



**St Stephen's Church of England Tockholes
PLAN OF SPEND of PUPIL PREMIUM
2018-19**

Mission Statement

"Inspiring God's children to achieve their full potential.

We are a small school but big enough to care and inspire all children.

We provide a safe Christian environment for all to work and play together."

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£2300 per child)
- pupil premium plus children currently being looked after or in care (£2300 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St Stephen's Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2018-19.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

Actual funds released in September 2018 were £ 18,032 (£13,200 PP+ £4,832)

Actual figures as of September 2018 are as follows:

| | Actual September 2018 |
|---|-----------------------------|
| : DEPRIVATION (children) 10 | 13,200 |
| : PREVIOUSLY LOOKED AFTER CHILDREN PP+ (4) | 9,200 |

The three key objectives:

1. **Attainment** in literacy and mathematics: to improve the outcomes for FSM children in literacy and mathematics
2. **Language**: to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1
3. **Engagement**: to improve curriculum engagement and academic achievement for FSM and CIOC children

OBJECTIVE 1

ATTAINMENT:

To narrow the gap and improve the outcomes for PP/PP+ -FSM children in phonics, literacy (developing vocabulary, teaching writing, grammar, spelling and punctuation) and mathematics through delivery of interventions programmes.

To identify and accelerate progress of a number of PP/PP+ -FSM currently at ARE who have the potential to achieve Above ARE.

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP/CIOC funding but who are in need of such programmes will be able to access these throughout the year.

Action: To re -deploy additional teachers and teaching assistants to provide small group and 1 to 1 intervention for children in receipt of PP-FSM who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in literacy and mathematics

End of Year Results and evaluation of gap

44% of children eligible for PP/PP+ also have SEND

Red denotes a negative gap where attainment/progress of PP/PP+ is lower than Non PP and PP/PP+

Yellow denotes no gap

Green denotes a positive gap where attainment/progress of PP/PP+ is higher than Non PP and PP/PP+

(Care needs to be taken as numbers in each group are small for % purposes)

| Outcomes Summary Year 3 | Summer Term Summer Number in Cohort 4 Boys 1 Girls 3 PP 2 SEND 0 | | | | Progress from Year 2 | | | |
|-------------------------|--|-----|-----------|----|----------------------|-----|-------|----|
| | In line with & above ARE | | Above ARE | | In line and above | | Above | |
| | No | % | No | % | No | % | No | % |
| Reading | 3 | 75 | 0 | | 3 | 75 | 0 | |
| PP | 2 | 100 | 0 | | 2 | 100 | 0 | |
| Non PP | 1 | 50 | 0 | | 1 | | 0 | |
| Writing | 3 | 75 | 0 | | 3 | 75 | 1 | 25 |
| PP | 1 | 50 | 0 | | 1 | 50 | 1 | 50 |
| Non PP | 2 | 100 | 0 | | 2 | | 0 | |
| Maths | 4 | 100 | 1 | 25 | 4 | 100 | 1 | 25 |
| PP | 2 | 100 | 1 | 50 | 1 | 50 | 1 | 50 |
| Non PP | 2 | 100 | 0 | | 3 | | 0 | |
| GPS | 4 | 100 | 0 | | 4 | 100 | 1 | 25 |
| PP | 2 | 100 | 0 | | 2 | 100 | 1 | 50 |
| Non PP | 2 | 100 | 0 | | 2 | | 0 | |
| RWM | 3 | 75 | 0 | | | | | |
| PP RWM | 1 | 50 | 0 | | | | | |
| Non PP RWM | 2 | 100 | 0 | | | | | |

| Outcomes Summary Year 4 | Summer Term Summer Number in Cohort: 10 Boys 3 Girls 7 PP 1 SEND 4 (40%) | | | | Progress from Year 2 | | | |
|-------------------------|---|-----|-----------|-----|----------------------|-----|-------|-----|
| | In line with & above ARE | | Above ARE | | In line and above | | Above | |
| | No | % | No | % | No | % | No | % |
| Reading | 5 | 50 | 3 | 30 | 10 | 100 | 1 | 10 |
| PP | 1 | 100 | 1 | 100 | 1 | 100 | 0 | 0 |
| Non PP | 4 | 44 | 2 | | 9 | | 1 | |
| Writing | 5 | 50 | 3 | 30 | 10 | 100 | 4 | 40 |
| PP | 1 | 100 | 1 | 100 | 1 | 100 | 1 | 100 |
| Non PP | 4 | 44 | 2 | | 9 | | 3 | |
| Maths | 5 | 50 | 1 | 10 | 10 | 100 | 1 | 10 |
| PP | 1 | 100 | 0 | 0 | 1 | 100 | 0 | |
| Non PP | 4 | 44 | 1 | | 9 | | 1 | |
| GPS | 5 | 50 | 3 | 30 | 10 | 100 | 1 | 10 |
| PP | 1 | 100 | 1 | 100 | 1 | | 0 | |
| Non PP | 4 | 44 | 2 | | 9 | | 1 | |
| RWM | 5 | 50 | 1 | 100 | | | | |
| PP RWM | 1 | 100 | 0 | | | | | |
| Non PP RWM | 4 | 44 | 1 | | | | | |

| Outcomes Summary Year 5 | Summer Term Number in Cohort 8 | | | | Progress from Year 2 | | | |
|----------------------------|---|----|--------------|---|----------------------|----|-------|----|
| | Boys 5 Girls 3 PP 2 (1 SEND/EHCP) SEND 3 (38%) | | | | | | | |
| Pupils: | In line with & above ARE | | Above ARE | | In line and above | | Above | |
| | No | % | No | % | No | % | No | % |
| Reading | 6 | 75 | 1 | | 6 | 75 | 0 | |
| PP | 1 | 50 | 0 | | 1 | 50 | 0 | |
| Non PP | 5 | | 1 | | 5 | | 0 | |
| Writing | 4 | 50 | 0 | | 5 | 63 | 1 | 13 |
| PP | 1 | 50 | 0 | | 1 | 50 | 0 | |
| Non PP | 3 | | 0 | | 4 | | 1 | |
| Maths | 5 | 63 | 1 | | 5 | 63 | 1 | 13 |
| PP | 1 | 50 | 0 | | 1 | 50 | 0 | |
| Non PP | 4 | | 1 | | 4 | | 1 | |
| GPS | 5 | 63 | 1 | | 7 | 88 | 3 | 38 |
| PP | 1 | 50 | 0 | | 1 | 50 | 0 | |
| Non PP | 4 | | 1 | | 6 | | 3 | |
| RWM | 4 | 50 | 0 | | | | | |
| PP RWM | 1 | 50 | 0 | | | | | |
| Non PP RWM | 3 | | 0 | | | | | |

Rationale:

Sutton document 'One-to-one tutoring +5 months moderate impact'

'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to be secondary ready with a scaled score of at least 100 and making at least expected progress.

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP

Success Criteria:

A reduction of the attainment gap of FSM and non FSM children in all years from September 2016 to July 2017 in reading, writing and mathematics particularly in Year 5.

An increase in % of PP/PP+ -FSM in end of year Above Age Related attainment groups.

| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
|----------------|---|--|-------|
| September 2018 | Executive Head to liaise with Assistant Heads Rosie Barnes Gill Ross Class teachers | <ul style="list-style-type: none"> • Tracking and monitor data of FSM children • Entry and exit data analysed for all intervention programmes • Increased targeted support from Teaching Assistants for phonics, reading and mathematics • Focused 'Narrowing the Gap' support – including Phonics, Reading recovery Read Write Inc, Better Reading, Numbers Count 1st Class @ Number, Pre-teaching Vocabulary, talk for number, inference, maths and literacy booster • Additional support literacy and mathematics booster for children currently working below age related (at risk of falling below 100 on the scaled scores) | £6000 |

| <p>OBJECTIVE 2 LANGUAGE/ORACY: To provide early language intervention and support for PP-FSM children in Foundation Stage and Key Stage 1 To provide oracy support in key stage 2 through specific intervention programmes and oracy projects The programmes will benefit all children as most are delivered in small groups. Children not eligible for PP funding but who are in need of such programmes will be able to access these throughout the year.</p> | | | |
|--|--|---|--------|
| <p>Action: Early intervention through access to a specialist Teaching Assistant in the Foundation Stage Employment of a speech development drama specialist -performance poetry and debating work</p> | | | |
| <p>Rational: Primary National Curriculum: Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.</p> | | | |
| <p>Success Criteria: Language acquisition of PP children in line with year group national standards</p> | | | |
| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
| September 2018 | Executive Head to liaise with Assistant Heads Rosie Barnes Gill Ross Classteachers | <ul style="list-style-type: none"> • Track and monitor data on early language via BPVS • Use of entry and exit data • Focused ‘Narrowing the Gap’ support – including Pre-teaching, talk for number, inference | £2,000 |

| <p>OBJECTIVE 3</p> <p>ENGAGEMENT: To improve curriculum engagement and academic achievement for FSM and CIOC children</p> <p>The programmes will benefit all children as the Family and Child Support worker will be able to work with all children for whom behavioural, emotional or social needs present a barrier to learning.</p> | | | |
|--|---|---|--------|
| <p>Action 1:</p> <p>Implement an academic subsidy to enable FSM students to fully access the curriculum and reduce the attainment gap</p> <p>To identify and provide appropriate support for children with barriers to cognition and learning related to delayed behavioural, emotional and social development</p> | | | |
| <p>Rationale:</p> <p>Sutton document: 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment'</p> | | | |
| <p>Success Criteria:</p> <p>The attainment gap between FSM and non FSM reduces. FSM children make at least expected progress in line with expectations .</p> | | | |
| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
| From September 2018 | Executive Head to liaise with Assistant Heads Rosie Barnes Gill Ross Classteachers | Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced through utilisation for Child and Family support worker. Progress of students provided with support to be monitored to ensure value for money <ul style="list-style-type: none"> • Data – literacy and mathematics • Attendance figures • Punctuality data | £2,085 |

Action 2:
 CIOC – entitlement is met
 CIOC identified cohort – monitor attainment and offer specific academic and emotional support as appropriate for whom attendance are a cause for concern or who are falling under 95 %

- Rational:
- Previously looked after -Expenditure reports must be co designed with parents and must show how the Pupil Premium has been spent in supporting the individual children -(Gill Boyes)
 - PEP reports for current looked after children or children in care must show how the Pupil Premium has been spent of supporting the individual children in public care -(Gill Ross CIOC Teacher Gill Boyes Child and Family support worker)

Success Criteria:
 CIOC make academic and social progress in line with peers
 CIOC for whom attendance are a cause for concern or who are falling under 95 %

| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
|---------------|--|--|-------|
| September 201 | Gill Boyes Child and Family Support Worker CFW Gill Ross CIOC Teacher | Progress of children to be monitored to ensure value for money. <ul style="list-style-type: none"> • CFW to identify spend in academic terms for any monies specifically requested for. • CIOC Evaluation of spend via half termly PEP report. | £9200 |

Action 3:
 To provide PP-FSM children with a free breakfast for children particularly those

1. not meeting year group national standards or
2. for whom attendance are a cause for concern or who are falling under 95 %

The breakfast club and targeted intervention will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom attendance is a barrier to learning.

Rationale:
 To provide PP children with free membership to breakfast club, giving them opportunities to develop social skills and self esteem
 To improve attendance and punctuality

Success Criteria:
 To provide PP children with a free breakfast for children

- not meeting year group national standards
- attendance is causing concern

| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
|----------------|--|--|-------|
| September 2018 | Karen Riding SBM Gill Boyes Child and Family Support Worker CFW | Monitor data/attendance/punctuality to devise list for targeted breakfast club attendance Attendance at breakfast club monitored through registration <ul style="list-style-type: none"> • Attainment monitored through tracking systems • Targeted interventions before school after breakfast | £1500 |

Action 4:
 To provide free access to out of school learning opportunities for FSM children
 To provide subsidies for educational visits

Rationale:
 To provide PP children with opportunities to develop their confidence and self esteem

Success Criteria:
 PP/PP+ children achieve in line with non FSM children

| Dates | Person/s responsible | Monitoring and Evaluation | Costs |
|----------------|------------------------------------|---|-------|
| September 2018 | SBM Karen Riding Office Manager | Monitor attendance through out of school learning registers <ul style="list-style-type: none"> • Monitor attendance at Out of school clubs • Monitor attendance at educational visits • Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs | £1615 |

Related School Improvement Plan Targets 18-19

1. Areas of the Curriculum: Oracy and GSP Members of staff responsible Rosie Barnes and Mel Hilton

| <p>a) Vocabulary acquisition and oracy is developed throughout the whole curriculum. b) To continue to improve the quality and consistency of developing grammar, spelling and punctuation. i. 3.To develop higher level inference and comprehension levels in reading</p> | | | | | | | | |
|--|--|---|--|---|--|--|----------------------|-----|
| <p style="text-align: center;"><i>School Values and aims</i> Hope: To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential. Community: To develop an inclusive community where all are included and all are valued.</p> | | | | | | | | |
| <p style="text-align: center;">valuation Schedule Statutory Inspection of Anglican and Methodist Schools (SIAMS) Strand 2 Wisdom and Skills</p> | | | | | | | | |
| <p style="text-align: center;">Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.</p> | | | | | | | | |
| Actions | Start date | Lead Person | Success Criteria | Resources | Milestone 1 | Milestone 2 | Milestone 3 | RAG |
| <p>Performance Management and provision All teachers to have performance management Target related to this key objective. Oracy/Vocab Development To build pupil receptive vocabulary knowledge through effective, directed, vocabulary teaching across the school.</p> <p>Disseminate the CPD From SIG 17-18 consider:</p> <p>a) The importance of oracy in the classroom Benefits to ALL children b) Basic games to develop the spoken word Developing speaking and listening skills c) Use on intonation, inference and expression in developing the performance of poetry –perf poetry day d) Set up a debating society to take part in SIG Public speaking competition /event- World Hello Day 21.11.18 e) Maximise drama opportunities –FS/KS1 Christmas drama /end of year play</p> <p>Using 'Closing the vocabulary gap' (Alex Quigley) we will:</p> | <p>21.3.19-per poetry day</p> <p>Debating Nov 18</p> <p>SIG date to be confirmed</p> | <p>RB-Oracy Lead and MH</p> <p>RB-Oracy Lead and MH</p> | <p>Performance management used effectively to drive improvements and to ensure that staff are accountable for progress.</p> <p>Staff clear and confident how to plan for and deliver quality first teaching in vocab dev</p> <p>An increase in opportunities for children to develop vocab in enhanced and varied contexts</p> | <p>Subject leadership time per year</p> <p>Staff CPD see Year to view</p> | <p>Perf Man set</p> <p>Debating Nov 18</p> | <p>Main CPD and poetry performance 21.3.19</p> | <p>CPD completed</p> | |

| | | | | | | | | |
|--|-----------------------|-----------|--|---|--|---|-----------------------|--|
| <ul style="list-style-type: none"> f) Train staff to become more knowledgeable and confident in teaching explicit vocab teaching. <i>P1</i> g) Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. <i>P74, p139 - SEEC Model</i> h) Foster structured reading opportunities in a model that supports pupils with vocabulary deficits. <i>P26 & P145</i> i) Promote and scaffold high quality academic talk in the classroom. <i>P74, p95, p149, p158</i> j) Promote and scaffold high quality academic writing in the classroom. <i>P95</i> k) Foster 'word consciousness' in pupils (eg sharing the etymology and morphology of words). <i>(This could be developed through our approach to teaching spelling: p20, p113, p153</i> Teach children independent word learning strategies. l) Interventions timely and apt for SEND /PP/Identified children: Language for Life Narrative Talk Boost | <p>Spring Term 19</p> | | <p>Teachers plan opportunities in each lesson to identify and explore new vocabulary and check understanding through targeted questioning. Children develop and use an increasing vocabulary in context.</p> | <p>Subject leadership time per year</p> <p>Staff CPD see Year to view</p> | | | | |
| <p>Grammar, spelling and punctuation</p> <ul style="list-style-type: none"> a) To fully audit GSP and Spelling provision. b) To explore and maximise use of iPads to incentivise and motivate children c) To analyse end of year 17-18 data and termly assessment data for 18-19 and ensure that gaps in teaching are addressed. d) To embed "No Nonsense Spelling" throughout school. e) To monitor implementation of and adherence to year group expectations and word banks for spelling. f) To embed the new SOW and termly assessment timetable. | | <p>MH</p> | <p>Well targeted analysis and monitoring enables issues to be pin-pointed & addressed. Actions are well followed-through and checked for impact.</p> <p>Governors clear on SIP priorities and governors are aware of pupils' progress and of actions being taken by the school to address any underachievement.</p> <p>Increase the percentage of children attaining age related</p> | <p>Subject leadership time per year</p> <p>Staff CPD see Year to view</p> <p>Subject leader time CPD APPLE School</p> <p>SLE St Thomas to work with staff re iPad use</p> | <p>Autumn Term</p> <ul style="list-style-type: none"> a) b) IPAD CPD c) d) h) | <p>Spring Term</p> <ul style="list-style-type: none"> b)I pad use embedded e) f) g) h) | <p>Summer Term h)</p> | |

| | | | | | | | | |
|--|--|--|---|--|--|--|--|--|
| <p>g) Governor presentation</p> <p>h) Interventions timely and apt for SEND /PP/Identified children:</p> <ul style="list-style-type: none"> • IDL-Indirect Dyslexia learning • Spelladrome • Read Write Inc | | | <p>expectations in GSP including those from disadvantaged groups to 85% (All children who do not have SEND to attain at least ARE)</p> <p>Intervention reviewed termly for identified vulnerable groups (SEND / PP & identified individual children).</p> | | | | | |
|--|--|--|---|--|--|--|--|--|

2. Area of the Curriculum: Reading Member of staff responsible Rachel Howarth

- a) To build an outstanding reading school, promoting life long readers, engaging parents and developing reading environments and resources.
- b) Focus on year on year progress of higher attaining children and high attaining pupil premium children.

School Values and aims

Hope: To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential.

Community: To develop an inclusive community where all are included and all are valued.

Evaluation Schedule Statutory Inspection of Anglican and Methodist Schools (SIAMS) Strand 2 Wisdom and Skills

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

| Actions | Start date | Lead Person | Success Criteria | Resources | Milestone 1 | Milestone 2 | Milestone 3 | RAG |
|---|------------|-------------|---|--|-----------------------------------|------------------------------------|-------------------------------------|-----|
| <p>a) Tracking standards of attainment and progress</p> <p>b) Ensure that all staff are clear about assessing and levelling children's work in reading.</p> <p>c) All staff to complete termly assessments sheets which indicate PREDICTED end of year attainment</p> | 18-19 | AT/GR/RB/RH | <p>Assessment lead to prepare termly report and Reading lead can articulate:</p> <p>Proportion of pupils attain at and above ARE</p> <p>How this has changed as cohort moved through school?</p> <p>Ensure assessment forms/evidence is being completed and in line with the new curriculum. Improvement plan reviewed based on evaluation of standards</p> | subject leadership time per year | A 7.1.19 | A 29.4.19 | A 22.7.19 | |
| <p>Monitoring</p> <p>Termly monitoring activities as follows:</p> <p>Pupil conferencing report</p> | | RH | <p>Reading has a high profile in the school and the learning activities provide fully for needs of all learners</p> <p>Rigorous and extensive monitoring and evaluation results in well focussed action plans that demonstrably lead to</p> | <p>39 Hours subject leadership time per year</p> <p>Class cover for lesson</p> | <p>21.12.18</p> <p>Pupil conf</p> | <p>8.4.19</p> <p>1 to 1 review</p> | <p>22.7.19</p> <p>1 to 1 review</p> | |

| | | | | | | | | |
|---|--|----|--|---|---------------------------------------|-----------------------------------|-----------------------------|--|
| Reading 1 to 1 reviews against PIRA scores | | | improvement Subject leadership has the highest level of subject expertise and the vision to realise ambitious expectations and improvement | observations | | | | |
| <p>a) Implement “Book Talk” following Hooked on Books’ -building the right reading culture and community in their schools</p> <p>b) Review teaching of reading including use of guided reading/better reading/reading comprehension/ author studies</p> <p>c) Research as pt of SIG examples of good practice- St Cuthbert’s/St Gabriel’s/Devonshire Road</p> <p>d) Develop whole class guided reading across key stage 2.</p> <p>e) Novel as a theme/ whole class reading ‘book study’ - Develop an ethos of planning from a text for a variety of curriculum areas</p> <p>f) Teaching staff to ensure 2 x comprehension based activities are planned for throughout key stage 2 each week.</p> <p>g) Teachers to model techniques to tackle SATs style comprehension questions carefully. (Y2-6) (via Testbase)</p> <p>h) Update knowledge of online reading schemes available particularly</p> | <p>7.11.18</p> <p>Hooked on books</p> <p>Aut 18</p> <p>18-19</p> | RH | <p>Pupils have regular opportunities to practise key skills using age appropriate texts & questions that tackle literal retrieval, inference and deduction based questions.</p> <p>Effective strategies are in place across all classes embedding a culture of reading – enabling all children to become confident, keen and capable readers</p> <p>Staff are skilled in teaching the ‘simple view of reading’ (word reading & comprehension) alongside building children’s desire to read</p> <p>Staff are skilled in appropriate questioning and discussion to ‘unpick’ texts thereby broadening children’s vocabulary</p> <p>Good practice is shared between schools</p> <p>Ensure all year groups are completing at least one formal (cracking comprehension) comprehension activity per week.</p> <p>Through effective questioning pupils are challenged to give thoughts, opinions and reasons about texts, justifying their</p> | <p>£2000 per yr reading book rolling prog update</p> <p>Focus resource more able pupils in key stage 2.</p> <p>Release time for school visits</p> <p>SIG £1000 Novel as a theme dev</p> <p>CPD on AFL questioning and developing vocabulary using high quality texts and picture books.</p> | <p>Autumn Term</p> <p>a b c f h i</p> | <p>Spring Term</p> <p>d e g i</p> | <p>Summer Term</p> <p>i</p> | |

| | | | | | | | | |
|---|--------------------------------|------------------|---|---|-------------------------------|-------------------------------|-----------------------------|--|
| <p>interactive resources for home reading.</p> <p>i) Interventions timely and apt for SEND /PP/Identified children: Better Reading</p> | | | <p>answers.</p> <p>Pupils develop good inference skills in reading comprehension and an increasing proportion make accelerated progress from given starting points.</p> <p>Children are better equipped to engage with a range of texts, can identify information needed, reason, deduce and make inferences and carefully follow instructions on how to respond to a variety of questions. In comprehension activities across the curriculum pupils are better equipped to tackle higher order questions and are more accurate at information retrieval.</p> <p>Teachers plan opportunities in each lesson to identify and explore new vocabulary and check understanding through targeted questioning. Children develop and use an increasing vocabulary in context.</p> <p>Support and intervention programmes reviewed regularly and targets amended to meet pupil need</p> | | | | | |
| <p>Raise profile of reading and further develop a reading environment in school.</p> <p>a) Celebrate positive reading behaviours. Develop a whole school reward system for developing reading for enjoyment.</p> <p>b) 100 book challenge.</p> <p>c) Blue Peter Award/Carnegie Book Award</p> <p>d) Fairy tale mural modelled</p> | <p>Termly – see milestones</p> | <p>RH</p> | <p>Subject leader linked to national initiatives, competitions, reading festival, events, use of St Wilfrid’s I space and reading in the news to broaden experience.</p> <p>Children experience a broader range of authors, genres and complete story texts through enhanced resource provision</p> <p>Children’s motivation to read for pleasure is significantly enhanced</p> | <p>Staff meeting time</p> <p>SIG Monies £1500</p> <p>SIG Monies Reading festival £700</p> | <p>Autumn Term</p> <p>b e</p> | <p>Spring Team</p> <p>a c</p> | <p>Summer Term</p> <p>d</p> | |

| | | | | | | | | |
|---|--------|-----|--|---|--|---|---|--|
| <p>on Pie Corbett's story map pictures.</p> <p>e) Enhance resources through the use of Lancashire library service</p> | | | <p>Reading is celebrated and promoted through improved environments and enhanced resources</p> | | | | | |
| <p>Ensure that phonics teaching remains at a high standard.</p> <p>a) Phonics assessment moderation and data collection</p> <p>b) Observe phonics lessons across fs and key stage 1</p> <p>c) Ensure that pupils needing extra support with phonics re end of year assessment continue to work on phase 5 in year 3.</p> <p>d) Updated phonics training for staff feeling less confident.</p> | Termly | RH | <p>Phonic standards remain above national levels</p> <p>Phonic in year progress is accelerated</p> <p>Ensure pupils are using and applying their phonics knowledge to their writing.</p> | <p>Phonic dev materials</p> <p>£500</p> <p>In house phonics CPD</p> | <p>Autumn Term</p> <p>a Data 17.12.18</p> <p>c</p> | <p>Spring Term</p> <p>a Data 19.3.19</p> <p>b 8.4.19</p> <p>d</p> | <p>Summer Term</p> <p>a Data 15.7.19</p> <p>a Stat Data 10.6.19</p> <p>b 22.7.19</p> <p>d</p> | |
| <p>Parental engagement Training sessions and parent workshops to encourage parents to enjoy books with their children and provide high quality discussions during and following reading.</p> <p>Develop story sacks/ boxes to be used with parents and during lessons.</p> | Aut 18 | SLT | <p>Parents are more actively engaged with reading – both in and outside of school</p> | <p>Jacqui Wicks Gulnaz Hussain-series of 6 weekly workshops</p> | <p>Autumn 18 Phonics CPD</p> | <p>Spring 19 Parental reading session</p> | <p>Summer 19 Story sacks</p> | |

3. Area of the Curriculum: Mathematics Member of staff responsible Julie Moss

| <p>a) <i>Ensure that all children leave primary school knowing their number facts and times tables by heart and able to start high school with a secure grasp of fundamental arithmetic as a foundation for mathematics.</i></p> <p>b) <i>To ensure that children can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.</i></p> | | | | | | | | |
|--|------------------------------|-------------|---|--|--|--|---|-----|
| <p>School Values and aims</p> <p><i>Hope: To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential.</i></p> | | | | | | | | |
| <p>Evaluation Schedule Statutory Inspection of Anglican and Methodist Schools (SIAMS)</p> <p>Strand 2 Wisdom and Skills</p> | | | | | | | | |
| <p>Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.</p> | | | | | | | | |
| Actions | Start date | Lead Person | Success Criteria | Resources | Milestone 1 | Milestone 2 | Milestone 3 | RAG |
| <p>Tracking standards of attainment and progress</p> <p>a) Ensure that all staff are clear about assessing and levelling children's work in maths.</p> <p>b) All staff to complete termly assessments sheets which indicate what each child can do.</p> <p>c) Identify gaps from data using information from PUMA assessments (conceptual understanding or question types?)</p> <p>d) Subject leads to research data from Other schools in SIG groups to identify strong provision (attainment and progress) and visit to establish common factors improvement</p> <p>e) White Rose Hub test to be administered at the beginning of the academic year, (test from the previous year)</p> <p>f) CLIC tests used on a weekly basis in Year 2 and introduce to Year 1 and so children can see their own progress</p> | Autumn 17 termly for 5 terms | AT/GR/RB/JM | <p>Assessment lead prepares termly report and mathematics leads can articulate:</p> <p>All pupils without identified SEND attain at and above ARE</p> <p>Progress measures are positive</p> <p>Improvement plan reviewed based on evaluation of standards</p> <p>Teachers able to compare the baseline scores, with the TA from the end of year reports, to check which children struggle to retain concepts.</p> | Subject leadership time per year | B 7.1.19 | B 29.4.19 | B 22.7.19 | |
| <p>Monitoring</p> <p>Termly monitoring activities as follows:</p> <p>a) Portfolio Update</p> <p>b) Pupil conferencing report</p> | Sept 18 - termly | JM | Mathematics has a high profile in the school and the learning activities provide fully for needs of all learners. | <p>Subject leadership time per year</p> <p>Class cover for</p> | 17.12.18 Pupil conf Portfolio update | 8.4.19 Book Trawl Portfolio update | 22.7.19 Book Trawl Portfolio update | |

| | | | | | | | | |
|--|--------|----|---|---|--------------------|--------------------------|--------------------------|--|
| c) Book Trawl | | | <p>Rigorous and extensive monitoring and evaluation results in well focussed action plans that demonstrably lead to improvement.</p> <p>Subject leadership has the highest level of subject expertise and the vision to realise ambitious expectations and improvement</p> <p>SLT and Governors to have a clear vision for mathematics development articulated by subject leaders with clear evidence base</p> | lesson observations | | | | |
| <p>Monitoring of mathematics provision 17-18 Implications for 18-19: All teachers to have performance management Target related to these key areas.</p> <ul style="list-style-type: none"> a) Homework for mathematics to be issued weekly with built in information to assist parents. b) 5 maths facts to be sent home weekly c) White Rose Hub plans to lead planning d) Problem solving activities to be incorporated into daily maths lessons- white rose hub plans –fluency and reasoning skills e) INSPIRE teaching ‘part/part/whole’ and ‘bar method’ used in key stage 2 f) Increase opportunities for peer assessment g) Year 1 to use new planning format to link to EYFS – Concrete/Pictorial/Abstract | Aut 18 | JM | <p>Performance management used effectively to drive improvements and to ensure that staff are accountable for progress.</p> <p>Mathematics effectively messages regarding the teaching of calculations to parents</p> <p>Clear messages identified and implemented in Years 4-6</p> <p>Pupils have regular opportunities to deepen their knowledge and understanding of basic arithmetic and have opportunities to apply maths skills in problem solving activities. They are able to problem solve with increasing confidence.</p> | Subject leader time Staff meeting time | Audit Autumn 18 | Action plan Spring 19 | Action plan Summer 19 | |

| | | | | | | | | |
|--|-------|----|---|--|-----------|--|-----------------|--|
| <p>Teaching and Learning of Times tables / number facts Performance Management and provision</p> <p>All teachers Y2-Y6 to have performance management Target related to this key objective.</p> <p>To prepare for the mandatory testing of tables in Year 4 2020-(undertake and implement voluntary testing in summer 2019) a whole school approach to tables/number facts teaching needs to be developed:</p> <ul style="list-style-type: none"> a) Reinforcing the mastery approach to maths favoured by Shanghai and Singapore. b) Providing regular and timely feedback to children c) Mad minutes or similar/tables games in class and every other opportune time d) Utilise I pads for tables work and on line resources Timetable Rock stars e) Daily practice of 5 -10 mins plus a weekly 5 or 10 minute test in which each child strives to reach and beat their target . f) Year 2 to Year 6 to ensure that they complete times tables grids at least 4 times a week. Resources can be found Staff Shared Overflow\Maths Number fluency\Speed Grids\12x12 Tables Grids. g) Staff record when a child exceeds their target and at the end of each month any child who has exceeded their target 3 times stands up in Key Stage worship, gets a clap and a certificate to take home. | 18-19 | JM | <p>Performance management used effectively to drive improvements and to ensure that staff are accountable for progress.</p> <p>School has a whole school approach to teaching of times tables</p> <p>School is well placed to introduce new mandatory tests in 2020</p> | <p>Subject leader time Staff meeting time</p> <p>I Pad CPD</p> | Autumn 18 | | Summer 19 Tests | |
|--|-------|----|---|--|-----------|--|-----------------|--|