



Bonneygrove Primary School
Subject Action Plan
Working Document



Bonneygrove Primary School
School Improvement Plan 2023-2024
Updated 02/08/2023

<p style="text-align: center;">Priority 1: Quality of Education</p> <p>To improve the quality and consistency of teaching and learning across the school to raise standards and improve outcomes for all. Explicit and clear teaching steps to meet the needs of all children through clear instructions with explicit outcomes. To improve the teaching profile from Good to Outstanding.</p>	<p style="text-align: center;">Priority 2: Curriculum Development</p> <p>To embed the curriculum further through subject leaders thorough understanding of their subject across the school, how it can be developed yearly so that all children make substantial progress in all (foundation) subjects and understand the value of their learning on their current and future lives.</p>
<p style="text-align: center;">Priority 3: Pupil Premium and SEND support</p> <p>Closing the gap in performance outcomes with PPG and SEND children. Careful tracking of prior attainment groups in every year group and specific milestones /targets set with areas of opportunity based around well-structured and delivered interventions. All children will be tracked to ensure any interventions are evident from the outset. All SEND children will make accelerated progress from their starting points and will be afforded one to one or small group support where EHC or need requires.</p>	<p style="text-align: center;">Priority 4: Development of Mathematics</p> <p>Development of mathematics to improve outcomes across the school. Use of data and GAP analysis to promote outcomes for PPG and SEND children. Development of fluency and mental mathematics throughout the school. Development of teaching mathematics throughout the school – ensuring CPA process is used as a matter of course. Development in the use of TAs across the school to support learning, progress, and attainment. MTC to be rigorously supported by class teachers and Mathematics Leader.</p>
<p style="text-align: center;">Priority 5: Personal Development of Children and Adults</p> <p>Promote the extensive personal development of our pupils through a wide, rich set of experiences (various clubs in school). Opportunities for pupils to develop their talents and interests are of exceptional quality through sponsorship. There will be a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work provided and supported by the school. The school will provide rich experiences in a coherently planned way, in the curriculum (fifty things to do before leaving Bonneygrove) and through extra-curricular activities, and all staff strengthen our school's offer of activities and clubs. Staff and club organisers will always focus on the school's six values: Resilience - Honesty - Ambition - Creativity – Kindness and Inclusion.</p>	<p style="text-align: center;">Priority 6: Reading</p> <p>To provide targeted support for less able readers. Particularly the lowest 20% of readers, by ensuring all staff have sufficient knowledge and experience of the phonic teaching programmes used to develop early reading skills. Provide Key Stage One and Key Stage Two staff with specific phonics training, and ongoing CPD, so they are equipped to provide pupils with appropriate support and guidance as they move through Key Stage Two. Read for Twenty in each year group and a focus each half term on one of the content domains 1a-1e and 2a-2h. 'Bug Club' to be used daily by all children in school and at home. Classes to visit libraries at least once per week.</p>



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Writing Action Plan (English) 2023-2024

School Improvement Plan

RAG rated

Green- Fully Completed – Orange- Working on but not fully completed – Red -not yet started

What do I want to achieve?	What do I need to do to achieve the objective?	How will I achieve the objective?	What support will I need to give others to achieve the objective in a timely manner?	What group of people or individual will undertake the objective	What resources are required to support me meeting the objective?	After completion of objective what are my expectations?
OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
Improve the quality and consistency of teaching writing.	<ul style="list-style-type: none"> Provide class teachers with half-termly overview of genres to ensure full national curriculum coverage and progression. Weekly grammar lessons taught by all teachers. Monitor and analyse insight regularly to search for patterns. All teachers to complete half-termly writing assessments to use as part of assessment. 	<ul style="list-style-type: none"> Writing Sessions will be more targeted towards individual needs of children to close the gap / make progress. Children will be confident and more positive about writing Children making accelerated progress % gap between PPG and National Other is narrowed Increase in positive responses in pupil voice. Increase in children's writing stamina 	<p>Observations (Termly)</p> <p>Pupil Progress (Termly)</p> <p>English Learning Walk (Termly)</p> <p>Analyse Data (Termly)</p> <p>Pupil Interviews (Termly)</p>	Subject Leader SLT	Release time for SL	An improvement of children's outcomes in writing will be evident. Children will have a love of writing and enjoy writing their own texts for their own pleasure. Teachers will have better knowledge of



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	<ul style="list-style-type: none"> Teachers to ensure insight is updated regularly. Identify children in KS1 that are at risk of being below age-related. Put interventions into place for these children. Teachers focus on learning gaps for PPG children. Raising the profile of writing in the school. Continue to embed new handwriting scheme to improve handwriting 	<ul style="list-style-type: none"> Teachers to share good examples of writing and model writing using iPads Ensure SEND children have the opportunity to work collaboratively, independently and activities are differentiated to build confidence and love of writing. Pupils to complete GAPs assessments. Teachers to continue to embed handwriting scheme. 	Check Insight (Half-termly)			high-quality teaching of writing.
After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective.			

What do I want to achieve?	What do I need to do to achieve the objective?	How will I achieve the objective?	What support will I need to give others to achieve the objective in a timely manner?	What group of people or individual will undertake the objective	What resources are required to support me meeting the objective?	After completion of objective what are my expectations?
OBJECTIVE	ACTION		WHEN / HOW	WHO	COST	



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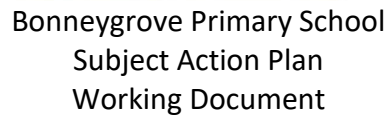
		SUCCESS CRITERIA				INTENDED OUTCOME
Continue to improve children's outcomes in writing.	<ul style="list-style-type: none"> Ensure children are EXS of GDS by covering NC objectives and weaving in objectives from previous years where necessary for writing and spelling. Ensure consistent use of insight to identify, and close, gaps in children's learning. Look at KS2 data from SPAG Tests regularly and identify patterns. Termly moderation of writing across year groups. Improve quality of planning and teaching in writing, through engaging core texts, as well as ensuring a clear learning outcome is identified and shared at the start of each unit. Use strategies to target progress for individual children. Work with teachers to support them to identify 	<ul style="list-style-type: none"> Teachers use insight as an effective use of formative assessment Teachers demonstrate a better knowledge of children's learning gaps (and this will show in planning and modelled writing). Teachers will have better understanding of new curriculum assessment requirements (what – ARE/ARE/ARE+ look like for their and other year groups) Moderation used to inform next steps, small specific targets set to impact on individual children, across the year groups and with other schools. Use engaging core texts to teach units / genres and name on MTPs. Identified children make small but significant progress over time. Less is 	Monitoring of Insight (Half Termly) Pupil Progress (Termly) Teacher Assessment (Half Termly) Writing Moderation Staff Meetings (Termly) Book Looks (Termly)	Subject Leader SLT	Release time for SL	An improve of children's outcomes in writing will be evident. Children will be able to write for a range of different purposes demonstrating expected standard of SPAG.



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	gaps and strategies to improve Teachers to promote AFL strategies including sticky learning, peer/self-assessment and effective questioning.	<p>more – quality over quantity.</p> <ul style="list-style-type: none"> Teachers to use higher level questioning. Ensure SEND children have the opportunity to work collaboratively, independently and activities are differentiated (resources including sentence starters/ word banks etc) to ensure children know success. 				
After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective			

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What do I want to achieve?	What do I need to do to achieve the objective?	How will I achieve the objective?	What support will I need to give others to achieve the	What group of people or individual will	What resources are required to support me	After completion of objective what



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OBJECTIVE	ACTION	SUCCESS CRITERIA	objective in a timely manner? WHEN / HOW	undertake the objective WHO	meeting the objective? COST	are my expectations? INTENDED OUTCOME
Increase in the accuracy of number of words spelt correctly in children's writing, appropriate to year group	<ul style="list-style-type: none"> Daily teaching of spelling in Literacy (linked to guidance in Appendix 1 Spellings) using Essentials Spelling. Common Exception Word assessment (each year group). Identify gaps in spelling for classes/year groups. Look at KS2 data from Spelling Section of SPAG Tests and identify patterns. Common exception words regularly assessed. Spellings given for homework across Year Groups, where possible words matched to phonics and reading. 	<ul style="list-style-type: none"> Improvement in spelling in children's books. In particular common spelling misconceptions, e.g. when to double the consonant, adding 'y' to words. Children will know where to find resources to help support their spelling. Teachers will be aware of gaps in children's spelling and will address. Planning will show spelling being taught daily and a weekly spelling test. All teachers to display CE words appropriate to year group and have mats available for previous year groups. 	Book Looks (Half Termly) Pupil Interviews (Termly)	Subject Leader SLT	Release time for SL	An improvement of children's outcomes in spelling will be evident in writing, as well as dictation activities and spelling tests.
After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective			



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OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
Children with SEND can access <u>English</u> through adapted/additional resources.	Gather resources for children across the school.	All children have the resources to enable them to access the English Curriculum	<ul style="list-style-type: none"> - rulers with a finger to encourage finger spaces - recordable cards where children can create their sentence orally, record it and then listen to it back to remind them of what they should be writing - word mats and CE mats 	All staff	Time, Budget, (list resources that you find here with cost)	A variety of resources available for children from nursery to Y6 to access the curriculum, regardless of their needs.
After completion of objective what		Date Objective Achieved	Diary of events related to objective			



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are my expectations? ACTUAL OUTCOME	IMPACT	Ongoing	