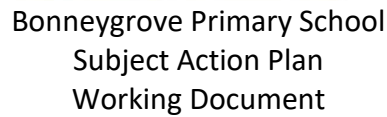Bonneygrove Primary School
Subject Action Plan
Working Document

School Improvement Plan

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

Priority 1: Quality of Education	**Priority 2: Curriculum Development**
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.	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.
Priority 3: Pupil Premium and SEND support	**Priority 4: Development of Mathematics**
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.	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.
Priority 5: Personal Development of Children and Adults	**Priority 6: Reading**
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.**	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.

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Reading Action Plan 2023 -2024						
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**
To embed a Whole School Guided Reading Approach.	Whole staff INSET to discuss and develop the materials and planning approaches (based on Reading Fluency Project). Whole staff issued with updated Guided Reading Overview, which trials Reading for Fluency in Year 2-5. Lesson observations, book looks and learning walks.	Lesson observations, book looks and learning walks will demonstrate a progression in the learning for all children and consistency in the modelling applied. Teachers to follow the 'content domains' in correct order on overview. Copies of the recommended texts for the Year Groups are available.	Discuss with staff shared expectations and model an exemplary planning document. Monitoring activities and ensure that all staff are aware of intended outcomes. Twilight / afterschool sessions.	All Teaching Staff	Staff Meeting Management time for monitoring activities. Cost of books for Guided Reading.	Evidence of consistency in reading learning delivered through an effective implementation of the resource. Improved deepening of the learning through effective questioning and challenge.

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After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective

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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**
To purchase and implement termly assessments using PUMA and MARK system	Purchase PiRA and MARK system Assessments for Yr 1- 6 Reading SL to closely monitor progress across the school	Children to sit termly papers online. Children will be confident and more positive about 'tests'. Teachers and Reading SL to be able to identify children not making progress Interventions to be arranged via SENCO if possible.	Termly monitoring of PiRA MARK TOOL to identify areas for development	All Teaching Staff	PiRA Assessment tokens PiRA MARK Tool	Ensure all children make expected or better progress in Reading.
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	Date Objective Achieved	Diary of events related to objective Order in Autumn 1 – 03.10.22 Timetable of implementation to be created – 6.12.23 Order in Spring 1 - 10.3.23 Timetable of implementation to be created – 14.3.23 Order in Summer 1 Timetable of implementation to be created – 6.7.23			

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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 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
Strengthen the use of Assessment for Learning to help teachers to pitch learning at the right level.	Signpost teachers to assessment tools on Rising Stars Mark website. Look at data from Reading Tests and identify patterns. Identify lowest 20% readers after each assessment to then be heard read daily. Look on insight to identify areas of development and targets.	Reading Sessions will be more targeted towards individual needs of children to close the gap / make progress. Children's gaps addressed through extra daily reading session which addresses content domain gaps identified. Shine Interventions (children identified through RS data) Lowest 20% reading daily with a 'skilled adult'	Monitoring activities and ensure that all staff are aware of intended outcomes.	All teachers	PiRA MARK Tool Insight tracking	Children to make better progress and there will be deepening of the learning as teachers are ensuring there is enough support and challenge in lessons.

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		Teachers to update Insight objectives regularly.				
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	**Date Objective Achieved**	**Diary of events related to objective** **Extra content domain session expectations 6/1/23** **Testbase Twilight session for staff 9/1/23** **Reading Shine Interventions Training 9/1/23** **Intervention start date 16/1/23**			

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
Strengthen the profile of reading across the school.	Ensure that KS2 library is maintained to a high standard. Set up KS1 Library Roll out Weekly Book Bonanzas for Nursery up to Year 4. All children to have access to books on Bug Club (both at home and at school)	Increase in positive responses in pupil voice. Increase in children's fluency of reading leading to accelerated progress. Teachers to share a class story at the end of each day, to promote a love of reading. Classes visit the KS2 library weekly so children are able to change their books when necessary.	Observations (Termly) Pupil Progress (Termly) Guided Reading Learning Walk (Termly) Analyse Data (Termly) Monitor Intervention Reading Logs (Termly) Pupil Interviews (Termly)	Subject Leader SLT	Release time for SL Bug Club	An improve of children's outcomes in reading will be evident. Children will have a love of reading and take home a book which is correctly matched to their reading ability.

		Ensure that reading logs are checked daily to ensure home reading is happening. Ensure children have access to correctly levelled books on Bug Club. Ensure SEND children have the opportunity to work collaboratively, independently and activities are differentiated to build confidence and love of reading.					
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? **OBJECTIVE**	What do I need to do to achieve the objective? **ACTION**	How will I achieve the objective? **SUCCESS CRITERIA**	What support will I need to give others to achieve the objective in a timely manner? **WHEN / HOW**	What group of people or individual will undertake the objective **WHO**	What resources are required to support me meeting the objective? **COST**	After completion of objective what are my expectations? **INTENDED OUTCOME**
Children with SEND can access curriculum area through adapted/additional resources.	Gather resources for children across the school.	All children have the resources to enable them to access the Reading.	Teaching of systematic synthetic phonics (SSP) until children can decode automatically. Make reasonable adjustments to help pupils access the same phonics curriculum as their peers (e.g. coloured overlays, font size adjustments). Sound and light issues – interactive whiteboards are non-reflective to reduce glare. Seating: In guided reading, place pupils who need the most support opposite the teacher so they can	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.

			hear and see the teacher prompts clearly. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils		
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	**Date Objective Achieved** **Ongoing**	**Diary of events related to objective**		

Barriers to and solutions for Engagement, Progress and Achievement in Reading

- Variety in methods of recorded what is known/learned
- Be aware that children with ASC may need whole word reading (Precision Teaching) as blending and segmenting is difficult and they memorise each sound as a separate unit.
- Children with Dyslexia often have good comprehension skills if they have the test read to them
- Ensure that books are interesting to children bear in mind that their decoding skills may be in line with a child who is of a younger age, but they will be too mature for books suited to this age. Rapid readers are good for this.

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	• Hearing distinctions between sounds and blending and segmenting • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary • Difficulty with comprehension	• Reading text • May struggle with contrasting colours on the board	• Difficulty following with a finger • Eye tracking weakness • Sequencing and organising • Missing words • Reluctance to read aloud • Limited concentration • Comprehension • Speech difficulties and phonological processing • Planning difficulties • Difficulty copying from the board	• Recall of instructions • use of specific/unfamiliar vocab • comprehension and retelling	• Decoding words • Phonics, they may not be able to blend and need whole word reading • Comprehension especially inference and deduction	• Concentration • Comprehension	• Dyslexia • Will struggle with decoding • Comprehension may be good – but word reading is too slow to allow good understanding • Anxiety and lack of confidence	• Confidence and self esteem • Unable to focus • May not want to read