



SCHOOL IMPROVEMENT PLAN 2020-2021 ENGLISH ACTION PLAN

Responsibility Area: English	Strategic Lead: Alison Snell & Sam Bowman	Monitoring: Stephane Bommel & Governors Standard Committee Evaluation: Strategic Leaders / Headteacher/ Governors Standard Committee
<p>HEADLINES 2019/20</p> <p>EARLY YEARS</p> <p>Attainment- Reading-79% achieved ELG Writing- 79% achieved ELG</p> <p>Progress- Reading 43 % made rapid progress Writing 49% made rapid progress</p> <p>KS1</p> <p>Phonics</p> <p>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%.</p> <p>Year 2 phonics resits - 100% pass rate for the fourth year running.</p> <p>End of KS1</p> <p>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.</p>		

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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.

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.

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).

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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.

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.

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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)
EARLY YEARS 68% of children achieve a GLD at the end of the current school year and APS to increase.	<u>Nursery and Reception</u> All pupils to be provided with daily opportunities in all areas of learning and development. The environment within EYFS inspires and engages all learners. Continuous Provision and enhancements to be reviewed weekly. Good and outstanding teaching in EYFS to be shared. Challenge all children. Sustained Shared thinking. Objective led planning to support individual needs. Interventions.	VC AS SR	From September 2020		Moderation-internal and external. Pupil progress meetings. Termly data monitoring.	All staff in EYFS understand the specific needs of all pupils and staff are effectively deployed to maximise progress and close gaps. 68% of children achieve GLD.

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<p>Increase the percentage of children making rapid progress in writing to 60%</p>	<p>Following Child's interests-Objective Led Planning. T4W Children experience a range of genres. Continuous provision allows opportunities for writing on a daily basis. Brave writing to be encouraged Children to take part in Guided/shared writing activities. Increase opportunities for mark making/writing outside. Engage children in writing for a purpose Robust assessment to inform planning and next steps.</p>	<p>AS VC SR</p>	<p>From September 2020</p>		<p>Moderation-internal and external. Pupil progress meetings. Termly data monitoring-Literacy Coordinator. Book scrutiny.</p>	<p>60% of children to make rapid progress in writing.</p>
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<p>Raise the percentage of girls achieving 'Exceeding' in Reading, in line with North Tyneside and Nationally.</p>	<p><u>Nursery</u> Continuous Provision and enhancements to be reviewed weekly. Good and outstanding teaching in EYFS to be shared. Power of Reading RWInc Objective Led planning to identify individual needs Children experience a range of genres. <u>Reception</u> Children to take part in Guided/shared reading activities. Increase opportunities for reading activities. Robust assessment to inform planning and next steps.</p>	<p>AS VC SR</p>	<p>From September 2020</p>		<p>Moderation Pupil progress meetings. Termly data monitoring-analysis with Literacy coordinator. Book scrutiny</p>	<p>Continuous Provision, OLP, guided activities and challenges all impact positively on increasing the attainment for girls achieving 'Exceeding' in Literacy</p>
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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.	<u>Nursery</u> Objective Led Planning with prime and specific areas of learning. Sustained Shared Thinking. Interventions: phonics, and writing <u>Reception</u> Interventions: phonics and writing Support parents of FSM children through workshops and structured conversations. Robust assessment to inform planning and next steps.	VL AS SR	From September 2020		Moderation-internal and external. Pupil progress meetings. Termly data monitoring. Monitor the support FSM parents access.	All staff in EYFS understand the specific needs of all EYPP and FSM pupils and staff are effectively deployed to maximise progress and continue to close gaps.
KS1 83.9% of all children in Year 1 passing Year 1 phonics screening check in Autumn 2.	Systematic consistent teaching of RWI phonics 4x per week. Phonics aligned home reading books from Autumn 2.	LU, AS, GG, SB	First practise test end of Autumn 2 Second Practise test end of Spring 1.	0.00	Assessments every half term to determine accurate streaming of groups. Assessments every half term to determine 1:1 intervention and small group intervention.	83.9% of all children in Year 1 passing Year 1 phonics screening check in Autumn 2.

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<p>% of year 1 children to pass phonics test in line with or higher than local/national (83%/ 82% in 2019)</p>	<p>Children to be reading RWI books daily in groups and weekly 1:1 with teacher.</p> <p>1:1 interventions for those falling behind.</p> <p>Fortnightly meetings to monitor RWI.</p> <p>Phonics session for Rec parents Autumn term.</p> <p>Phonics resources sent out to year 1 & year 2 parents Autumn 2</p>		<p>Third practise test end of summer 1.</p> <p>H/termly assessments.</p> <p>Testing and results June / July 2021.</p>		<p>Practise phonics screening check Autumn/spring and summer to identify any extra intervention needed from class teacher / home.</p> <p>RWI learning walks and drop ins by KS Lead and Lit Lead.</p> <p>Pupils progress meetings.</p>	<p>% of year 1 children to pass phonics test in line with or higher than local/national (83%/ 82% in 2019)</p>
<p>79% of all children meeting expected</p>	<p>1st class quality teaching year 1 and 2.</p>	<p>SB,AS, LU, GG</p>	<p>From September 2020</p>		<p>Coaching - termly</p> <p>Professional discussions - half termly</p>	<p>79% of all children meeting expected standard+ in reading.</p>

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<p>standard+ in reading.</p> <p>18% of children to achieve GD above local/national</p> <p>100% children making expected progress</p> <p>FSM6 children to achieve in line or better than local and national standard.</p>	<p>Continue to embed Primary Literacy Project with focus on immersion of different genre and shared reading</p> <p>Phonics book bag books to be sent home for children in KS1 - linked to their phonics level.</p> <p>Daily/weekly guided reading focusing on inference and deduction.</p> <p>Children remain on RWI until confident with phonics then move to Mrs Underwood's group for comprehension focus.</p> <p>Regular reading to build fluency and understanding for children who may not</p>		<p>Termly progress meeting Y1 and Y2 (A2, Sp2, Sum 2).</p> <p>SAT / TA results in May / June 2021.</p>		<p>Learning walks - regularly</p> <p>Half termly RWI assessment to determine groups.</p> <p>Intervention reviews - half termly (KSL, SENco, CT)</p>	<p>18% of children to achieve GD above local/national</p> <p>100% children making expected progress</p> <p>FSM6 children to achieve in line or better than local and national standard.</p>
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	<p>get an opportunity to read at home.</p> <p>Children to hear the teacher read daily both picture books and class novel.</p> <p>Children to access the new library weekly to choose own books.</p> <p>Text choices available to appeal to all genders.</p> <p>Close monitoring of lowest 20% of children in reading and writing across KS1</p>					
<p>78% of children to achieve expected level+</p> <p>12% of children to achieve GD in line</p>	<p>1st class quality teaching year 1 and 2</p> <p>Continue to embed Primary Literacy Project philosophy.</p>	SB, AS LU, GG	<p>Termly progress meeting (A2, Sp2, Sum 2).</p> <p>Teachers to attend</p>		<p>Coaching - termly</p> <p>Professional discussions - half termly</p>	<p>78% of children to achieve expected level+</p>

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<p>or above local/national level.</p> <p>Narrow the gap between FSM6 and non FSM6 pupils to within 15%.</p> <p>90% of boys to continue to achieve above local/national level</p> <p>91% of children to make expected progress</p>	<p>Use of T4W across KS1 with opportunities for short burst writing.</p> <p>Daily handwriting opportunity.</p> <p>Focused grammar sessions in KS1.</p> <p>Text choices to appeal to all.</p>		<p>Primary Days (literacy focus) by end A2.</p> <p>SAT / TA results in May / June 2020.</p>		<p>Learning walks - regularly</p> <p>Intervention reviews - half termly (KSL, SENco and CT)</p> <p>Cluster moderations - termly</p> <p>KS moderations (KSL, Y1, Y2)</p>	<p>12% of children to achieve GD in line or above local/national level.</p> <p>Narrow the gap between FSM6 and non FSM6 pupils to within 15%.</p> <p>90% of boys to continue to achieve above local/national level</p> <p>91% of children to make expected progress</p>
<p>KS2</p> <p>By the end of KS2 77% of pupils will reach the expected standard in reading with 48 % of pupils will be</p>	<p>Continued focus on Reciprocal reading as whole class and use as intervention.</p> <p>Embed PLP philosophy of whole class shared</p>	All KS2 staff	From Sept 2020.		<p>Termly spelling and reading ages assessed and targets and intervention groups derived from this. (AR and HAST)</p>	<p>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.</p>

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working at greater depth.	<p>reading opportunities and immersion in good quality texts during T4W sequences.</p> <p>Reading for pleasure with use of local library and new school library and core texts from reading spine.</p> <p>Accelerated reader to become embedded across the Key Stage with 30 minutes daily reading.</p>				<p>Staff coaching sessions throughout the year.</p> <p>Professional discussions (Book Focus)</p> <p>Monitor progress of children using Accelerated Reader against reading ages and ZPD numbers</p>	
By the end of KS2 60% of pupils will reach the expected standard in writing with 7 % of pupils will be working at greater depth.	<p>English lead to attend subject lead day and disseminate to staff.</p> <p>Opportunities for cross curriculum writing linked to new curriculum.</p> <p>Embed PLP philosophy use of short burst writing and plot structures through out T4W sequence.</p>	All KS2 staff	From Sept 2020		<p>Professional discussions (Book focus)</p> <p>Staff coaching sessions throughout the year.</p> <p>Teacher assessment based on cold to hot writes</p>	By the end of KS2 60% of pupils will reach the expected standard in writing with 7 % of pupils will be working at greater depth.

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Progress by the end of KS2 will be at least in line LA for reading and writing.	<p>Staff to be aware and highlight PP pupils and monitor progress throughout the year.</p> <p>Targeted intervention as required.</p> <p>Additional support leading up to SATS for targeted PP children (PP funding)</p> <p>Close monitoring of lowest 20% of children in reading and writing across KS2</p>	All KS2 Staff	From Sept 2020		Pupil progress meetings. Termly data monitoring	Progress by the end of KS2 will be at least in line LA for reading and writing.