



Bonneygrove Primary School
Subject Action Plan
Working Document

School Improvement Plan



Bonneygrove Primary School
School Improvement Plan 2022-2023

<p style="text-align: center;"><u>Priority 1: Quality of Education</u></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.</p>	<p style="text-align: center;"><u>Priority 2: Curriculum Development</u></p> <p>To embed implementation of the curriculum through subject leaders thorough understanding of their subject across the school so that all children make good progress in all (foundation) subjects and understand the value of their learning on their current and future lives.</p>
<p style="text-align: center;"><u>Priority 3: Pupil Premium and SEND support</u></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.</p>	<p style="text-align: center;"><u>Priority 4: Development of Mathematics</u></p> <p>Development of mathematics to improve outcomes across the school. Use of data and GAP analysis to promote outcomes for PP 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.</p>
<p style="text-align: center;"><u>Priority 5: Personal Development of Children and Adults</u></p> <p>Long-term outcomes for physical skills are achieved by all learners. Teachers, Parents/carers are more confident in supporting the development of physical skills at home. All learners are more independent due to increased skills. Child centred curriculum supports and develops learners. Learners meet targeted, personalised expectations and are taught how to be successful. Accurate identification of outcomes identified and implemented for each child. Intervention and provision maps match the need of learners. Pupil voice is heard, listened to, and acted on. Learner’s access and experience peer to peer interaction and learning. Community links complement and add to the value of the curriculum</p>	<p style="text-align: center;"><u>Priority 6: Reading</u></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 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.</p>

01/08/2022



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Phonics Action Plan 2023 -2024

RAG rated Green- Fully Completed – Orange- Working on but not fully completed – Red -not yet started						
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OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
Continue to implement Little Wandle phonics programme to ensure a consistent approach across the school.	<p>Ensure all staff are up to date with LW training modules.</p> <p>Staff meetings to support teaching staff with delivery of LW and keep up to date with any changes to LW.</p> <p>Regular learning walks and lesson observations across EYFS and Year 1.</p> <p>Children not on track receive 'daily keep</p>	<p>Phonics is taught daily in EYFS and Year 1 with fidelity and consistency to LW phonics scheme.</p> <p>High levels of engagement in phonics lessons by ensuring good pace and AfL.</p> <p>Children will have access to high quality consistent resources across the school.</p>	<p>Feedback given to staff from lesson observations and learning walks to improve practice.</p> <p>Signpost staff to online training videos and support.</p>	All teachers	<p>LW subscription cost. (£395 yearly)</p> <p>LW resources and display materials</p>	All teaching staff are confident to deliver the phonics programme and can support children through the programme (EYFS/KS1) and identify children that need additional support after. (KS2)



Bonneygrove Primary School
Subject Action Plan
Working Document

	ups'/interventions using LW resources.					
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Phonics leader remains up to date on all phonics training.	VC to complete yearly training webinars: Autumn 1: Application of Phonics Autumn 1: Getting Started with assessment Autumn 2: Building your team: tbc Spring 1: Keep up reaching the lowest 20% Spring 2: Supporting your Keep up team.	All modules regularly completed throughout the year as required by VC Teaching staff will be kept up to date with new training/ how to videos to ensure good practice and fidelity to the scheme. Teachers receive targeted support/ training as recommended from Learning walks, lesson observations, guided reading practice etc. Children will have access to high quality phonics lessons and interventions	Phonics leader will signpost any teachers for additional training as needed throughout the year from Learning walks, lesson observations etc	All teaching staff.	Included in subscription cost. Staff meeting time. Leadership time for VC	Phonics Leader remains up to date on all phonics training and disseminated to teaching and support staff to ensure best practice for Early Reading.



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 Subject Action Plan
 Working Document

	<p>Summer1: Maintaining the pace of learning and PSC.</p> <p>Summer 2: Audit your success and plan ahead.</p>	that are in line with Little Wandle phonics scheme.				
<p>After completion of objective what are my expectations?</p> <p>ACTUAL OUTCOME</p>	IMPACT	Date Objective Achieved	Diary of events related to objective			



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Subject Action Plan
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Children will receive high quality reading practice sessions by trained members of staff to support Early Reading.	<p>Using initial assessments, work with class teachers to organise groups.</p> <p>Pupils in EYFS/KS1 (and those in Y2 receiving daily Phonics to have 3 x weekly Reading Practice sessions)</p> <p>Books used for Reading Practice sessions are organised along with word lists and are easily accessible.</p> <p>Purchase and set up access to Bug Club e-</p>	<p>Reading Practice sessions take place 3 x weekly across Rec, KS1 and Y2 (pupils having discrete teaching).</p> <p>Pupils have the opportunity for Decoding, Prosody and Comprehension sessions in line with their Phonics ability using fully decodable books.</p> <p>Pupils have access to real and online fully decodable books matched to the phonics levels.</p>	<p>Reception and Year 1 teachers to use LW assessments and complete 6 weekly to inform Reading level book is appropriate for Guided Reading Sessions.</p> <p>Phonics lead to check assessments and oversee guided reading groups half termly.</p>	VC, Reception and Year 1 staff.	Additional adults used from KS2.	Children are supported to make good progress through the reading levels to develop fluency, prosody and comprehension skills.



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	<p>library for fully decodable books to be used during Reading Practice and home readers</p> <p>Ensure all adults complete Reading Practice Record at the end of each week.</p>	<p>Children are monitored carefully by the reading group leader. Progress is monitored through the Reading Practice Record.</p>				
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Bonneygrove Primary School
Subject Action Plan
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Ensure all children are 'on track' using LW assessments and ensure those who are not, are identified and support is in place.	<p>Phonics assessment mapped out on assessment calendar every six weeks in line with LWLS.</p> <p>Staff supported with delivery of assessments and data collated on online tracker.</p> <p>Reports shared with staff two week after completion.</p> <p>Outcomes used to reorganise groups and plan out daily 'keep up' and Reading Practice sessions.</p> <p>Children in lowest 20% will receive additional support sessions/keep ups by class teacher, daily.</p>	<p>VC review online tracker data to identify key themes and address.</p> <p>Teaching of Phonics closely matches the phonics ability of pupils.</p> <p>Pupils have access to additional support/interventions if they are not making expected progress.</p> <p>Higher percentage of pupils meeting the expected standard for PSC</p> <p>Higher percentage of pupils entering Year 1 at Phase 5.</p>	<p>Reception and Year 1 teachers set up on LWLS assessment tracker and input data from assessments on 6 weekly cycle. (End of each half term)</p> <p>VC to moderate assessments completed with Reception and Year 1 teachers.</p>	Reception , Year 1 teachers and VC	<p>LW phase assessments included in subscription costs</p> <p>Access to online trackers</p>	<p>Teachers can closely monitor cohort and individual children's progress.</p> <p>Teaching can be adjusted to recap any GPCs or tricky words highlighted on the analysis spreadsheet.</p>



Bonneygrove Primary School
Subject Action Plan
Working Document

	Develop a system for recording of daily keep up sessions.	Higher percentage of pupils entering Year 2 on Phase 6 / Support for spellings.				
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Bonneygrove Primary School
Subject Action Plan
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OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
Ensure every child in year 1 prepared for the PSC	<p>Daily phonics lessons.</p> <p>Daily keep ups.</p> <p>Provide materials for conducting 'mock' screening checks to year 1 staff.</p> <p>SLT to administer phonics screening checks every term.</p> <p>Provide Year 2/3 staff with details of pupils who have not yet passed the screening test.</p> <p>Data to be analysed and used to inform planning and groupings for intervention.</p>	Ensure all children know all GPCs taught up to phase 5 and can blend confidently to read real words and alien words.	SLT to carry out PSC termly and inform teachers of results.	SLT	Previous PSC materials.	Increase the number of children to pass the PSC by the end of year 1.



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Working Document

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
<p>To engage parents with our phonics scheme to ensure children are supported with early reading at home.</p>	<p>Plan and deliver a phonics workshop for all parents and carers in in EYFS and KS1.</p> <p>Work with year group staff to develop support and guidance documents to be distributed at the workshop, parents evenings and homework.</p> <p>Develop a take home pack of resources and activities for parents to use at home. (grapheme sheets, tricky words etc)</p> <p>Signpost parents to LW online resources</p> <p>Reading records checked by staff</p>	<p>Stronger link between home and school is developed</p> <p>Parent’s and carers are more aware of how they can support their child with phonics, reading and writing at home.</p> <p>Homework completed</p> <p>Parents read regularly with their child and sign the reading records.</p>	<p>Reception Parent workshop Autumn and Summer term.</p> <p>Year 1 Parent workshop Autumn and Summer term.</p>	<p>VC, Reception and Year 1 teachers.</p>	<p>None</p>	<p>Children will practice their books regularly and increase fluency.</p>
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ACTUAL OUTCOME			
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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	What group of people or	What resources are	After completion of



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Subject Action Plan
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OBJECTIVE	ACTION	SUCCESS CRITERIA	achieve the objective in a timely manner? WHEN / HOW	individual will undertake the objective WHO	required to support me meeting the objective? COST	objective what are my expectations? INTENDED OUTCOME
<p>To increase accuracy, fluency and prosody in reading practice sessions for all children.</p>	<p>Continue to purchase fully decodable books for Phonics reading practice sessions.</p> <p>Organise books as prescribed by Little Wandle using Application of phonics to reading document(Including ORT and other suitable schemes we already have) into coloured book bands.</p> <p>Children are grouped and matched to their correct level 6 weekly.</p> <p>Ensure plans are accessible for Reading practice sessions and adults complete reading practice record sheet weekly for their group.</p> <p>All adults to follow 3 prescribed 3 sessions: decoding, prosody and comprehension.</p>	<p>Children can decode and read their books with 90% accuracy and fluency.</p> <p>Children will be fully engaged in their reading practice sessions.</p> <p>Children progress through the book band levels.</p>	<p>Regular learning walks to closely monitor reading practice sessions in Reception and Year 1.</p> <p>Signpost staff to LW coaching videos if needed.</p>	<p>VC and teaching staff.</p>	<p>Additional phase 5 books needed to ensure all children get a decodable book matched to the scheme.</p>	<p>Children will make expected progress through the reading levels. Complete phase 5 by end of year 1.</p>



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Children with SEND can access phonics through adapted/additional resources.	Gather resources for children across the school.	<p>All children have the resources to enable them to access the phonics scheme.</p> <p>Pre-teaching sounds with LW flashcards</p> <p>Teacher to target children with 'copy me' for correct pronunciation and practice for phonemes.</p> <p>Interventions with targeted children</p> <p>Oral blending practice of cvc words</p>	Observe phonics interventions to provide support and advice	All staff	<p>LW flash cards £6.99</p> <p>Large alphabet/rain bow arc £18.36 each</p> <p>Magnetic letters £30.11</p> <p>Magnetic boards £49.60</p>	A variety of resources available for children from nursery to Y6 to access the curriculum, regardless of their needs.
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