

## Core Priority Progress and Attainment



**Overall Strategic Aim:** To raise attainment at all statutory assessment points and at key points across the school

**SLT Lead:** Jack Reynolds, Kate Purbrick and Headteacher

### Rationale and Evidence:

- 66% of children achieved GLD. This is inline with National for this academic year but significantly below pre-pandemic percentages.
- 65% of children achieved ARE in writing at the end of KS1. This impacted on the combined figure which was 62%. Only 5% achieved GDS in writing.
- In school data suggests that key year groups need to work with target children to secure a combined above 70%.
- Year 6 combined at 73% was significantly lower than the percentage of children achieving ARE in the individual subjects. This was at 80% or above.

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
To increase the number of children achieving GLD so that percentages are significantly above National and RBG figures	<ol style="list-style-type: none"> <li>1. Team to produce an analysis of Baseline Data to ensure clarity around starting points (KP) and NELI assessment</li> <li>2. SaLT team to train all new Nursery staff in relevant language programmes (KP/EA)</li> <li>3. Train all Reception staff in NELI Programme (KP/EA)</li> <li>4. Establish intervention programme as soon as children are settled</li> <li>5. Prioritise Speech and Language work to start in Reception as soon as possible in the Autumn term (KP/EA)</li> <li>6. Allocate extra teaching time to Reception (HB/RW)</li> </ol>	<p>All EYFS staff have a clear understanding of each child's starting point to support planning/interventions and measuring accelerated progress to be made.</p> <p>EYFS children will be provided the appropriate support and intervention to make rapid progress in speech.</p>	<ol style="list-style-type: none"> <li>1. Investigate costing of TA/teacher support to enhance intervention programme in Reception (KC/KP)</li> </ol>			<p>Leaders will have a secure narrative for children's starting points on arrival in Reception and progress made throughout the year.</p> <p>Speech and language interventions will be in place quickly to support children's language development.</p> <p>Staff will be well trained and able to effectively deliver programmes.</p> <p>Target children will be identified quickly and a plan of support in place to help them make progress.</p> <p>Parentst will be well informed and know how to support their children at home.</p>

	<p>7. Parent workshops to be provided in the Autumn and as new children arrive during the year (KP/KW)</p> <p>8. EYFS Lead practitioner to provide support for Nursery staff (teachers and EYPs) (MB) – happening weekly</p>					<p>Staff working in Nursery will feel confident to deliver best practice.</p> <p>Children will make rapid progress from their starting points.</p>
<p>To ensure that the percentage of children achieving the Expected standard (based on previous statutory guidance) in writing in Year 2 is above 70%</p>	<p>1. See Literacy SDP for whole school writing focus</p> <p>2. Writing gap analysis to be completed in September and be used to inform Action Plans (AC/KW)</p> <p>3. Work with borough consultants to identify writing sequences and focus (AC/KW)</p>		<p>1. Writing gap analysis to be completed in January and be used to inform Action Plans (AHTs)</p>			<p>Children make accelerated progress in writing from their starting points and overall attainment at ARE is above 70%.</p> <p>Writing sequences are carefully planned and effective in ensuring all Year 2 writing foci are well taught.</p>
<p>To raise the combined data in Year 2, 3 and Year 5 to 70% or above and increase combined data in Year 6</p>	<p>1. See Literacy SDP for whole school writing focus as writing is impacting combined data in all year groups</p> <p>2. See Attendance SDP for actions to raise attendance for all children</p> <p>3. Produce updated Data Report (ARE and AARE) based on leavers and new arrivals for the start of the new academic year. (JR)</p> <p>4. SLT to identify key children and focus</p>		<p>1. See Literacy SDP for whole school writing focus as writing is impacting combined data in all year groups</p> <p>2. See Attendance SDP for actions to raise attendance for all children</p> <p>3. SLT to analyse progress and attainment of target children and re-evaluate booster programme (SLT)</p> <p>4. AHTs to produce Action Plans focused on</p>			<p>Staff across the school know which children need extra support and in which subjects and work collectively towards them achieving this.</p> <p>Resources are carefully targeted to ensure identified children make accelerated progress and raise the percentage of children achieving combined ARE across the school.</p> <p>The percentage of children achieving ARE Combined in Year 6 is shows at least a 5%</p>

	<p>subjects for booster sessions in Year 2, 3 and 5 (SLT)</p> <p>5. Staff to use gap analysis in writing assessment grids to target key steps (SLT)</p> <p>5. All staff to be aware of the target children in their class, year group and phase (AHTs)</p> <p>6. Year 6 team to identify children to attend booster sessions based on Year 5 Assessment grids and Autumn 2 tests (MB/NN)</p> <p>7. AHTs to produce Action Plans focused on increasing progress for target children (AHTs)</p> <p>8. SLT to be paired with Year 6 target children – weekly catch up on key targets</p> <p>9. Lining out devices for key children</p>		<p>increasing progress for target children (AHTs)</p>			<p>increase from 2023 data.</p>
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