieve higher than local/national standard.

% of girls passing the test to be in line with local/national standard (3 year decline).

Year 2

Reading

Attainment - 78% of children to achieve expected level+

15% of children to achieve GD in line or above local/national level.

Narrow the gap between girls and boys to within 10% (was 11% at EYFS stage)

FSM6 children to achieve in line or better than local and national standard.

100% of children to make expected progress.



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Writing

78% of children to achieve expected level+

12% of children to achieve GD in line or above local/national level.

Narrow the gap between FSM6 and non FSM6 pupils to within 15%.

90% of boys to continue to achieve above local/national level

91% of children to make expected progress

KS2

By the end of KS2 77% of pupils will reach the expected standard in reading with 48 % of pupils will be working at greater depth.

By the end of KS2 60% of pupils will reach the expected standard in writing with 8 % of pupils will be working at greater depth.

Progress by the end of KS2 will be at least in line LA for reading and writing.

This Action Plan is additional to the English and Maths Action Plans.

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Improvement Targets	Required Actions	Leader	Timeframe for actions	Budget	Monitoring of Impact/Focus Groups/Personnel/ Time Frame/ Reporting Mechanism	Intended Impact/Evaluation (Measurable)
1.Teaching						
<u>Assessment</u> Rigorous monitoring of progress and use of data.	<p>Maths- White Rose pre and post assessments for place value, 4 number operations and fractions.</p> <p>End of term assessments- White Rose</p> <p>Reading – Year 2 and upwards use Accelerated Reading baseline and termly assessments.</p> <p>EYFS and KS1 use RWI assessments half termly.</p>	LP, SB,	Autumn 2020	See SB	Unit and termly assessments together with teacher assessment. Data input and monitoring. Pupil progress meetings with CT and SLT. Children identified for intervention. Intervention delivered and monitored by Key Stage leads.	See intended outcomes above for English and maths

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	<p>Spelling –</p> <p>EYFS and KS1 use RWI assessments half termly. Year 2 (from spring) and KS2 (from Autumn) use HAST test.</p> <p>Writing- Hot and cold write</p>					
CPD	<p>Cooperative Learning</p> <p>Were teachers/ TAs visit other teachers classrooms, provide feedback and discuss strategies used.</p>	SB, LP	From Autumn 2020		<p>SB and LP to assign Bubble groups.</p> <p>Round 1- lessons to be shared in group, observing each group member. Within these lessons targeted children will be a focus.</p> <p>Professional discussion with group afterwards.</p> <p>Round 2</p> <p>As a group discuss and plan focus issue/ identified children for next cooperative lesson.</p>	

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					Round 3 Teach planned lesson with of the group members observing followed by a professional discussion of the impact.	
Curriculum	A broad and balanced curriculum that embeds English and Maths at the heart, raising aspirations.	LP, SB,	From Autumn 2020		Continued curriculum review in light of Covid19 and government guidance.	See intended outcomes above for English and maths
2. Targeted Support - Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support.						
Targeted intervention	Teacher and TA intervention. Structured, immediate and regular.	LP, SB,	From Autumn 2020		Dedicated TA's to deliver interventions for all classes.	See intended outcomes above for English and maths
	Pre teach intervention especially vocabulary.	LP, SB,	From Autumn 2020			See intended outcomes above for English and maths
	EYFS- Nuffield Early language intervention.	LP, SB,	Awaiting confirmation		TA or teacher to deliver programme	See intended outcomes above for EYFS

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	Academic Tutoring delivered by the National Tutoring Programme.	LP, SB,		Covid 19 Catch up package School improvement money	Signed up September 2020. Dedicated tutors to deliver catch up for all kids. Note- PP children more than £80	See intended outcomes above for English and maths
3. Wider Strategies						
Supporting pupils social, emotional and behavioural needs.	Use of KAPOW well being programme. Pupil questionnaire Well-being Ambassadors Focus on staff well-being	LP, SB,	From Autumn 2020		Post lockdown the focus is upon the children being ready to learn with support available through weekly wellbeing lessons across school, nurture groups and adjusted time tabling to reflect the needs of the children. Monitored through planning Pupil questionnaire termly. Results to be analysed and recorded. Ambassadors- each class to have wellbeing ambassadors to lead	Engaged and motivated pupils who achieve their potential and engage fully with the curriculum and learning.

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					<p>whole school wellbeing initiatives, using pupil voice.</p> <p>Half termly dedicated staff meeting time.</p> <p>Wellbeing working party.</p>	
Technology	<p>Ipad leasing allows continuous engagement in maths across school via Numbots, Sumdog and TT Rockstars.</p> <p>IPad leasing scheme to be rolled out to Year 2</p> <p>Use of Seesaw</p> <p>Use of Accelerated reader and MYon.</p> <p>PP children to access tech through the government's technology initiative 2020</p>	LP, SB,	From Autumn 2020		<p>Embed iPads into learning across KS2.</p> <p>Monitor data provided by TT, Sumdog and Accelerated reading.</p> <p>Funding for home technology via Government for those PP children with no access at home.</p>	Engaged and enthused pupils who are confidently using software and technology to enhance their learning.

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Cultural Capital	<p>Increasing experiences and aspirations for all children.</p> <p>To recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.</p> <p>To recognise that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a pupil's cultural capital:</p> <ol style="list-style-type: none"> 1. Personal Development 2. Social Development, including political and current affairs awareness 3. Physical Development 4. Spiritual Development 5. Moral Development 6. Cultural Development 	LP, SB,	From Spring 2021 (Covid dependent)		<p>Monitor planned experiences through planning.</p> <p>Evidence recorded</p> <p>Use of external agencies</p>	
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	<p>All teachers to plan into their curriculum enrichment opportunities – visits, visitors and additional experiences.</p> <p>Residential</p>					
Parental engagement	To write a parental engagement policy	LP, SB,	Autumn 2020		To have new policy in place for Spring 1	