



SCHOOL IMPROVEMENT PLAN 2024-2025 KS1 ACTION PLAN

Responsibility Area: Key Stage 1	Strategic Lead: Alison Snell	Link Governor: Michelle Beattie & Alison Rutherford
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Headlines 2023-2024 based on Key Stage 1 end of year tests (SATs)

End of KS1

Reading:
At the end of KS1 67% of children reached expected standard
25% are working at greater depth

Writing:
At the end of KS1 65% of children reached expected level
18% are working at greater depth

Maths:
At the end of KS1 77% of children reached expected level
20% of which are working at greater depth

Phonics:
Year 2 children passing the test phonics resit 76%
Year 1 children passing the phonics test in Summer 2024 – 88% (internal) 83% (external)

Outcomes 2024/25 : What success will look like for pupils (measurable)

Year 1 Phonics - Summer:
88% of children to pass the phonics test

Year 2 Phonics - Autumn:
60% of children to pass the phonics test



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YEAR 2						
Reading 78% of children to achieve expected level						
Writing 70% of children to achieve expected level						
Maths 83% of children to achieve expected level						
Improvement Targets	Required Actions	Lead	Timeframe for actions	Budget	Monitoring of Impact/Focus Groups/ Time Frame/ Reporting Mechanism	Intended Impact (Measurable)
Phonics 60% Y2 Resits 60% Summer 24 88% Year 1 phonics screening check Summer 2024	1) Systematic consistent teaching of RWI 2) Phonics 5x per week. 3) Coaching for new members of staff in KS1 4) Assessment in Summer 2024 to determine groupings to start immediately in Sept 2025. 5) Phonics aligned home reading books to be sent home from Autumn 1. 6) 1:1 and small group interventions for those falling behind to start in Autumn 1 7) Phonics recap in afternoons for year 2 in preparation for resit. 8) Phonics materials to be sent home weekly.	AS CW	Ongoing RWI Development days 3x per year H/termly assessments.	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, including PP and SEND Identify any children who are not progressing with fluency/sight reading but have secured sound knowledge. Ensure they have extra word reading and reading	Phonics 60% Y2 Resits 60% 88% Year 1 phonics screening check Summer 2024



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	9) Children who complete RWI program will move onto RR and AR in year 2.				<p>Virtual teaching clips from Ruth Miskin portal to be watched every afternoon and Y2 resits to join Y1 for these.</p> <p>Pinny time for targeted children, including PP and SEND</p> <p>Word reading and oxford owl RWI books online for all children weekly.</p> <p>RWI learning walks and drop ins by KS Lead and Lit Lead.</p>	
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<p>Reading</p> <p>At the end of KS1 78% of children reached expected standard</p>	<ol style="list-style-type: none"> 1) Quality first teaching year 1 and 2. 2) Continue focus on immersion including opportunities for shared reading 3) Phonics book bag books continued to be sent home for children in Ks1 - linked to their phonics level. 4) Daily / weekly guided reading focusing on inference and deduction. 5) Children remain on RWI until confident with phonics then move to fluency and comprehension focus. 6) Year 2 to access accelerated reader once children are secure with phonics and have good level of fluency. 7) Extra reading to build fluency and understanding for children who may not get an opportunity to read at home. 8) Children to hear the teacher read daily both picture books and class novels. 9) Children regularly access picture books to read for pleasure reading areas to be developed in all classes. 10) Text choices to appeal to all genders. 11) Intervention to be quickly implemented for children who are falling behind. 	<p>AS ET GK SB</p>	<p>Half termly progress meetings with class teacher to discuss class progress.</p> <p>Phonics test for Year 2 Autumn and June and Year 1 - June.</p> <p>Accelerated reader assessments (STAR) carried out termly following a baseline test.</p>	<p>Professional discussions – half termly</p> <p>Learning walks - regularly</p> <p>Half termly RWI assessment to determine groups.</p> <p>Intervention sheets to be handed in weekly and overseen by SENDco</p> <p>Intervention reviews – half termly (KSL, SENco, teacher)</p>	<p>Reading</p> <p>At the end of KS1 75% of children reached expected standard</p>
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<p><u>Writing</u></p> <p>At the end of KS1 70% of children reach expected standard</p>	<ol style="list-style-type: none"> 1. Half termly writing moderation to take place with all members of the teaching team. 2. Quality first teaching year 1 and 2 3. Ensure that all classes provide opportunities for children to write within CP 4. Develop and embed the T4W approach. 5. short burst writing weekly 6. Daily handwriting of the new handwriting scheme. 7. Focused grammar sessions built in to planning. 8. Text choices to appeal to all genders. 9. Implement short daily spelling lessons. 10. Displays to include – Phonics sounds, key punctuation, weekly spellings, common exception words, 11. Working walls to display examples of modelled writing. 12. Continue to develop the use of verbal feedback (immediate where possible). 	<p>SB, ET GK AS</p>	<p>Half termly professional discussion with KS lead.</p> <p>Termly professional discussion with Lit leads and KS Lead</p> <p>Half termly learning walks.</p> <p>Termly group discussions with children about their learning.</p>	<p>Professional discussions - half termly</p> <p>Learning walks – regularly</p> <p>Intervention sheets to be handed in weekly and overseen by SENDco</p> <p>Intervention reviews - half termly (KSL, SENco and CT)</p> <p>KS moderations (KSL, Y1, Y2)</p>	<p><u>Writing</u></p> <p>At the end of KS1 70% of children reached expected standard</p>
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<p><u>Mathematics</u></p> <p>At the end of KS1 83% of children reached expected standard</p>	<ol style="list-style-type: none"> 1) Quality first teaching year1 and 2 2) Ensure that all classes provide opportunities for children to access maths within CP. 3) 10 minute maths meeting timetabled everyday so that place value and 4 operations are consistently practised. 4) Continue to follow White Rose Maths to develop reasoning and use of mathematical vocabulary. 5) Improve pupils' application of mathematical knowledge by developing problem solving skills in the majority of lessons 6) TT rockstars embedded from year 2. 7) Mastering number introduced to KS1 and embed throughout the year. 8) Continue to develop the use of verbal feedback (immediate where possible). 9) Where a TA is available; instant intervention for those who have not grasped a concept. 10) Challenge set for those children who are secure with concept. 	<p>AS RSGK ET</p>	<p>Termly professional discussion with Lit leads and Ks Lead</p> <p>Mathematical vocabulary regularly updated on working walls.</p> <p>WRM Assessment after units of work when teacher deems children ready for tests/assessments.</p> <p>WRM summer term assessment to be carried out.</p>	<p>Professional discussions - half termly with KS lead</p> <p>Professional discussions with Maths lead termly.</p> <p>Learning walks – regularly</p> <p>Intervention reviews - half termly (KSL, SENco and CT)</p> <p>KS moderations (KSL, Y1, Y2)</p> <p>Pupil feedback opportunities.</p> <p>CPD teachers to attend LA maths and English training.</p>	<p><u>Mathematics</u> Year 1 & 2</p> <p>At the end of KS1 83% of children reached expected standard</p>
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	<p>11) Identified staff to attend Maths training</p> <p>12) Displays to include – numbers, 4 operation symbols and math vocab.</p> <p>13) Working walls to always display examples of modelled work.</p>					
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