



**Bonneygrove Primary School**  
School Improvement Plan 2022-2023

<p style="text-align: center;"><b><u>Priority 1: Quality of Education</u></b></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;"><b><u>Priority 2: Curriculum Development</u></b></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;"><b><u>Priority 3: Pupil Premium and SEND support</u></b></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;"><b><u>Priority 4: Development of Mathematics</u></b></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;"><b><u>Priority 5: Personal Development of Children and Adults</u></b></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;"><b><u>Priority 6: Reading</u></b></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>