

#### **School Improvement Plan**



#### Bonneygrove Primary School

School Improvem	nent Plan 2022-2023
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 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.
Priority 3: Pupil Premium and SEND support  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.	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.
Priority 5: Personal Development of Children and Adults  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,	Priority 6: Reading  To provide targeted support for less able readers. Particularly the lowest 20% of readers, by opening all staff have sufficient knowledge and experience of the

through Key Stage Two.

readers, by ensuring all staff have sufficient knowledge and experience of the

phonic teaching programmes used to develop early reading skills. Provide Key

equipped to provide pupils with appropriate support and guidance as they move

Stage Two staff with specific phonics training, and ongoing CPD, so they are

01/08/2022

the curriculum

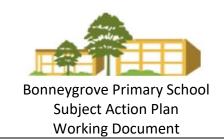
personalised expectations and are taught how to be successful. Accurate

Intervention and provision maps match the need of learners. Pupil voice is heard,

interaction and learning. Community links complement and add to the value of

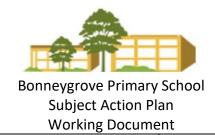
identification of outcomes identified and implemented for each child.

listened to, and acted on. Learner's access and experience peer to peer

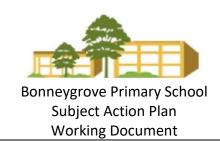


### Phonics Action Plan 2023 -2024

RAG rated	Green- Fully Con	npleted – Orange- Working o	n but not fully completed – Re	d -not yet start	ed	
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	OUTCOME
Continue to implement Little Wandle phonics programme to ensure a consistent approach across the school.	Ensure all staff are up to date with LW training modules.  Staff meetings to support teaching staff with delivery of LW and keep up to date with any changes to LW.  Regular learning walks and lesson observations across EYFS and Year 1.  Children not on track receive 'daily keep	Phonics is taught daily in EYFS and Year 1 with fidelity and consistency to LW phonics scheme.  High levels of engagement in phonics lessons by ensuring good pace and AfL.  Children will have access to high quality consistent resources across the school.	Feedback given to staff from lesson observations and learning walks to improve practice.  Signpost staff to online training videos and support.	All teachers	LW subscriptio n cost. (£395 yearly)  LW resources and display materials	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)



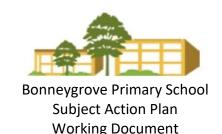
	ups'/interventions			
	using LW resources.			
After completion of objective		Diary of events related to obj	octivo	
what are my expectations?		Diary of events related to obj	ective	
ACTUAL OUTCOME				



RAG rated	Green- Fully Con	npleted – Orange- Working o	on but not fully completed – Re	ed -not yet starte	ed	
What do I want to achieve?	What do I need to do	How will I achieve the	What support will I need to	What group	What	After completion of
	to achieve the	objective?	give others to achieve the	of people or	resources	objective what are
	objective?		objective in a timely	individual	are	my expectations?
			manner?	will	required to	
				undertake	support me	
				the	meeting	
				objective?	the	
					objective?	INTENDED
OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	OUTCOME
Phonics leader remains up to date	VC to complete yearly	All modules regularly	Phonics leader will signpost	All teaching	Included in	Phonics Leader
on all phonics training.	training webinars:	completed throughout	any teachers for additional	staff.	subscriptio	remains up to date
		the year as required by	training as needed		n cost.	on all phonics
	Autumn 1: Application	VC	throughout the year from			training and
	of Phonics		Learning walks, lesson		Staff	disseminated to
		Teaching staff will be kept	observations etc		meeting	teaching and
	Autumn 1: Getting	up to date with new			time.	support staff to
	Started with	training/ how to videos to				ensure best practice
	assessment	ensure good practice and			Leadership	for Early Reading.
		fidelity to the scheme.			time for VC	
	Autumn 2: Building					
	your team: tbc	Teachers receive targeted				
		support/ training as				
	Spring 1: Keep up	recommended from				
	reaching the lowest	Learning walks, lesson				
	20%	observations, guided				
		reading practice etc.				
	Spring 2: Supporting					
	your Keep up team.	Children will have access				
		to high quality phonics				
		lessons and interventions				



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



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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	After completion of objective what are my expectations?
OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	objective?	INTENDED OUTCOME
Children will receive high quality reading practice sessions by trained members of staff to support Early Reading.	Using initial assessments, work with class teachers to organise groups.  Pupils in EYFS/KS1 (and those in Y2 receiving daily Phonics to have 3 x weekly Reading Practice sessions)  Books used for Reading Practice sessions are organised along with word lists and are easily accessible.  Purchase and set up access to Bug Club e-	Reading Practice sessions take place 3 x weekly across Rec, KS1 and Y2 (pupils having discreate teaching).  Pupils have the opportunity for Decoding, Prosody and Comprehension sessions in line with their Phonics ability using fully decodable books.  Pupils have access to real and online fully decodable books matched to the phonics levels.	Reception and Year 1 teachers to use LW assessments and complete 6 weekly to inform Reading level book is appropriate for Guided Reading Sessions.  Phonics lead to check assessments and oversee guided reading groups half termly.	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.

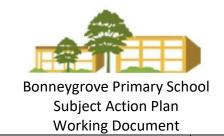


## Bonneygrove Primary School Subject Action Plan Working Document

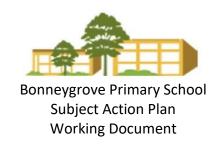
	library for fully decodable books to be used during Reading Practice and home	Children are mo carefully by the group leader. Pr monitored throu	reading ogress is			
	readers	Reading Practice	_			
	Ensure all adults complete Reading Practice Record at the end of each week.					
After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of e	vents related to objective		



RAG rated	Green- Fully Co	ompleted – Orange- Working on bu	ut not fully completed – Re	d -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	OUTCOME
Ensure all children are 'on track' using LW assessments and ensure those who are not, are identified and support is in place.	Phonics assessment mapped out on assessment calendar every six weeks in line with LWLS.  Staff supported with delivery of assessments and data collated on online tracker.  Reports shared with staff two week after completion.  Outcomes used to reorganise groups and plan out daily 'keep up' and Reading Practice sessions.  Children in lowest 20% will receive additional support sessions/keep ups by class teacher, daily.	VC review online tracker data to identify key themes and address.  Teaching of Phonics closely matches the phonics ability of pupils.  Pupils have access to additional support/interventions if they are not making expected progress.  Higher percentage of pupils meeting the expected standard for PSC  Higher percentage of pupils entering Year 1 at Phase 5.	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)  VC to moderate assessments completed with Reception and Year 1 teachers.	Reception , Year 1 teachers and VC	LW phase assessments included in subscription costs  Access to online trackers	Teachers can closely monitor cohort and individual children's progress. Teaching can be adjusted to recap any GPCs or tricky words highlighted on the analysis spreadsheet.



	Develop a system for recording of daily keep up sessions.	Higher percentage of pupils entering Year 2 on Phase 6 / Support for spellings.			
After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to	o objective	

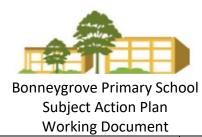


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OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	OUTCOME
Ensure every child in year 1 prepared for the PSC	Daily phonics lessons.  Daily keep ups.  Provide materials for conducting 'mock' screening checks to year 1 staff.  SLT to administer phonics screening checks every term.  Provide Year 2/3 staff with details of pupils who have not yet passed the screening test.  Data to be analysed and used to inform planning and groupings for intervention.	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.

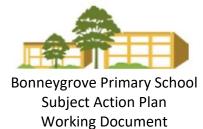


# Working Document

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

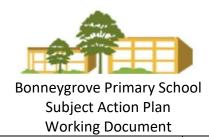


What do I want to achieve?	What do I need to do to achieve the objective?	How will I achieve the objective?	What support will I need to give others to achieve the objective in a timely manner?	What group of people or individual will undertake the objective	What resources are required to support me meeting the objective?	After completion of objective what are my expectations?
OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	OUTCOME
To engage parents with our phonics scheme to ensure children are supported with early reading at home.	Plan and deliver a phonics workshop for all parents and carers in in EYFS and KS1.  Work with year group staff to develop support and guidance documents to be distributed at the workshop, parents evenings and homework.  Develop a take home pack of resources and activities for parents to use at home. (grapheme sheets, tricky words etc)  Signpost parents to LW online resources  Reading records checked by staff	Stronger link between home and school is developed  Parent's and carers are more aware of how they can support their child with phonics, reading and writing at home.  Homework completed  Parents read regularly with their child and sign the reading records.	Reception Parent workshop Autumn and Summer term.  Year 1 Parent workshop Autumn and Summer term.	VC, Reception and Year 1 teachers.	None	Children will practice their books regularly and increase fluency.
After completion of objective what are	IMPACT	Date Objective Achieved	Diary of events related to	o objective	1	1
my expectations?						

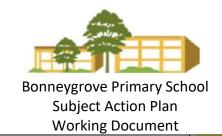


	ACTUAL OUTCOME		
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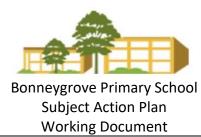
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What do I want to	What do I need to do to achieve	How will I achieve the	What support will I	What group of	What	After
achieve?	the objective?	objective?	need to give others to	people or	resources are	completion of



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



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



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What do I want to	What do I need to do to achieve	How will I achieve the	What support will I	What group of	What	After
achieve?	the objective?	objective?	need to give others to achieve the objective in a timely manner?	people or individual will undertake the objective	resources are required to support me meeting the objective?	completion of objective what are my expectations?
OBJECTIVE	ACTION	SUCCESS CRITERIA	WHEN / HOW	WHO	COST	INTENDED OUTCOME
Children with SEND can access phonics through adapted/additional resources.	Gather resources for children across the school.	All children have the resources to enable them to access the phonics scheme.  Pre-teaching sounds with LW flashcards  Teacher to target children with 'copy me' for correct pronunciation and practice for phonemes.  Interventions with targeted children  Oral blending practice of cvc words	Observe phonics interventions to provide support and advice	All staff	LW flash cards £6.99  Large alphabet/rain bow arc £18.36 each  Magnetic letters £30.11  Magnetic boards £49.60	A variety of resources available for children from nursery to Y6 to access the curriculum, regardless of their needs.
After completion of objective what are my expectations?	IMPACT	Date Objective Achieved	Diary of events related t	o objective	1	1



- <b>0</b>						
<b>ACTUAL OUTCOME</b>						