



## ***Growing PRIDE***

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# **Academy Improvement Plan** *September 2019 – July 2020*



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# ACADEMY VISION AND VALUES

Oakway Academy Senior Leadership Team are a highly committed and forward thinking team working together to ensure best possible learning experiences for all children at the academy. Our mission Statement 'Growing PRIDE' underpins our ethos and drives everything we do in order to improve outcomes for all learners. Our PRIDE values of *Passion, Responsibility, Independence, Determination* and *Enjoyment* ensure children understand how to be successful within the academy and ultimately British Society as a whole. Our curriculum is focussed on developing the attributes of *Resilience, Respect, Articulacy and Aspiration*, these are at the heart of all learning. We are a nurturing and welcoming community academy where relationships with children and families are at the forefront of everything we do, building relationships to 'Grow PRIDE'. Our website, newsletters, Facebook page and blogs demonstrate our commitment to SMSC and British Values and our children are our biggest advocates with the positive experiences and opportunities they can talk about.

## DISTINCTIVE CHARACTERISTICS (SEPT 2019)

- Oakway Academy is a very large primary school Current number on roll is 581, this is a decreased roll from July 2019 (590) mainly due to less children joining in EYFS than left in Y6.
- There is a privately run Pre-School and Wrap-around Care provision occupying the site.
- PAN for Year 3 is 120, this is an increase of 30 to accommodate a bulge class for the local authority. PAN for all other year groups is 90. There are minimal spaces in each year group.
- Oakway became a sponsored academy as part of the Hatton Academies Trust with effect from 1st September 2014.
- White British children (217) represent 38% of our cohort. In total, 18 ethnic groups are represented at Oakway Academy, the largest groups are:
  - Any other white background (195) 34%
  - Any other Black background (21) 4%
  - Other Black African (29) 5%
  - White and black Caribbean (26) 5%
  - Other ethnic groups contain between 1-14 children
- 269 children (47%), speak 41 categories of language other than English. This is above national average (19.4%). The main languages spoken are:
  - Polish, 88 (33%)
  - Romanian, 48 (18%)
  - Latvian, 20 (7%)
  - Lithuanian, 13 (5%)
  - Other language groups contain between 1-10 children
- The academy commissions in excess of 40 hours of Northamptonshire County Council Educational Psychology time each year in order to seek advice, assessment and support for a significantly number of children with the highest level of need. In the last 3 years 24 children have received Health, Care and Education Plans, 16 of whom have moved to special school provision.
- The current proportion of disabled children and those who have special educational needs identified on our SEND register is 70 (12%), 4 (0.6%) of whom currently have Education and Healthcare plans with a further 2 in draft format and 3 being submitted for assessment. In July 2019 6 children left with EHC plans and moved to Special Education.

- The academy employs both a SENCO, an Assistant SENCO as well as additional commissioned Educational Psychologist time and a commissioned Speech & Language Therapist. For this academic year this approach is to continue to achieve early identification of children with SEND.
- Currently 3 children are identified as Looked After (LAC).
- The proportion of children known to be eligible for support through Pupil Premium funding is 148 which is 25% of the whole academy cohort. Although remaining above national percentages, this is a drop from previous years where the rate was as high as 45% in 2015. It is expected this will increase due to our current EYFS intake.
- A significant number of children are identified as in need of an additional SEND/Welfare provision. They are identified on our inclusion provision map which lists over 20 provisions.
- In 2018-19 we had 2077 welfare concerns raised regarding 354 children, with 257 of those relating to child protection concerns for 109 children.
- Currently 63 children (11% of cohort) are subject to a support plan (EHA, CIN, CP, LAC) and are actively supported by our welfare and child protection team. Of the 63 children, 42 are eligible for support through Pupil Premium funding. A further 30 children are receiving interventions to support identified welfare needs.
- A larger-than-average proportion of children join or leave the academy during term times. For the 2016-17 academic year 59 children joined the academy and 60 left. For the 2017-18 academic year 76 children joined the academy and 74 left. For 2018-19, 93 children joined the academy and 53 left. The latest trend indicates a reduction in children leaving the academy, the lowest in three years and an increase in children joining the academy, also the highest in three years. Analysis of the rate of mobility, which is closely tracked, shows a wide range of reasons with no single trend causing the high mobility.
- The academy is located in an area of high deprivation, it is grouped with the most deprived schools nationally. The children who attend the academy are grouped with those who are most deprived nationally.
- The academy is situated in an identified Super Output area with the immediate housing surrounding the school placed in the bottom 1% for deprivation for England.

## POSITION STATEMENTS- SEPT 2019

**Quality of Education-** The Oakway curriculum is currently being reorganised and structured in order to ensure a progressive, relevant curriculum that realises our identified curriculum attributes; ‘Articulate, Aspirational, Resilient and Respectful’, thus meeting the needs of all learners. Leaders and teachers are developing their skills and understanding to implement a curriculum that ensures progression and provides opportunities for children to revisit learning and establish knowledge and understanding in their long term memory. All staff recognise the importance of reading and vocabulary and this is embedded in our curriculum approach. Children have increasing knowledge, understanding and skills across the curriculum.

**Behaviour and Attitudes-** Oakway Academy has high expectations for behaviour and conduct. There is a positive ethos and children and staff are proud of their school. There is a continued and concerted effort to develop and enhance staff knowledge, skills and understanding of an inclusive approach to managing behaviour and conduct. There is a whole staff determined and nurturing approach to support a large number of children who have very complex needs. Attendance is improving and there are many strategies in place to support the most vulnerable families and children. There is a clear definition for bullying and where it occurs there are effective strategies in place to support all involved. The academy is currently working towards a quality award in this area.

**Personal Development-** This is a strength of Oakway Academy. There are many opportunities to enhance children’s spiritual, moral, social and cultural development across the academy and these are embraced by

children and families. Children understand British Values and see them in action across academy learning and events. Children having a growing understanding of equality and how people are different and similar. This is supported by our RE and PSHE curriculum progressions.

**Leadership and Management-** Leaders at all levels have high expectations of children, families and staff. There is a culture of reflecting on strengths and supporting each other to improve. Leaders are outward facing and use research and other settings to review and inform their own practices, striving to continually develop and improve themselves and others. Staff have a strong moral and ethical ethos and work collaboratively to provide a safe and nurturing environment that includes everyone whilst striving to improve outcomes. Safeguarding is highly effective with an experienced and passionate team supporting the wider academy staff. Leaders at all levels are effectively held to account. Challenge for all leaders is regular with all staff held to account for their responsibilities.

## STANDARDS & ACHIEVEMENT DATA

### EARLY YEARS FOUNDATION STAGE

Cohort GLD	2017	2018	2019	2020 (FFT Prediction Only)	National (2019)
	50%	53%	56%	63%	72%

Cohort Progress from baseline	5 steps + progress		
	Reading	Writing	Number
2017	77%	72%	68%
2018	92%	91%	85%
2019	100%	100%	100%

### PHONICS SCREENING

	% of children achieving the expected standard				
	2017	2018	2019	2020 (FFT Prediction only)	National (2019)
Year 1	65 (75% EYFS matched)	69 (72% EYFS matched)	70 (74% EYFS matched)	74	83
Year 2	90	88	81 (84% Y1 matched)	86	93

### YEAR 2 OUTCOMES

#### Teacher Assessment Attainment

Subject (disadvantaged)	2017 (x23)		2018 (x32)		2019 (x27)		2020 (FFT Prediction only)		National	
	% EXS+	%GDS	% EXS+	% GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS
Reading	56 (61)	14 (13)	76 (63)	10 (3)	58 (41)	16 (11)	58 (36)	9 (7)	75 (62)	27 (14)
Writing	54 (48)	5 (0)	70 (63)	6 (0)	55 (44)	9 (4)	58 (36)	5 (7)	69 (55)	17 (7)
Mathematics	67 (61)	15 (9)	76 (72)	13 (0)	67 (48)	12 (4)	65 (57)	14 (7)	76 (63)	23 (12)
Combined RWM	46 (39)	2 (0)	65 (56)	12 (0)	52 (41)	7 (0)	56 (36)	4 (7)	65 (50)	11 (5)

#### FFT progress from EYFS-KS1 analysis

Subject	2017 progress FFT percentile ranking		2018 progress FFT percentile ranking		2019 progress FFT percentile ranking	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	52/100	48/100	26/100	55/100	46/100	36/100
Writing	32/100	61/100	13/100	46/100	24/100	40/100
Mathematics	19/100	30/100	8/100	38/100	28/100	43/100
Combined RWM	47/100	58/100	19/100	31/100	24/100	31/100

## YEAR 6 OUTCOMES

### Attainment

Subject (disadvantaged)	2016		2017		2018 (x35)		2019 (x38)		2020 (FFT Prediction only)		National	
	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	%GDS	% EXS+	% GSS	% EXS+	%GDS
Reading	29 (30)	4 (5)	42 (43)	4 (0)	57 (54)	13 (0)	69 (63)	20 (11)	68 (61)	31 (36)	74 (62)	29 (17)
Writing	55 (58)	4 (50)	51 (5)	6 (3)	69 (69)	9 (6)	76 (68)	17 (13)	60 (51)	17 (12)	78 (67)	22 (11)
Mathematics	35 (40)	0 (0)	58 (53)	7 (0)	59 (57)	11 (0)	72 (63)	25 (18)	68 (61)	26 (18)	79 (67)	25 (16)
GPS	34 (40)	2 (2)	52 (47)	9 (3)	66 (63)	22(14)	64 (53)	30 (18)	76 (70)	35 (33)	78 (67)	35 (24)
Combined RWM	22 (21)	0 (0)	31 (30)	2 (0)	42 (31)	5 (0)	58 (47)	9 (3)	54 (45)	14 (6)	65 (51)	11 (4)

### KS1 to KS2 Progress Scores (FFT data)

Subject (disadvantaged)	2016	FFT ranking	2017	FFT ranking	2018	FFT ranking	2019	FFT ranking	2020 (pred.)	FFT ranking
Reading	-6.85	99/100	-3.7 (-4.3)	87/100	-3.1 (-3.4)	90/100	0.0 (-1.0)	39/100	+1.2 (+0.3)	
Writing	-2.02	80/100	-1.2 (-1.4)	79/100	-0.7 (-1.1)	70/100	+1.7 (+0.7)	17/100	-0.5 (-1.5)	
Mathematics	-5.58	98/100	-1.2 (-1.7)	67/100	-2.5 (-3.2)	86/100	+0.5 (+0.3)	67/100	+0.6 (-0.4)	

### EYFS to KS2 Progress Scores (FFT data)

Subject	2016		2017			2018			2019		
	Scaled Score	VA score	Scaled Score	VA score	FFT Percentile ranking	Scaled Score	VA score	FFT Percentile ranking	Scaled Score	VA score	FFT Percentile ranking
RGM combined	96.2	-4.5	97.8	-5.2	96/100	101.2	0.6	41/100	102.7	1.5	30/100
Reading	95.6	-5.1	95.9	-6.8	98/100	101	0.2	48/100	102.6	1.7	20/100
Writing	98.8	-0.4	96.4	-4.1	93/100	100.8	2.5	17/100	102.1	3.3	10/100
Maths	97	-4	98.4	-4.3	93/100	101.2	0.8	38/100	103.7	1.9	25/100
GPS	96.8	-4.8	98.6	-5.8	97/100	102.7	1.2	34/100	103.2	0.8	39/100

### Average Scaled Scores

	Reading (disadvantaged)	Mathematics (disadvantaged)	Writing (disadvantaged)	GPS (disadvantaged)
2016	95.1	97	98.9	96.9
2017	97 (96.2)	100 (99.2)	96.5 (95.7)	100 (98.7)
2018	100.2 (99.8)	100.8 (99.7)	100.3 (99.4)	102.6 (101.5)
2019	101.1 (100.6)	102.6 (102.8)	101.4 (99.9)	103.4 (101.7)
2020 (prediction only)	104.4 (103.5)	104.5 (102.8)	103.2 (101.7)	106.3

### SCIENCE TEACHER ASSESSMENT

% of children working at the expected level or higher (EXS+)	YEAR 6 (National)	Year 2 (National)
2017	58 (82)	59 (83)
2018	71 (82)	60 (83)
2019	74 (83)	63 (82)
2020 (prediction only)	82 (83 in 2019)	

# RATIONALE FOR PRIORITIES 2019-2020

This improvement plan will make reference to two types of work for the coming year:

1. Focussed priorities (FP) are the key areas for improvement. Each of the four areas is led by a member of the Senior Leadership Team. Each focussed priority sets out the key actions that will be undertaken in order to bring about improvements in outcomes. Accountability and monitoring arrangements form part of the improvement planning process.
2. Background priorities (BP) are areas that continue to need improvements or areas which need to maintain the progress already achieved.

## Focussed Priority 1 – Reading

Historically issues regarding the quality of teaching have impacted on outcomes in reading, particularly rates of progress between KS1 and KS2, however leaders' actions and ongoing professional development is impacting positively on the current quality of teaching, the reading environment and outcomes across the academy.

At the end of KS2, the percentage of children attaining the expected standard in reading has risen significantly over the past four years to 69% in 2019. This 40% increase over three years is faster than that achieved nationally. However, we recognise that this rate of increase must continue in 19-20 to bring attainment levels closer to national outcomes. In 19-20, we have set a target of 70% to achieve the expected standard or greater depth. In 2019, the rate at which children progressed in reading between the end of KS1 and the end of KS2 was 0.0 and within the average range nationally. This increase in progress compares to that of well below average in the previous year and reflects the improving quality of teaching of reading. Disadvantaged middle prior attaining boys are making significantly less progress than girls and this will be a priority in 19-20. Additional interventions, including a disadvantaged boy's book club will be set up to engage boys in reading and improve progress.

61% of children achieved the EYFS Early Learning Goal for reading. This was a decrease on previous attainment and reflects the lower starting points in 2018-19. 100% of children made 5 or more steps progress in reading from the start of the year.

In Y1, 70% of the children passed the phonics assessment compared to their Early Learning Goal reading outcome of 53% in 2018. In 19-20, a phonic lead will solely work to improve the quality of teaching phonics across Y1 and Y2 with a focus on the lowest 20% of children for effective interventions across the year. In addition, throughout the year, additional assessments based on the phonic screening will monitor and identify core groups of children in order to close the gap sooner. Working closely with the Roade primary School English Hub will add capacity and expertise to the outcomes for phonics for 19-20.

In Y2, 81% of children passed the phonics assessment compared to their Early Learning Goal for reading outcome of 50% in 2017, although this shows progress it is a decline in attainment from the previous academic year. This decline in attainment is also evident for the end of KS1 reading, where there was an 18% drop from previous year. The context of Y2 cohort was complex with 110 pupils containing a large percentage of SEN, EAL and new starters. From September 2018 to July 2019, there were 22 children which were new to Year 2, making up 20% of the year group. As these children move to Y3 there will be a continued focus on the importance of phonics and reading fluency with

the introduction of a new linguistic phonics scheme alongside daily teaching of the reading to improve comprehension skills.

Progress and attainment for disadvantaged children, although an upward trend at the end of KS2, continue to be lower than those for non-disadvantaged in all year groups. A continued focus on the children in this group and overcoming their barriers to achievement will continue to be a focus for 19-20.

Last year, externally led, professional development opportunities for all staff secured stronger rates of progress across all KS2 year groups. Additionally, significant improvements in the academy reading environment provided greater access to quality texts and vocabulary and raised the profile of the importance and enjoyment of reading. In 19-20, an academy key focus will be on teaching key skills, such as retrieval and inference, and on providing a reading environment that enables children to widen and deepen their reading experiences and vocabulary. Further professional development for all staff to improve subject knowledge and the overall quality of teaching of reading will continue for 19-20, with a focus on phonics and fluency skills.

### Focused Priority 2 – Mathematics

The determined actions of the Assistant Principal with responsibility for maths, combined with clear professional development programmes for all staff, have led to outcomes that are much improved in maths over the past three years, particularly at the end of KS2.

Maths outcomes, in particular attainment, at the end of KS2 has been an upward trend for 3 years and it is now just below the expected national standards at 72%. Greater depth standard is in line with national standards at 25%. Rates of progress at Key Stage 2 have improved since 2016, and the value added measure currently sits at +0.5, in the average band. There is a similar profile for disadvantaged children's progress and attainment at the end of KS2 however the gap between disadvantaged and non-disadvantaged.

KS1 outcomes did not meet the school's ambitious targets, 67% reached the expected standard and 12 % achieved the greater depth standard. Attainment decreased from the previous year however there was progress from EYFS outcomes where children achieved 60% in the ELG for number with 0% at GDS. The context of Y2 cohort was complex with 110 pupils containing a large percentage of SEN, EAL and new starters. As these children move into Y3 we will evaluate and adapt the teaching group structures to ensure that we meet the needs of all learners and achieve accelerated progress.

Historically, the teaching of maths has been not consistently strong in some year groups and this continues to impact on outcomes, particularly rates of progress made by children across KS2. However last year, children made consistent progress across the academy. Year 3 and Year 4 continue to attain in line with their prior attainment whereas Year 5 and year 1 made greater than expected progress. When analysing maths outcomes it is evident that EAL children and girls made strong progress whereas middle ability children, particularly boys, do not make enough progress. These children will be targeted to make accelerated progress in all year groups through additional teacher interventions alongside a focus within quality first teaching. Question level analysis of assessments across year groups and at the end of KS2 demonstrate improvements in children's accuracy when using and applying skills in different strands of maths.

For the coming year, actions of leaders are focussed on ensuring teaching and outcomes continue to improve rapidly in identified year groups.

In 2018/19 EYFS trialled a small group, number focus, approach to Maths teaching. Under this structure EYFS children made good progress within the number stands. For 2019/20, this approach will be extended into Year 1. Under this structure the curriculum will be carefully designed to meet the need of all learners, with frequent regrouping based on strong evidence based practise.



### Focussed Priority 3 – Curriculum Development

In 2018-19 middle and senior leaders identified a need to evaluate and reorganise the structure and content of the curriculum taught across KS1 and KS2. Leaders identified strengths and aspects of the curriculum that required improvement in order to create an engaging curriculum that considered the context of our children whilst ensuring all have the opportunity to progress and achieve. All staff were involved in reviewing the existing structure and content, alongside relevant research, and identifying what we valued as a school. Staff worked collaboratively to create a list of curriculum attributes for the children at Oakway Academy; *'Resilience, Respect, Aspiration and Articulate.'* These attributes, alongside our school values will be woven into the 2019-2020 Oakway Curriculum. It is understood by all that the development of a new curriculum is, in the least, a 2 year process.

There is a limited range of subject expertise among the academy's middle leaders. In order to ensure all leaders have the knowledge, skills and understanding to be experts in their areas of responsibility there will be a focus on leadership curriculum development in 19-20. Leaders will be developed and enhanced through quality internal and external professional development thus ensuring we develop expertise in subject domains and other key areas of learning. Leaders will be allocated time to enable them to lead others in their curriculum areas and ensure implementation of their intent.

Historical teaching and learning lacked an emphasis on the teaching of vocabulary, in 19-20 there will be an expectation for each leader to introduce Tier 3 vocabulary as a progressive model for their subject across all year groups. Leaders will focus on the development of a progressive curriculum that takes all opportunities to link with other domains of learning and key concepts whilst interweaving our identified curriculum attributes.

In order to support this focussed priority, all staff will be part of a programme of CPD to develop understanding of cognitive science and the implications for practice. This will be linked to relevant research and other CPD structures such as maths mastery, reading comprehension and phonics where the methods of teaching already support the science of cognitive load theory.

Evaluations of the new curriculum, at the end of each term, will identify where leaders intent has been successfully implemented with impact. They will also identify barriers, solutions and actions year groups will take in the coming term. Leaders will use these evaluations as one source of evidence to inform their focus each term.

### Focussed Priority 4 – Writing

The determined actions of the Assistant Principal with responsibility for writing, combined with clear professional development programmes for all staff, have led to outcomes that are much improved in writing over the past three years, particularly at the end of KS2.

In 2018-19, Y6 attainment in writing at the expected standard or higher continued a three year upward trend and is now 76%, which is in line with national standards. The % of disadvantaged children achieving expected standards remained static and therefore the gap between them and their non-disadvantaged peers has widened. The % of children reaching the greater depth standard has followed a similar upward trend and is now 17% which is broadly in line with national standards, this is also the trend for disadvantaged children achieving greater depth. Progress across KS2 was measured at +1.7 which is above average and is at a 4 year high, with progress for disadvantaged children in the average band. For 2019-20, as identified through analysis of outcomes, there will be a focus on quality first teaching and interventions for boys and disadvantaged children.

In 2018-19, 64% of pupils achieved the expected standard in the KS2 English grammar, punctuation and spelling, this was a decrease from the previous year and did not meet the ambitious target set. Disadvantaged children achieved lower than their non-disadvantaged peers and therefore the gap between them has widened. A carefully planned and measured approach to the teaching of grammar, punctuation and spelling is planned for 2019-20, this will have a particular focus on knowledge and understanding of punctuation which is also a focus in other year groups.

KS1 attainment in writing did not meet the ambitious targets set, 55% reached the expected standard and 9% reached the greater depth standard. Although this is a decrease in attainment from the previous year, there is slight progress

from outcomes in EYFS where 52% achieved the expected standard and 0% achieved the greater depth standard. The number of children achieving the greater depth standard increased by 2% and this was a similar trend for disadvantaged children. The Y2 cohort has a complex profile with 110 pupils and a large percentage of SEN, EAL and new starters. From September 2018 to July 2019, mobility was high with 22 children (20%) joining. These children were predominantly lower prior attaining children or had EAL. Raising attainment and ensuring accelerated progress is a key priority for this year group as they move to KS2.

Progress in writing across the academy is measured as within the expected band with strong progress in Y1 and Y5. Detailed analysis of groups of learners has identified that boys in most year groups need to make accelerated progress, making this a key priority for 2019-20. To secure accelerated progress, children achieving in the lower range of the expected progress band will be a focus through quality first teaching and targeted interventions.

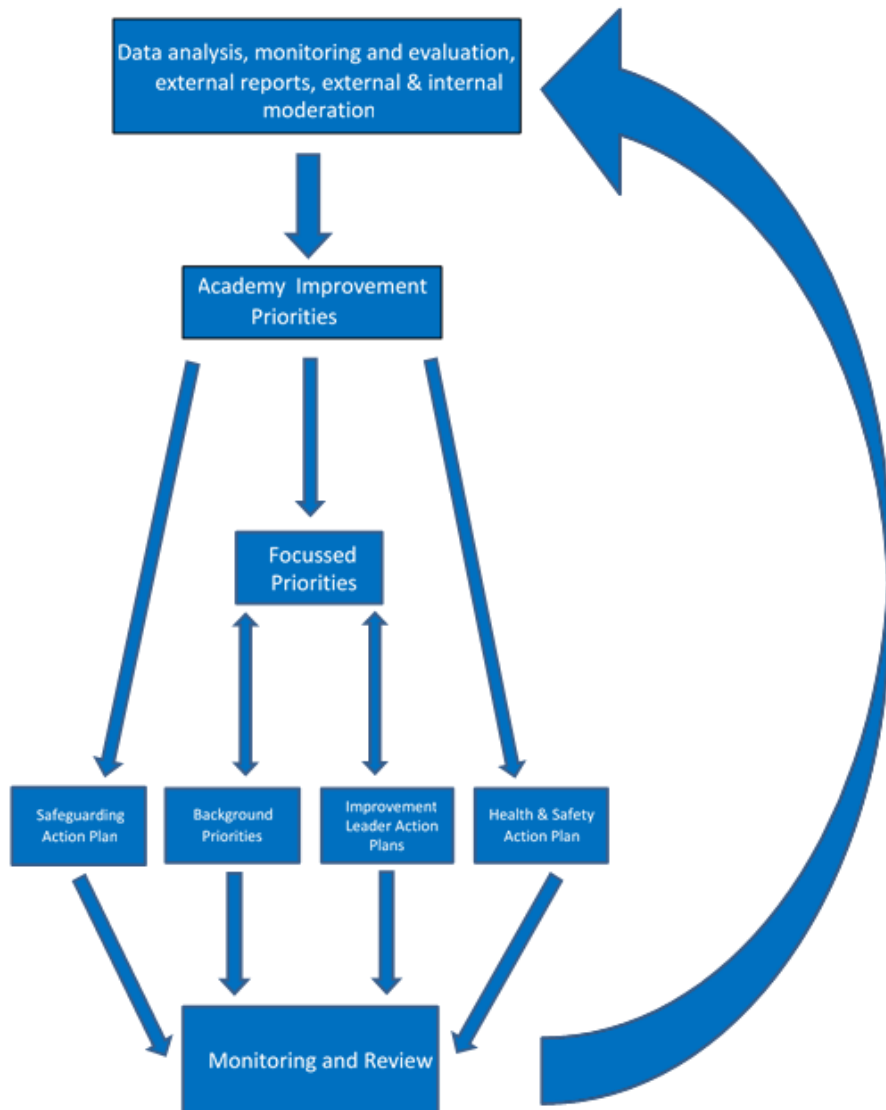
Across the academy, following continued analysis of attainment in spelling, new approaches are being trialled.

### Background priorities:

These include ongoing work and continuations of work from the previous year. These are summarised in an overview:

- EYFS attainment and progress;
- Behaviour and attendance;
- Implementing a comprehensive PSHE curriculum across all year groups.

## Improvement planning at Oakway Academy:



## FOCUS PRIORITY 1- READING

### What will be different for children in 2019-20?

Children will have the opportunity to read a range of quality texts as part of timetabled activities in order to widen their vocabulary and improve their fluency and comprehension skills. Teachers will have continued professional development in order to improve the quality of the teaching of reading.

Reading will become an integral part of the timetable, enabling all children to access a range of books every day that suit their interests. Children will learn from teachers modelling reading on a daily basis, with particular focus on vocabulary, retrieval and inference, in order to share good practice and engage children in a variety of reading genres. Teachers will use class attainment and progress data to target children making less than expected progress.

Children will have the opportunity to practice phonics sounds outside the phonics lesson in order to consolidate learning. Teachers will take opportunities to identify phonics in all areas of the curriculum. Teachers will continually assess children in order that accelerated progress can be made or those who are falling behind are identified and intervened earlier.

Children will access vocabulary and text rich environments in order that children can deepen their understanding of a wider range of vocabulary and texts.

Academy Reading Targets							Success criteria	
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2020	December 2019	April 2020	July 2020 (no data due to school closure)		1) More children in KS1 will reach the 'expected' standard of reading and children will attain closer to national averages.	
1	2.8	9.8	Target 4.8 Actual 4.8	Target 7.3 Actual 6.3	Target 9.8 Actual			
2	9.1	16.1	Target 11.1 Actual 10.3	Target 13.6 Actual 11.9	Target 16.1 Actual			
3	13.1	20.1	Target 15.1 Actual 15.4	Target 17.6 Actual 17.1	Target 20.1 Actual			
4	18.8	25.8	Target 20.8 Actual 20.7	Target 23.3 Actual 22.7	Target 25.8 Actual			
5	25.9	32.9	Target 27.9 Actual 27.1	Target 30.4 Actual 29.0	Target 32.9 Actual		2) More children in Y1 and Y2 will pass the phonics screening check and attain closer to the national average.	
PHONICS	Baseline attainment July 2018	Target attainment July 2020	November 2019	February 2020	April 2020	June 2020 (FFT TA)	3) Across KS2 there will be an increase in the number of children with middle prior attainment meeting EXS, particularly disadvantaged boys.	
Year 1	EYFS Reading ELG at EXP+ 54%	75% to achieve phonics pass	Target: 30% Actual 30% (yellow+ now)	Target: 50% Actual: 48%	Target: 75% Actual:	Target: 75% Prediction only: 74%		
Year 2	Year 1 70% achieved phonics pass	90% to achieve phonics pass	Target: 70% Actual 84% (yellow+ now)	Target: 80% Actual:82%	Target: 90% Actual:	Target: 90% Prediction only: 86%	4) Reduce the difference in outcomes compared to national standards in reading strands (meaning of words, retrieval and inference).	
Year Group	Baseline attainment	Target attainment July 2019	October 2019	December 2019	February 2020	April 2020	July 2020 (FFT TA)	5) Children accessing a vocabulary and text rich environment in classrooms and other areas around the academy.
Y2 (teacher assessment)	2018 EYFS GLD = 53%	EXP+ = 75%		SAS 12+ Target 45% Actual 55%		SAS 14+ Target 65% Actual:56%	SAS 16+ Target 75% Pred: 58%	
	GDS= 1%	GDS = 10%		SAS 14+ Target 3% Actual 9%		SAS 16+ Target 8% Actual: 9%	SAS 18+ Target = 10% Pred: 9%	
Y6 (test data)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 73%	Target 20% Actual 12%	Target 40% Actual 37%	Target 55% Actual 52%	Target 65% Actual:	Target 73% Pred: 68%	
		GDS = 26%	Target 3% Actual 1%	Target 10% Actual 8%	Target 15% Actual 18%	Target 10% Actual	Target = 26% Pred: 31%	

Key People	Funding & Resources
<b>Lead- Angie Aitken (AA):</b> <b>Assistant Principal for Reading</b> Jane Liddington (JL): Library Leader Kerry Taylor (KT): Phonics Leader Clare Wallace (CW): Principal	<ul style="list-style-type: none"> <li>Accelerated Reader programme for KS2- £2000</li> <li>Reading Cloud software and installation- £2000</li> <li>Library resources and books- £2000</li> <li>Upgrade book stocks in Y3-6 to link to Accelerated Reader - £2000</li> <li>Bespoke Reading Comprehension training from Kathryn Pennington - £4625</li> <li>PIXL whole academy subscription and training- £3000</li> </ul>

Actions (and those responsible)		Who monitors?	Who evaluates?	When	Check
<b>Reading</b>					
SC					
123	AA to monitor teachers' planning, and intervene where relevant, for breadth, depth, differentiation and focussed groups of children	CW	AA CW RH	T123456	T123
123	AA to monitor children's recorded learning, and intervene where relevant, for breadth, depth, progress	CW	AA CW RH	T123456	T24
ALL	AA to regularly monitor teaching & learning through PRIDE walks and with a focus on breadth, depth, progress, differentiation and learning behaviours. Support identified staff.	CW	AA CW RH	T123456	T13
1234	AA to lead the implementation of daily reading planning with a focus on vocabulary, inference and retrieval.	CW	AA CW RH	T23456	T1234
1234	AA to ensure teachers implement daily taught reading sessions using whole class text at end of each day.	CW	AA CW RH	T246	T24
ALL	AA to lead use of rigorous routines for issuing and changing home readers regularly, setting high expectations for monitoring the text appropriateness and how regularly children read.	CW	AA CW RH	T135	T13

345	JL to lead teachers to track the quantity and quality of reading texts children are accessing using Reading Cloud and Accelerated Reader and ensure class teachers access this information.	CW	AA CW RH	T12345 6	T1234
345	JL to lead celebration of reading each term sharing quantity of books and words read by all children and classes.	CW	AA CW RH	T1246	T1234
1345	AA to lead teachers to implement PIXL assessments and QLA to inform SAS and planned teaching and interventions.	CW	AA CW RH	T246	T234
13	AA to lead use of Fast Reading as a fundamental fluency skill across KS2	CW	AA CW RH	T246	T24
<b>SC</b>	<b>Data</b>				
1234	AA to ensure all teachers use SAS or QLA data and objectives to plan reading lessons in each 10 day cycle, focus on meeting needs of all learners and key reading skills.	CW	AA CW RH	T12345 6	T13
123	AA use summative reading data systems (internal and external) to identify, monitor and evaluate the attainment and progress of children and identify those needing interventions.	CW	AA CW RH	T12346	T1234
123	AA to ensure all class-teachers implement SAS for reading; identifying children who are falling behind and implementing strategies for catch-up.	CW	AA CW RH	T12346	T1234
13	AA to monitor and evaluate the impact of Fast Reading to the improvement on reading speed across KS2.	CW	AA CW RH	T246	T24
<b>SC</b>	<b>Monitoring</b>				
ALL	AA to carry out lesson visits for reading & identify areas for development, provide support and re-observe where necessary.	CW	AA CW RH	T146	T14
123	AA, in partnership with Roade English hub, to lead development days with a focus on improving the quality of teaching phonics across EY to Y2.	CW	AA CW RH	T234	T234
2	KT to lead the monitoring and evaluation of Year 1 phonics, identifying children in need of intervention, with particular focus on disadvantaged children.	CW	AA CW RH KT	T12345 6	T1234
345	AA to lead Y3, Y4, Y5 and Y6 teachers monitoring Accelerated Reader approach for home reading using associated assessments to inform ongoing teacher assessments.	CW	AA JL CM	T12345 6	T1234
12	KT to lead monitoring and evaluate EYFS, Y1 and Y2 phonics teaching & learning, focus on progress, fluency and identification of those falling behind and implementing strategies to catch up.	CW	AA CW RH	T12345 6	T1234
ALL	AA to monitor Fast Reading as a strategy for fluency and monitor teachers' use of data to inform assessments and planned learning.	CW	AA CW RH	T12345 6	T24
1345	AA to lead implementation, monitor and evaluate the use of PIXL interventions in Years 2-6 for identified groups of learners.	CW	AA CW RH	T246	T24
<b>SC</b>	<b>Continued Professional Development</b>				
ALL	AA, in partnership with a reading consultant, to lead a schedule of reading CPD for teachers and teaching assistants with a focus on improving skills to teach vocabulary, inference and retrieval.	CW	AA CW RH	T146	T14
ALL	KT to lead regular TA reading training with a focus on intervention programme skills, phonics and linking to reading consultant training.	CW	AA CW RH	T12345 6	T123
ALL	Achievement Teams will identify strategies, ideas and resources to support targeted learners for aspects of the reading curriculum.	CW	CW LT RH	T12345 6	T123

**Evaluations against success criteria:**

**December 2019 evaluation:**

**Success criteria 1: More children in KS1 will reach the 'expected' standard of reading and children will attain closer to national averages.**

Reading fluency has been integrated into the teaching of reading in order to improve the fluency and pace of reading across KS1. This has had a positive impact on the number of children reading at least 90wpm and the average reading speed has increased for all classes. Reading lessons have been incorporated into the weekly timetable to ensure that reading skills, such as retrieval and inference are explicitly taught. Monitoring has shown that although this is happening consistently, the quality of the planning needs further improvement to ensure a sequence of lessons improves the outcomes for children. Phonic lessons have been planned by the phonic lead to monitor the effectiveness of decoding, fluency and comprehension. The quality of decoding skills being taught has been seen as good (English Hub Nov. 2019). Focus will now be on the quality of fluency and comprehension within phonics. All children in KS1 take home the phonic book they have been reading in school each week. This additional practice of skills taught in school is in its earliest stages of development so the impact of this provision is a priority for Term 3. The number of children on track to be working at the expected level at the end of the year is 55%, which is 10% more than targeted for this time of the year. 9% are currently on track to be working at greater depth at the end of the year which is just 1% below the end of year target. Progress for reading in Y2 requires further improvement and support will be put in place in Term 3 to close the gap between the school and national.

**Success criteria 2: More children in Y1 and Y2 will pass the phonics screening check and attain closer to the national average.**

Phonic groups continue to be fluid in Y1 and Y2, with the quality of teaching phonics strong. 30% of Y1 children are currently working at the end of year stage for phonics (Yellow book and above). 64% of Y1 children are currently on track to reach expected standard by the end of the year. 89% of Y2 are currently on track to reach the end of year expectations in phonics. A mock screening was undertaken in November with all Y1 children and those in Y2 that did not pass in Y1. Following this, strategies to increase the opportunities to read poly-syllabic and nonsense words have been adapted within each phonics lesson. A further 10 minute, class phonics revision will also be starting in January 2020. The impact of both of these should be seen in the next mock screening in February 2020.

**Success criteria 3: Across KS2 there will be an increase in the number of children with middle prior attainment meeting EXS, particularly disadvantaged boys.**

The table below shows the percentage of children currently working at the expected stage of SAS at this point of the year (Y3-5) or the end of year expected standard (Y6 only).

		Cohort at EXS+	MAP at EXS+	Boys at EXS+	PPG at EXS+	PPG boys at EXS+	MAP PPG boys at EXS+
Based on current SAS score	Year 3	51%	84%	40%	41%	23%	33%
	Year 4	52%	84%	41%	54%	30%	100%
	Year 5	55%	75%	54%	52%	56%	75%

Based on end of year test score	Year 6	37%	36%	53%	35%	42%	38%
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- The number of children falling behind EXS+ standard within the MAP group increases the further into KS2. This gap closed by the end of 2019 and is affected by the high mobility of children starting school with data from other schools.
- PPG children are making progress in line with non-PPG across the school.
- Boys are making progress but are still being outperformed by girls.
- PPG boys have been a focus of reading and book club to improve their engagement of reading.

**Success criteria 4: Reduce the difference in outcomes compared to national standards in reading strands (meaning of words, retrieval and inference).**

The table below shows the improvements made in Y6 across all 3 question strands that are a current focus across school.

	2a: Give / explain the meaning of words in context.	2b: Retrieve and record information / identify key details from fiction and non-fiction.	2d: Make inferences from the text / explain and justify inferences with evidence from the text.
National 3 yr trend (FFT Nov 19)	79%	70%	59%
2016 SATs (Oct 19)	29%	45%	24%
2017 SATs (Nov 19)	49%	52%	38%
Add in January			

Staff CPD through staff meetings has improved the quality of teaching these comprehension skills across KS2. Further development will continue throughout the year, including a reading audit alongside Kat Pennington, external reading consultant to ensure this is consistent and focused.

**Success criteria 5: Children accessing a vocabulary and text rich environment in classrooms and other areas around the academy.**

Most classroom and corridor displays show vocabulary linked to the subject, this needs to become more consistent. Staff training to improve the CPD of Tier 1, 2 and 3 words has been completed in Term 2. Isabel Beck vocabulary strategy and Marzano's strategy have been introduced to teach new vocabulary and however monitoring of vocabulary is a priority of Term 3. All leaders of subjects are creating a vocabulary list to improve the quality of vocabulary across the school.

**April 2020 evaluation:**

**Success criteria 1: More children in KS1 will reach the 'expected' standard of reading and children will attain closer to national averages.**

Daily reading lessons, using the Talk4Reading approach continues to provide children with the opportunity to talk about a variety of high quality text. KS1 have continued to focus on improving fluency, meaning of words and retrieval. Average reading speed has almost doubled since the beginning of the year and children are more confident to talk about what they have read. Internal data shows that Year 1 have slightly improved attainment since EY. Year 2's high mobility has impacted on their attainment but matched data also shows an increase. The next stage of development is to ensure the sequence of learning is consistent and children have the opportunity to access a wider range of text. At data point 2 60% of children in Year 1 had achieved SAS 8-9 which suggested they would be on target to achieve the expected standard by the end of the academic year. At data point 2 56% of children in Year 2 had achieved SAS 14-15, although matched data increases this to 60%, which suggested they would be on target to achieve the expected standard by the end of the academic year.

**Success criteria 2: More children in Y1 and Y2 will pass the phonics screening check and attain closer to the national average.**

Phonics continues to be a priority for the progress of early reading skills in KS1. In February 2020, mock Phonic screenings were used as a tracking tool in preparation for the June screenings. Year 2 exceeded their target achieving 82%, at this point of the year, with Year 1 slightly below achieving 48%. Oakway Academy continue to work closely with the Roade English Hub partnership to ensure the quality of phonics is strong. Evidence from lesson visits show that the staff are knowledgeable and the teaching of phonics is strong. Resources are used well and previous areas to develop were seen to improve. Interventions, following the Read Write Inc. guidelines are applied, although this is still an area to develop in order that the quality of these are of a consistently high level and progress is swift.

Learning at home directly links to the phonic sounds and books that children have been taught in school the same week. Alongside this, children use library time to select a book that can be read to them at home. Parent information sessions were due to be held at the end of April 2020, led by the Phonics Lead to support parents further with the early stages of Reading. Due to the school closures, this information was subsequently communicated through ParentMail.

**Success criteria 3: Across KS2 there will be an increase in the number of children with middle prior attainment meeting EXS, particularly disadvantaged boys.**

KS2 continues to use Accelerated Reader as a tool to engage reading. Termly STAR tests create reports that were shared during parent evenings and used to identify focus children. Year group displays and daily timetables allow children to access reading and complete quizzes to assess their understanding. This has resulted in 14,581 books being quizzed with 73,707,199 words being read by KS2 children.

Talk4Reading skill lessons shows an improvement in the quality of talk around texts. Fast Reading continues to support the improvement of fluency across KS2 and this is evident in the termly assessments, with improvement in all year groups. Interventions using PiXL therapies have had a positive impact on delving deeper into a specific skill and how children can overcome these barriers. In order to develop Reading further in KS2, a consistent approach to a sequence of learning needs to be evident.

The table below shows the percentage of children currently working at the expected stage of SAS at this point of the year (Y3-5) or the end of year expected standard (Y6 only).

Based on end of year scaled score	Date of tests	Cohort at EXS+	MAP at EXS+	Boys at EXS+	PPG at EXS+	PPG boys at EXS+	MAP PPG boys at EXS+
2017 mocks	Nov 19	37%	36%	53%	35%	42%	38%
2019 mocks	Feb 20	52%	75%	50%	47%	67%	56%

Following end of Key Stage data last year, PPG boys have been a focus group. This has been achieved through small group work, after school tuition and Reading Club and has had a positive impact on those closing the gap. In February 2020, PPG boys' value added scores were -2.9 compared to -4.5 at the end of last year.

**Success criteria 4: Reduce the difference in outcomes compared to national standards in reading strands (meaning of words, retrieval and inference).**

The table below shows the improvements made in Y6 across all 3 question strands that are a current focus across school.

	2a: Give / explain the meaning of words in context.	2b: Retrieve and record information / identify key details from fiction and non-fiction.	2d: Make inferences from the text / explain and justify inferences with evidence from the text.
National 3 yr trend (FFT Nov 19)	79%	70%	59%
2016 SATs (Oct 19)	29%	45%	24%
2017 SATs (Nov 19)	49%	52%	38%
2019 SATs (Feb 20)	61%	64%	46%

Staff CPD through staff meetings has improved the quality of teaching these comprehension skills across KS2. Further development will continue throughout the year, including a reading audit alongside Kat Pennington, external reading consultant to ensure this is consistent and focused.

**Success criteria 5: Children accessing a vocabulary and text rich environment in classrooms and other areas around the academy.**

The Academy's environment is vocabulary rich. All leaders of subjects have created a vocabulary list as part of their progression document. Teacher meetings have been used to share these documents, although further communication is a priority to ensure they are consistently being taught. Knowledge organisers have supported the focus on vocabulary across the curriculum and have been trialled. An internal deep dive, looking at foundation subjects, showed evidence that vocabulary was being considered through planning and recorded work, although further development is needed to ensure its consistency across the Academy.

**July 2020 evaluation:**

**Success criteria 1: More children in KS1 will reach the 'expected' standard of reading and children will attain closer to national averages.**

No further data was available due to school closure in March 2020 following Covid-19 lockdown.

Reading at home was part of the daily plans sent out by teachers via ParentMail.

Online resources, such as Accelerated Reader and Educationcity were also planned in order that children could access a variety of texts from home.

The Summer Reading Challenge 2020 became virtual this year due to library closures. The school's newsletter promoted children to join the 'Silly Squad' and complete the challenge from home.

Below is the predicted teacher assessments that show attainment is broadly in line with the previous year.

Subject (PPG)	2017 (x23)		2018 (x32)		2019 (x27)		2020 (x14)		National (2019)	
	% EXS+	%GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
Reading	56 (61)	14 (13)	76 (63)	10 (3)	58 (41)	16 (11)	58 (36)	9 (7)	75 (62)	27 (14)

Reading, including catch up is a priority when all children return in September.

**Success criteria 2: More children in Y1 and Y2 will pass the phonics screening check and attain closer to the national average.**

Phonics in EY and KS1 was a priority and daily home learning was set to enable children to learn new sounds. RWI videos and documents with lesson activities were sent via ParentMail, along with guidance on how parents could support their children with decoding.

On 1st June 2020, approximately 50% of EY and Y1 returned to school. Adults were strategically paired in order that at least one adult had been trained on phonics. Daily timetables included a RWI phonics lesson and additional CPD was provided to those without prior training. This practice continued when approximately 80% of EY and Y1 children returned on 20th July 2020.

Phonics was still accessible for those learning from home, through daily planned activities.

Roade English Hub continued to support Oakway through lockdown with development days confirmed for 2020-21.

Below is the predicted phonic scores based on assessments completed in February. This shows a slight increase in Y1 phonics and Y2 phonics closing the gap to national.

PHONICS	Baseline attainment July 2018	Target attainment July 2020	November 2019	February 2020	End of year Prediction
Year 1	EYFS Reading ELG at EXP+ 54%	75% to achieve phonics pass	Target: 30% Actual 30%	Target: 50% Actual: 48%	Target: 75% Actual: 74%
Year 2	Year 1 70% achieved phonics pass	90% to achieve phonics pass	Target: 70% Actual 84%	Target: 80% Actual: 82%	Target: 90% Actual: 86%

In order to work closer with parents, reading packs have been set up to enable the sharing of reading books alongside the skills of decoding. These will be shared with parents during open days and group workshops. The phonic lead's target to improve parental engagement a priority for 2020-21.

**Success criteria 3: Across KS2 there will be an increase in the number of children with middle prior attainment meeting EXS, particularly disadvantaged boys.**

Teacher assessment predictions show that middle attaining group from KS1 made value added progress of +2.1 with a scaled score of 107.5.

This improvement is particularly evidence with PPG, middle attaining boys which shows all reached expected, with 57% accelerating progress to GDS.

**Success criteria 4: Reduce the difference in outcomes compared to national standards in reading strands (meaning of words, retrieval and inference).**

This position has not changed since the review of the AIP in April 2020 as no SATs were undertaken and therefore no data is available. These question stems and fluency will continue to be a part of the targeted approach in 2020-21.

**Success criteria 5: Children accessing a vocabulary and text rich environment in classrooms and other areas around the academy.**

There is no further evidence of this due to school closure.

New curriculum documentations are currently being created to ensure that high Tier 2 and Tier 3 vocabulary is highlighted for all subjects across the curriculum.

The curriculum is also in the process of becoming an enquiry process with knowledge being at the forefront of all learning. This will be shared with teaching staff in September 2020 and will be monitored throughout the year by subject leaders.

## FOCUS PRIORITY 2- MATHEMATICS

### What will be different for children in 2019-2020?

Children in all year groups will be more successful at the identified key strands of calculation, fractions, decimals and percentages and measures. Teachers will give children additional opportunities to develop their understanding of key concepts in calculation, fractions, decimals and percentages and measures.

Children will constantly recap their skills at arithmetic and understand what they need to do to improve further. Children will know their starting point for multiplication facts and will be able to see their own progress across the terms.

Children will be aware of a focus in their classroom to improve the confidence and achievement of all children in mathematics.

The Teaching for Mastery approach will be developed to ensure support and challenge for all pupils. Teachers will use class progress data to target key pupils making less than expected progress. There will be an increase in the number of disadvantaged children converting from EYFS EXS to GDS at the end of KS1. Across KS2 more disadvantaged children with middle and higher prior attainment in maths will meet the expected standard.

In KS1 children will have access to quality concrete resources and their lessons will have a focus on greater depth and mastery of understanding. Children will develop their mathematical language and will use this to explain their thinking.

Class teachers will provide children with high quality maths resources to support conceptual understanding and create displays which impact on learning.

### Academy Mathematics Targets

Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2019	April 2020	July 2020
1	2.89	9.89	Target 4.89 Actual	Target 6.89 Actual 6.89	Target 9.89 Actual
2	9.5	16.5	Target 11.5 Actual	Target 14 Actual 13.4	Target 16.5 Actual
3	14.3	21.3	Target 16.3 Actual	Target 18.8 Actual 18.3	Target 21.3 Actual
4	19.4	26.4	Target 21.4 Actual	Target 23.9 Actual 22.9	Target 26.4 Actual
5	26.9	33.9	Target 28.9 Actual	Target 31.4 Actual 30	Target 33.9 Actual

Year Group	Baseline attainment	Target attainment July 2019	Oct 19	Dec 19	Feb 20	Apr 20	July 20
Y2 (teacher assessment)	2017 EYFS EXP+= 60% GDS= 0%	EXP+ = 70% GDS = 15%		SAS 12+ Target:50% SAS ARE: 70%		SAS 14+ Target:60% SAS ARE: 59%	SAS 16+ Target:70% SAS ARE:
				SAS 14+ Target:5% SAS ARE+: 24%		SAS 16+ Target:10% SAS ARE+: 13%	SAS 18+ Target:15% SAS ARE+:
Y6 (test data)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75% GDS = 25%	Target:35% Actual: 24%	Target:35% Actual: 30%	Target: 50% Actual:42%	Target:65% Actual:42%	Target:75% Actual:
			Target: 5% Actual: 0%	Target: 5% Actual: 1%	Target:10% Actual: 6%	Target:15% Actual:6%	Target: 25% Actual:

### Success criteria (SC)

- 1) Target children will make more than expected progress.
- 2) KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.
- 3) Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting the expected standard.
- 4) Diminish the difference in outcomes compared to national standards in calculation, fractions decimals and percentages and measures.
- 5) Teaching for Mastery to be firmly established in LKS2 classrooms.
- 6) Children will access and use quality concrete and textbook resources and will draw on effective working walls to support their learning.

### Key People

### Funding & Resources



<b>Lead –James Hollingsworth:</b> <b>Assistant Principal for Maths</b> Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education	<ul style="list-style-type: none"> <li>Investment in Maths No problem (MNP) resources and training package £10,000</li> <li>Continued investment in quality concrete maths resources £1000</li> <li>Investment in PIXL membership to access all multiplication, SATS and Years 345 summative resources &amp; training £3000</li> <li>Enrolment onto the Enigma Mastery Hub 2018-20 – 6 Session for two staff members across first academic year cover costs</li> </ul>
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Actions (and those responsible)		Who monitors?	Who evaluates?	When	Check
<b>SC</b>	<b>Maths</b>				
1	JH to monitor, and intervene where required, teachers' planning for breadth, depth, differentiation and focussed groups of children.	CW	CW JH RH	T123456	T1246
2 3	JH to monitor, and intervene where required, children's recorded learning for breadth, depth, progress and presentation.	CW	CW JH RH	T123456	T12346
5	JH to monitor mathematics teaching & learning through PRIDE walks with a focus on teaching for mastery and learning behaviours. Support identified staff.	CW	CW JH RH	T1 T3 T5	T136
5	Teachers to use manipulative resources, text books and working walls to support TfM.	CW	CW JH RH	T1 T2	T12346
3	Teachers to embed the use of Pre and Post assessments into the teaching of Maths topics	CW	CW JH RH	T246	
4	Teachers ensure the teaching of calculation, fractions, decimals and percentages and measures is given adequate emphasis and time.	CW	CW JH RH	T123456	T1246
<b>SC</b>	<b>Data</b>				
1	JH to monitor, and intervene where required, impact of times tables & arithmetic teaching.	CW	CW JH RH	T123456	T1236
2	JH to ensure all class-teachers analyse and use their class data effectively.	CW	CW JH RH	T123456	T1246
1 2 3	Teachers plan to meet the needs of all learners accessing all data sources and clear objectives.	CW	CW JH RH	T123456	T12346
3	JH to lead teachers to understand and use the data created from pre and post assessments to inform future teaching and learning for all	CW	CW JH RH	T246	
1 2 3	JH to lead teachers in analysing data summaries in order to inform planned learning.	CW	CW JH RH	T123456	T1246
<b>SC</b>	<b>Monitoring</b>				
2 3	JH to carry out lesson visits for mathematics & identify areas for development, provide support and re-observe where necessary.	CW	CW JH RH	T123456	T1246
5	Monitor planning, and intervene where required, for mathematical models as outlined in calculation policy.				
5	JH to implement, monitor and support, a lesson structure for teaching for mastery.	CW	CW JH RH	T1	T136
<b>SC</b>	<b>Continued Professional Development</b>				
5	JH to lead the development of TfM across Lower Key Stage 2; using focused support and guidance to enhance practise.	CW	CW JH RH	T123456	T12346
All	Develop central CPD information point outlining Maths foci for 2019-20, actions and expectations.	CW	CW JH RH	T2	T2346
1	JH to lead staff to use IRIS connect as a tool to support reflective practise in Mathematics teaching.	CW	CW JH RH	T2 T3	T236

**Evaluations against success criteria:**

**December 2019 evaluation:**

**Success Criteria 1: Target children will make more than expected progress.**

Due to the recent changes to attainment boundaries within the school's internal tracking systems (explained in more detail within Success Criteria 3), school leaders targeted for accelerated progress our key marginal pupils (pupils with prior attainment at the expected standard, who have since fallen behind.)

When considering the progress made by all pupils with the PA expected attainment, progress across all year groups is assessed as good (Year 5 - 2.2, Year 4 - 2.2, Year 3 - 2.26, Year 2 - 2, Year 1 - 2.2). When the data is interrogated further and we look specifically at pupils who are 1 point behind the expected standard we find the following:

Year 1 - of the 10 pupils identified - 6 have made expected progress while 3 have made accelerated progress. Overall this group have made 2.3 points progress within the Autumn term.

Year 2 - of the 13 pupils identified - 5 have made expected progress while 7 have made accelerated progress. Overall this group have made 2.6 points progress within the Autumn term.

Year 3 – of the 19 pupils identified – 8 have made expected progress while 10 have made accelerated progress. Overall this group have made 2.5 points progress within the Autumn term.

Year 4 – of the 13 pupils identified – 9 have made expected progress while 4 have made accelerated progress. Overall this group have made 2.4 points progress within the Autumn term.

Year 5 – of the 10 pupils identified within 2 points of the expected standard – 4 have made expected progress while 4 have made accelerated progress. Two children, both with persistent absence had made 1 point progress. Overall this group have made 2.2 points progress within the Autumn term.

**Success Criteria 2: KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1**

Year 1: In Year 1 there are 9 disadvantaged pupils who left EYFS at the expected standard in Mathematics. Of these 9 children, 8 were assessed in EYFS at Oakway Academy. One pupil, who joined Year 1 in November, and who was assessed as working at the expected standard at a previous setting, has been baselined by our staff as working below the expected standard. Of the 8 children assessed at Oakway 88% are within 2 points of the GDS standard (1 academic term). Overall, this group of 8 children made 2.2 points progress during the first term. This is considered strong progress for this group. Two of the pupils, who were specifically targeted by their teacher, made 3 points progress within the first term.

Year 2: In Year 2 there are 8 disadvantaged pupils who left EYFS at the expected standard in Mathematics. Of these 9 children, 7 were assessed in EYFS at Oakway Academy. Two pupils, who joined Year 2 in November, and who was assessed as working at the expected standard at a previous setting, have been baselined by our staff as working below the expected standard. Of the 8 children assessed at Oakway 50% are within 2 points of the GDS standard (1 academic term). One pupil is currently assessed as working at the Greater Depth Standard and a further Two pupils are within 1 point of the Greater Depth standard. Overall, this group of 8 children made 1.8 points progress during the first term. This is considered weak progress for this group. This group will form part of an intervention group led by the phase leader which will run throughout Term 3 and Term 4.

**Success Criteria 3: Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting the expected standard.**

In Autumn Term 19/20, the leadership team took the decision to heighten expectations across the year groups by adjusting the boundaries whereby children are deemed to be working at the expected standard. The leadership team knew that the decision taken would have an adverse effect on pupil data, leading to the illusion that a number of pupil within the cohort have gone backwards. However, alongside this change, the decision was also taken to make the affected group of pupils a key target group for teacher intervention. Furthermore, internal data shows strong progress is being made, on average, in all year groups. We are confident that these levels of progress are a result of improvements in teaching and learning and will continue into the Spring and Summer term. We are therefore, confident that this ambition target remains in achievable.

**Success Criteria 4: Diminish the difference in outcomes compared to national standards in calculation, fractions decimals and percentages and measures.**

The current Year Six cohort are working toward meeting the national expectations in the Mathematical strands of calculation, fractions decimal and percentages, and measures. In 2018/19, in the strand of calculations, the Year 6 cohort achieved 75% compared to a national response of 78%. In November, our current Year Six cohort achieved 49% correct responses. In the strand F, D and P, the Year 6 cohort achieved 64% compared to a national response of 69%. In November, our current Year Six cohort achieved 26% correct responses. In the strand of measurement, the Year 6 cohort achieved 49% compared to a national response of 56%. In November, our current Year Six cohort achieved 26% correct responses.

During the Autumn Term, Year Six teachers planned and delivered Maths lessons with a strong focus on arithmetic and calculations. This is evident in the progress made in the strand of calculation, toward the 2018/19 national standard. Short daily maths lessons, with a focus on calculations will continue into the Spring Term.

While the focus on calculations has been clear, the Year 6 teachers were not able to focus enough on the other two mathematical strands listed above. A strong focus on reasoning and problem solving, within the strands of F,D and P and calculations will be planned and delivered during the Spring Term. Teachers will use QLA's to identify gaps and strengths within the cohort, in order to deliver high quality lesson for all group of pupils. The school has bought into Third Space Learning to supplement the delivery of highly focused Maths teaching to key marginal pupils.

**Success Criteria 5: Teaching for Mastery to be firmly established in LKS2 classrooms.**

Monitoring activities against the Mathematics curriculum intent, implementation and impact document, across the Autumn Term identified a number of strengths and areas for development across the subject area. The subject leader has created a curriculum implementation document and uses it to monitor and evaluate strengths and areas for development within the subject of Mathematics.

In Year 3 monitoring in Term 1 showed that a significant number of LAP were not progressing quickly enough. Immediate steps were taken to change the structure of Maths in year 3, taking our Lowest 20% and creating a separate provision. Follow up monitoring showed two impacts from this change. Firstly, the mastery approach to Mathematics was been applied more consistently, with opportunities for greater challenge for the MAP and HAP groups. Learning was happening at pace and teachers were able to swiftly move through the small steps in learning. Secondly, the LAP group, were more engaged and active in their learning. This was due to the change in lesson structure for these pupils – following a Year 1 and EYFS provision, adapted to meet the pupil's needs – allowing them to spend more time on foundational skills and concepts before moving on. Furthermore, the pupil's confidence in lessons has increased considerably. This change to groupings will be closely monitored for impact in Terms 3 and 4.

In Year 4 the monitoring shows that strong progress is being made by both HAP and MAP groups. Lesson content is pitched up and teachers have high expectations of pupils. Lessons are clearly planned to follow small steps at pace. As such LAP pupils have made more progress than the other groups. Teachers has responded to this by taking greater consideration when differentiating learning tasks to ensure challenge for all. JH continues to support planning in Year 4 to ensure that small steps are carefully considered and achievable.

**Success Criteria 6: Children will access and use quality concrete and textbook resources and will draw on effective working walls to support their learning. Teachers will challenge pupils of all abilities.**

The subject leader has provided support to all year groups through joint planning in PPA sessions. Two teacher meetings have been used to share expectations and resources to support learning throughout the phases. The subject leader has completed an audit of resources and has begun to order

further resources, with the target of ensuring that every classroom has a bank of quality concrete resources to support learning. Significant progress has been made in creating a challenging provision for our pupils at Oakway, however monitoring in some year groups shows that further and consistent exposure to reasoning and problem solving tasks is required for HAP pupils.

#### April 2020 evaluation:

##### **Success Criteria 1: Target children will make more than expected progress.**

Year 1 – of the 11 pupils identified – 7 have made expected progress while 3 have made accelerated progress. Overall this group have made 4.1 points progress across the Autumn and Spring term.

Year 2 – of the 12 pupils identified – 6 have made expected progress while 6 have made accelerated progress. Overall this group have made 4.3 points progress across the Autumn and Spring term.

Year 3 – of the 20 pupils identified – 8 have made expected progress while 10 have made accelerated progress. Overall this group have made 4.6 points progress across the Autumn and Spring term.

Year 4 – of the 11 pupils identified – 6 have made expected progress while 5 have made accelerated progress. Overall this group have made 4.6 points progress within the Autumn term.

Year 5 – of the 10 pupils identified within 2 points of the expected standard – 4 have made expected progress while 4 have made accelerated progress. Two children, both with persistent absence had made 1 point progress. Overall this group have made 4.5 points progress across the Autumn and Spring term.

What Next: Target children who have made accelerated progress within the Autumn or/and Spring Terms will be identified and monitored during their return from school closure. Teachers will continue to target these children to ensure that gains made are not lost.

##### **Success Criteria 2: KS1 disadvantaged children will be targeted to convert from EYFS EXS to GDS at the end of KS1.**

In Year 2, of the 8 disadvantaged MPA pupils, 1 pupil is currently working at the GDS standard. 3 pupils are currently assessed as still working with the EXP standard, while 4 children are assessed as working below the EXP standard.

In Year 1, of the 9 disadvantaged MPA pupils, 0 pupils are currently assessed at the GDS standard, 3 pupils are currently assessed as still working with the EXP standard, while 6 children are assessed as working below the EXP standard.

What Next: SLT to investigate the transition between assessment systems in EY and KS1. Of the pupils identified as MAP in Year 1, 4 of the 9 pupils were baselined significantly below the EXP standard on arrival into Year 1. Most of these children have made good progress this academic year, however they appear to have fallen behind. SLT to discuss this irregularity and to create guidance for teachers to apply to baselines for pupils arriving into Year 1.

##### **Success Criteria 3: Across KS2 there will be an increase in the number of children with middle and higher prior attainment meeting the expected standard.**

In Year 3, 68% of pupils were PA EXP+. Currently 39% of pupils are assessed at EXP and 17% are assessed at GDS. In total 56% of pupils are assessed at EXP+, a decrease of 12%.

In Year 4, 71% of pupils were PA EXP+. Currently 41% of pupils are assessed at EXP and 14% are assessed at GDS. In total 55% of pupils are assessed at EXP+, a decrease of 16%.

In Year 5, 67% of pupils were PA EXP+. Currently 42% of pupils are assessed at EXP and 26% are assessed at GDS. In total 68% of pupils are assessed at EXP+, an increase of 1%.

In Year 6, 59% of pupils were PA EXP+. Currently 36% of pupils are assessed at EXP and 6% are assessed at GDS. In total 42% of pupils are assessed at EXP+, a decrease of 17%.

What Next: SLT to investigate the impact that raising the assessment thresholds has had on the % of pupils meeting the EXP standard. The analysis of the internal data shows that, on average, LPA, disadvantaged, boys make less progress than other groups. SLT should consider if pupils falling into one or more of these groups should be targeted for their progress and attainment when school reopens.

##### **Success Criteria 4: Diminish the difference in outcomes compared to national standards in calculation, fractions decimals and percentages and measures.**

Not assessed at this stage of the Year. Teacher's revision weeks, to address gaps in the above Mathematical strands, were lost due to school closure. The may role over into next year depending on agreed priorities.

##### **Success Criteria 5: Teaching for Mastery to be firmly established in LKS2 classrooms.**

The monitoring tasks required to create an accurate picture for this success criteria were not completed before school closures measures were introduced. Monitoring of 2 classrooms will be completed when it is possible to do so.

What Next: The subject Leader will review the progress towards teaching for mastery in LKS2, in the view of making this a whole school priority for the Year 20/21.

##### **Success Criteria 6: Children will access and use quality concrete and textbook resources and will draw on effective working walls to support their learning.**

The Maths Coordinator has embedded the use of Third Space Learning and White Rose resources across the Autumn and Spring Term. All year groups are completing regular pre and post assessments in order to measure progress within a unit of study. Teachers are planning units of study based of pupils gaps and strengths, ensuring that quality resources are used to support and stretch the learning. The use of working walls will be monitored when school returns from temporary lockdown.

#### July 2020 evaluation:

- Success Criteria 1:  
 Success Criteria 2:  
 Success Criteria 3:  
 Success Criteria 4:  
 Success Criteria 5:  
 Success Criteria 6:

## FOCUS PRIORITY 3- CURRICULUM DEVELOPMENT

### What will be different for children in 2019-2020?

Children in all year groups will have access to a curriculum that is focussed on developing and enhancing the four attributes of 'Aspiration, Articulate, Respect, Resilience'. The curriculum will be reorganised to ensure it provides a clear and progressive structure and covers the key concepts identified in each subject of the national curriculum. The curriculum map will ensure that explicit continuous provision across subjects is used to maximise learning time and provide repetition of identified key knowledge. Subject leaders will ensure that the knowledge, skills and understanding of their subject are progressive across each year group and key stage, providing challenge and support for teachers, this will be reflected in planning. Subject leaders will become experts in their subjects and ensure all teachers have access to relevant subject knowledge. The curriculum will ensure opportunities to increase children's knowledge and understanding of their world and society. Children will be able to articulate what they are learning and how it links to previous learning. Pedagogy will begin to reflect strategies that build on research and effective practice around Cognitive Science. Children and families will have access to all relevant curriculum information.

### Success Criteria (SC)

1. The Oakway Curriculum documentation will be published on the website for families to access.
2. Curriculum evaluations against the intent each term will highlight strengths and developments.
3. Tier 2 and 3 vocabulary will be explicitly taught in all year groups and displayed in the learning environments.
4. Continuous provision will be implemented across all year groups.
5. Leaders will participate in and lead CPD for their subjects ensuring that all staff can access relevant subject knowledge.
6. Teachers will complete a CPD programme for Cognitive Science.

### Key People

**Principal- Clare Wallace (CW)**  
 Geography Leader- ML  
 History Leader- SA  
 Science Leaders- KJ & ZS  
 RE Leader – MB  
 PSHE Leader- KP  
 PE Leader- CW

French Leader- DP  
 Art Leader- BM  
 DT Leader – JB  
 Music Leader- LM  
 IT Leader- AS  
 Outdoor Education- RL CB  
 Eco-Schools- IL LN

### Funding & Resources

- £3000 CPD for subject leaders
- £500 subscription to subject associations
- Leader release time, ½ day per term
- 4 clock classroom £600
- Adopt an animal scheme £600
- Outdoor education resources £1000
- Subject resources £2000

### Actions (and those responsible)

### Who monitors?

### Who evaluates?

### When

### Check

SC	Leadership and Management	Who monitors?	Who evaluates?	When	Check
1 2	Subject leaders will draft, review and finalise their intent, implementation and impact document	CW	SLT	T1	
1	Subject leaders will draft, review and finalise a curriculum overview including the key concepts for their subject	CW	SLT	T1	
1 2	Subject leaders will draft, review and finalise a progression document, identifying vocabulary, skills and knowledge across all year groups	CW	SLT	T2	
1 2	Subject leaders will monitor and evaluate their subject curriculum each term, using a range of evidence and identifying and implementing support and challenge	CW	SLT	T123456	
5	Subject leaders will attend subject specific CPD	CW	SLT	T123456	
5	Subject leaders will lead relevant CPD for staff, including providing subject knowledge support	CW	SLT	T123456	
1	Subject leaders will ensure resources are available to enhance the learning in each topic	CW	SLT	T12346	
3	SLT will provide update training on the teaching of Tier 2 and Tier 3 vocabulary	CW	SLT	T1 T3 T5	
3	SLT will monitor and evaluate the teaching of vocabulary, identifying and implementing support and challenge	CW	SLT	T2 T4 T6	
4	Continuous provision for aspects of science, maths and geography will be implemented	CW	SLT	T1	
4	Leaders will monitor the implementation of continuous provision, identifying and implementing support and challenge	CW	SLT	T123456	
6	Principal will lead a programme of CPD to develop and improve staff understanding of cognitive science ad implications for practice	CW	SLT	T12345	
5	Induction, training and support for colleagues new to subject leadership- implemented where relevant	CW	SLT	T123456	

### Evaluations against success criteria:

#### December 2019 evaluation:

Success criteria 1: The Oakway Curriculum documentation will be published on the website for families to access

- The whole school overview is published on the website, there are more documents to follow to give the full curriculum overview. These will be completed by February 2020.
  - Knowledge organisers introduced and will be used in T3.
  - Planning format being trialled in year groups, finalised in T3.
- Success Criteria 2: Curriculum evaluations against the intent each term will highlight strengths and developments.**
- In term 1 year groups completed evaluations and identified next steps. These will be followed up on in Term 3.
  - Subject leaders have accessed these evaluations to inform their focus and support for Term 2.
- Success criteria 3: Tier 2 and 3 vocabulary will be explicitly taught in all year groups and displayed in the learning environments.**
- Vocabulary on displays is not yet embedded, CW to follow up on this expectation in T3.
  - Tier 2 and 3 CPD completed in T2 for all teachers.
  - Year groups are using the PiXL resources for the teaching of Tier 2 vocabulary, this is not yet embedded and will be followed up in T3.
  - Subject leaders are preparing overviews of Tier 3 vocabulary to be taught in each topic, these will be completed as the year progresses.
- Success Criteria 4: Continuous provision will be implemented across all year groups.**
- There are 3 areas of continuous provision; geographical skills, science plants and living things and time for maths. Monitoring indicates some good practice across all year groups however this is not yet embedded. T3 monitoring will identify further support and CPD needed.
  - Displays are beginning to show the impact of continuous provision, for example on the world maps and the outdoor learning.
- Success Criteria 5: Leaders will participate in and lead CPD for their subjects ensuring that all staff can access relevant subject knowledge**
- Science leaders have attended part of a sequence of leader training to be completed as the year progresses.
  - PE, ICT and history leaders are booked on subject leader training in T3/4.
  - Science leaders have led training for staff on the use of teacher assessment in science across KS1 and KS2.
- Success Criteria 6: Teachers will complete a CPD programme for Cognitive Science.**
- Session 1 of this training was completed with all teachers on Training day 3. There was a lot of new learning and aspects will be repeated and exemplified as the terms progress to embed the new knowledge. Focus on understanding how pedagogy impacts on cognitive load.

#### April 2020 evaluation

**Success criteria 1: The Oakway Curriculum documentation will be published on the website for families to access.**

- The annual overview is displayed on the website and accessible to all parents
- During school closures SLT continue to develop the MTP format
- An evaluation of progression documents is taking place over terms 4 and 5 for all subjects
- SLT are developing an online platform for the Oakway Curriculum to be placed which will include; annual overview, MTP, progression documentation, knowledge organisers and short term planning
- SLT are using a range of technologies to enable joint working on the curriculum development is still possible during school closures, such as; Teams for meeting, Forms for gathering information and Zoom for larger meetings
- Home learning planning is being monitored weekly by phase leaders and a set planning format has been developed and implemented in order that there is a consistent approach across the academy.
- Homelearning email account has been set up for parents to send through examples of home learning and to ask questions about how to complete tasks etc. Parents are using this well. 99% of all parents are now using Parentmail and all Homelearning is set out using this system, a few paper packs of learning have been delivered to those families who have been unable to set up a Parentmail account
- Teachers are planning for topic, reading, mathematics and PHSE home learning each day and there ensure each subject planning includes a task that can be completed online and offline.

**Success Criteria 2: Curriculum evaluations against the intent each term will highlight strengths and developments.**

- TTD in February 2020 was used to complete a range of deep dive style evaluations for each curriculum subject (excluding reading, writing and mathematics). This included book scrutiny and planning evaluations. These activities were due to be followed up with gathering the child's voice and discussions with class teachers. However, due to school closures these activities have not been possible. SLT have used the initial activities to support their evaluations of the progression documentation for each subject. Areas of development will be identified in Term 5 & 6 in order that all progression documentation is fully developed ready for the start of 2020-2021
- Areas for development within each subject area that are identified by SLT will be fed back to the relevant subject leaders in order that they can continue to develop their documentation in readiness for Sept 2020

**Success criteria 3: Tier 2 and 3 vocabulary will be explicitly taught in all year groups and displayed in the learning environments.**

- Vocabulary on displays is not yet embedded, CW to follow up on this expectation in T3.
- Tier 2 and 3 CPD completed in T2 for all teachers.
- Year groups are using the PiXL resources for the teaching of Tier 2 vocabulary, this is not yet embedded and will be followed up in T3.
- Subject leaders are preparing overviews of Tier 3 vocabulary to be taught in each topic, these will be completed as the year progresses.

**Success Criteria 4: Continuous provision will be implemented across all year groups.**

- Monitoring of continuous provision did not take place in Term 3, school closures in Term 4 onwards has halted the development of this area

**Success Criteria 5: Leaders will participate in and lead CPD for their subjects ensuring that all staff can access relevant subject knowledge.**

- PE CPD was completed in Term 3, but other CPD booked has been cancelled due to school closures

**Success Criteria 6: Teachers will complete a CPD programme for Cognitive Science.**

- 2 days CPD is being planned by SLT for Sept 2020 to focus on both the curriculum and pedagogy included the concept of cognitive load theory
- During school closures SLT have provide all teaching staff (Teachers and TAs) access to a wide range of online learning including level 2 qualification in a vast range of areas which include; pedagogy, self-regulated learning, inquiry and knowledge based curriculum development, interleaving and cognitive load theory. These opportunities have been taken up well by staff with over 700 pieces of CPD having been completed. These have been evaluated and will inform the next steps for CPD around the curriculum which will be delivered in Sept 2020.

# FOCUS PRIORITY 4- WRITING

## What will be different for children in 2019-2020?

All children will have planned learning that is closely matched to their needs. Teachers will use assessment information effectively to plan and deliver activities that are engaging and allow for accelerated progression. Children will have the opportunity to redraft their writing and improve their editing skills. Additional teachers will be used to address gaps in learning, focusing on carefully selected children. Children will have a range of purposeful opportunities for writing across the curriculum, which has been newly mapped out this year to encompass a range of different topics which engage and enthuse learners. Children will have structured opportunities to learn and consolidate spelling skills, including a new approach being trialled in Year 3 and 4. Children will continue to have regular opportunities to consolidate their spelling practice through their termly homework.

### Academy Writing Targets

Year Group	SAS Baseline attainment July 2019	SAS Target attainment July 2020	December 2019	April 2020	July 2020
1	2.58	9.58	Target 5.58 Actual: 5.9	Target 7.58 Actual 6.2	Target 9.58 Actual
2	8.8	15.8	Target 10.8 Actual: 10.1	Target 13.3 Actual 11.6	Target 15.8 Actual
3	12.95	19.95	Target 14.95 Actual: 15.18	Target 17.45 Actual 16.7	Target 19.95 Actual
4	17.95	25	Target 20 Actual: 19.6	Target 22.5 Actual 20.9	Target 25 Actual
5	26.39	33.39	Target 28.39 Actual: 26.6	Target 30.39 Actual 28.3	Target 33.39 Actual

Year Group	Baseline attainment July 2019	Target attainment July 2020	Oct 19	Dec 19	Feb 20	Apr 19	July 19
Y2 (teacher assessment)	2018 EYFS EXP+= 54% GDS= 0%	EXP+ = 72%		SAS 12+ Target:62% SAS ARE: 35%		SAS 14+ Target: 66% Actual: 43%	SAS 16+ Target:72% SAS ARE+:
		GDS = 15%		SAS 14+ Target:10% SAS GDS:8%		SAS 16+ Target 11% Actual: 8%	SAS 18+ Target:15% SAS GDS:
Y6 (teacher assessment)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 78%	TAF Target 20% Actual: 14%	TAF Target 35% Actual: 37%	TAF Target 45% Actual: 61%	TAF Target: 60% Actual	TAF Target 78% Actual
		GDS = 22%	TAF Target 0% Actual:0%	TAF Target 5% Actual:3%	TAF Target 10% Actual:9%	TAF Target 15% Actual:	TAF Target 22% Actual:
Y6 GPS (test data)	KS1 FFT starting point has been used to forecast targets.	EXP+ = 74%	Actual:42 % GDS:13%	Target:50% Actual:36: %	Target: 60% Actual: 47 %	Target: 65% Actual:%	Target: 75% Actual
		GDS = 30%		Target: 15% Actual: 9%	Target:20% Actual:13%	Target: 25% Actual:	Target: 30% Actual %

- Success criteria
- 1) More children in KS1 will reach the 'expected' standard of writing and children will attain closer to national averages.
  - 2) In UPKS2 (Y5/6) boys, including those who are disadvantaged, will make expected progress.
  - 3) The Sounds Write program will be consistently implemented in Year 3 and Year 4.
  - 4) Spelling outcomes, for all year groups, will reflect the structured and effective approaches to teaching spelling.
  - 5) Planning for writing will ensure teachers meet the needs of all children.

Key People

Funding & Resources

<b>Lead- Becky Owen (RO):</b> <b>Assistant Principal for Writing and GPS</b> Lisa Parker/Natasha Williams (LP/NW): Kinetic Letters Leaders Clare Wallace (CW): Principal Rob Hardcastle (RH): Head of Primary Education	<ul style="list-style-type: none"> <li>• Talk for Writing Training £400</li> <li>• KS1 and KS2 assessment updates £650</li> <li>• RWI spelling resources £150</li> <li>• Spelling Shed £150 annual membership</li> <li>• Sounds Write training £430 per person</li> </ul>
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SC	Actions (and those responsible)	Who monitors?	Who evaluates?	When	Check
<b>Writing</b>					
1 2 5	RO to ensure new teaching staff are familiar with the WftB scheme with a focus on improving teachers' skills at teaching writing structure and organisation.	CW	CW RO RH	T246	T2,4,6
1 4 5	RO to organise additional opportunities to improve the writing culture within the academy e.g. writing workshops and competitions and to ensure children have the opportunities to write for pleasure.	CW	CW RO RH	T25	T2,T5
2 5	RO to offer planning support and guidance to Y5/6 to ensure that boys are engaged in the writing opportunities being given.	CW	CW RO RH	T123456	T456
5	RO to ensure that staff are using a wide range of linked texts related to the cross-curricular topics in the new curriculum map. RO to track the use of linked texts across the school.	CW	CW RO RH	T123456	T123456
1 2 5	RO to support teachers with the implementation of Talk4Writing in Year 1.	CW	CW RO RH	T123456	T246
<b>Spelling</b>					
1 2 5	RO to support teachers in using PIXL writing and GPS interventions, monitoring impact to ensure that targeted learners made expected or accelerated progress.	CW	CW RO RH	T246	T246
3 4	RO to monitor the progress of spelling for all learners using PIXL assessments and Spelling Bee results to inform judgements.	CW	CW RO RH	T246	T123456
<b>Data</b>					
1 2 4 5	RO to ensure all class-teachers analyse and use their class data effectively	CW	CW RO RH	T246	T246
1 2 4 5	RO to ensure that teachers in Year 2 and Year 6 have an up to date knowledge of the expectations for assessing writing using the TAF.	CW	CW RO RH	T123456	T3456
1 2 3	RO to support teachers in using writing data and one page marking feedback to plan a cross-curricular sequence of writing lessons focusing on meeting the needs of all learners.	CW	CW RO RH	T123456	T2345
1 2	RO to analyse outcomes for pupils after each assessment point and ensure children are on track to meet their end of year targets and intervene where necessary.	CW	CW RO RH	T246	T246
<b>Monitoring</b>					
1 2 5	RO to monitor, and intervene where necessary, teachers' planning to ensure that the needs of learners are being met.	CW	CW RO RH	T23456	T123456
1 2 3 4 5	RO to monitor teaching & learning through lesson visits and PRIDE walks, with a focus on securing skills, progress, differentiation and questioning, intervene where relevant.	CW	CW RO RH	T23456	T256
1 2 5	RO to monitor teachers' planning to ensure that children have opportunities to write about a range of engaging topics linked to the new curriculum	CW	CW RO RH	T23456	T2346
1 2 5	RO to monitor the coverage of genres across KS1 and KS2 and the range and quality of Linked Texts being used.	CW	CW RO RH	T123456	T246
1 2	RO to monitor, and intervene where necessary, the quality of recorded learning with a focus on improvements in handwriting and presentation.	CW	CW RO RH	T246	T246
3 4	RO to monitor the regularity and quality of spelling homework and the impact on spelling scores at the end of each term.	CW	CW RO RH	T23456	T246
3 4	RO to monitor the quality and regularity of spelling lessons, ensuring that teachers deliver lessons in line with the policy or scheme they have been directed to use. Intervene where necessary.	CW	CW RO RH	T23456	T135
<b>Continued Professional Development</b>					
1	RO to lead regular Oakway and cross-trust moderation for all years and for the TAF in Y2 and Y6.	CW	CW RO RH	T35	T35
3 4	RO to coach staff members identified as requiring support related to the teaching of spelling e.g.SoundWrite/RWI.	CW	CW RO RH	T123456	T246
3 4 5	RO to lead CPD that improves teachers' subject knowledge of the expectations for spelling, grammar and punctuation in each year group	CW	CW RO RH	T123456	T246

#### Evaluations against success criteria:

##### December 2019 evaluation:

##### Success Criteria 1: More children in KS1 will reach the 'expected' standard of writing and children will attain closer to national averages.

In Year 1 the percentage of children achieving the expected standard in their writing is currently 56%. This is more than half of the cohort working at the expected level for this point in the year. This cohort of children is smaller than in previous years with 70 children. The new approach to writing which was introduced into Year 1 from September is having a strong impact, with their average progress score 2.3. Talk for Writing training was given to teachers in September. This has enabled them to understand the importance of internalising language structures and has given them strategies to support children in writing. The teachers are becoming more confident in delivering writing and are becoming more secure in their knowledge of the varying levels of the writing process. As writing lead, I have supported them during planning sessions and have been ensuring they are using good quality texts to use as models.

In Year 2, topic lessons and writing lessons have been happening consistently in their timetabled slot. The staff in Year 2 are experienced and have a strong knowledge of the Year 2 curriculum. Currently, 35% of the cohort of 79 pupils are working at the expected level for this point in the year. The average progress is

1.7. This requires improvement and therefore interventions have been planned and will be taking place in Term 3. Close monitoring and support of the planning and teaching of writing will be given. Deeper analysis of the weaker areas of the pupils writing, detail spelling and handwriting are holding many of the children back. Spelling of the day and an additional handwriting group will start at the beginning of Term 3. This will help to close the gap and support the progress of the children identified. Towards the end of Term 3, there will be a mini data drop to measure the % of children achieving who are at the expected standard. Since September there have been 13 new starters, most of which are new to country and have English as an additional language.

**Success Criteria 2: In KS2 (Y5/6) boys, including those who are disadvantaged, will make expected progress.**

In Year 5, there are a total of 46 boys. 16 of the 46 are disadvantaged. The average progress for this group is 1.7. This is below expected progress. 11 of the 16 boys are working below the expected level for a Year 5 child. There are 30 boys in Year 5 who do not fall into the disadvantaged group and their average progress score is 2.1, this is positive and within the expected progress boundary. A closer more detailed analysis of both groups, advantaged and disadvantaged groups, will now take place to try and close the 0.4 progress gap.

Year 6 are currently using the Teacher Assessment Framework to assess their children's writing.

There are currently 33 boys in Year 6, 12 of which fall into the disadvantaged group. 1 of the 12 is an outlier. Most of the disadvantaged boys have made progress since their first data entry point in October. Those that made little or no progress will be discussed with the class teachers.

Steps will now be taken to support the teachers in both year groups to ensure these children do not fall further behind and are making expected or accelerated progress by the next data entry point.

**Success Criteria 3: The Sounds Write program will be consistently implemented in Year 3 and Year 4.**

The Sounds Write programme is happening consistently in both year groups, and most teachers are confident in their delivery of this. The teaching of Sounds Write happens 4 times per week in Year 3 and Year 4. The two polysyllabic groups in Year 3 are making good progress and teachers have noticed an improvement in their overall spelling knowledge. Lesson dips were completed for these spelling groups in November. The lesson drop ins highlighted many positives, such as engaged pupils, quick pace and strong teacher subject knowledge. The areas for development were shared with staff and support was given. Further arrangements for additional CPD for the four polysyllabic group teachers are underway, giving these teachers an opportunity to observe this programme in action in an outstanding setting. Year 3 are currently using spelling of the day in their classrooms for the Sounds Write 'common words'. This was introduced in September. A baseline and first assessment were completed in Sept and Nov. Progress from all children in the polysyllabic groups was seen (see additional tracking document). Year 2 are going to trial the spelling of the day approach in their classrooms from January 2020 as will Year 4 from February 2020. Teachers who took part in the official two day training course have videoed lessons using our IRIS software in order to support colleagues. They have been able to use the videos to reflect on their own practice and improve further.

**Success Criteria 4: Spelling outcomes, for all year groups, will reflect the structured and effective approaches to teaching spelling.**

Spelling sessions are happening regularly in all year groups, Year 2 and above. This year a range of approaches to spelling are being used across the school. These consist of RWI spelling (Y2/Y5), Sounds Write (Y3/Y4) and Spelling shed (Y6). Spelling shed has been introduced to all classes in Year 6 and most children are accessing this regularly. Children who are not have been identified and teachers are allowing the children time during the school day to access this. A year group display has been created in the shared area which shows the 'top spellers'. Teachers in Year 6 have started to use this resource to aid them in their teaching of spellings, replacing our previously used PIXL resources. Lesson drop ins are planned in for Term 3 to monitor how effective Spelling shed is and if it is engaging the children further in their spelling. Year 6 have been completing regular MOCK SATs tests. The 2018 grammar and spelling test contained words which were more challenging than the 2017 test. The Year 6 teachers will be using this data to inform their teaching of spelling and grammar during their timetabled session. They, along with the rest of the school will continue to track progress with spelling homework every fortnight.

Analysis of Spelling Bee data has identified that a high number of children have improved their spelling marks over the terms. Children that were identified to have fallen in score, were noted as target spelling children and given to teachers. These children will be given extra time and alternative ways to practise their spellings. A staff meeting was carried recently to remind and give all staff a clear understanding of the expectations for the spelling homework booklet.

**Success Criteria 5: Planning for writing will ensure teachers meet the needs of all children.**

Planning monitoring shows that all year groups are planning for a range of needs within their writing sessions. Some year groups list the outliers and their learning plan targets on the planning document. This is good practice and has been shared as feedback for all. At the start of the year, writing planning expectations were shared with all staff during training day and staff were using this guidance well to ensure they were demonstrating clear the differentiation. More recently, planning monitoring shows that it is not as clear to see that staff are adding this detail to their planning. When conducting lesson drop ins, most teachers are catering for the needs of their learners, with word banks and other scaffolds. As writing lead, I have attended planning sessions with teachers to support them in catering for the needs of their lower ability pupils. From recent data analysis this is support which will continue for the rest of the term for year groups which were identified as not achieving expected progress in writing.

**April 2020 evaluation:**

**Success criteria 1: More children in KS1 will reach the 'expected' standard of writing and children will attain closer to national averages.**

In Year 1 there are currently 31% of children working at the expected standard or better. This has dropped since DP1. Since DP1 there have been 6 new starters into Y1, many of which are new to England and have not had previous schooling. The progress made by the Y1 classes in writing is expected. This shows the Talk for Writing approach is effective for this particular cohort. Since the September training, Y1 have had a Talk for Writing development day with a T4W specialist. Many discussions and monitoring activities took place and constructive feedback was given to teachers in order to support them in moving forward with the T4W process.

In Year 2, topic lessons and writing lessons continued to happen daily. Since DP1, there were 3 new starters and the third Y2 mixed ½ class was split. There are now three year 2 classes and 1 mixed Y1/Y2 class. Currently, 37% of the cohort of 79 pupils are working at the expected level for this point in the year. The average progress is 3.4. There is a 2% increase in the amount of children who are working at the expected standard. The Year 2 teachers and the Year 2 team will continue to work hard to improve the proportion of children who are to achieve the expected standard by the end of the year.

**What next:** Deeper and more detailed monitoring and support of the planning stage and the teaching of writing will continue. Writing leader to use data analysis information to inform the teachers of those falling significantly behind and intervene in order for accelerated progress to happen. Data support to be given to Year 2 teachers, identifying gaps between the teacher assessment framework and the schools assessment systems. The 25% of children who have fallen behind by EXS will be identified and interventions put in place in order for them to get back on track.

**Success Criteria 2: In KS2 (Y5/6) boys, including those who are disadvantaged, will make expected progress.**

There is a total of 45 boys in Year 5. The average progress made by this group is 3.8. Of those 45 boys, 18 of the 45 are disadvantaged. The average progress for this group is 3.4. 13 of the 18 boys are working below the expected standard, however 1 of the 13 is an outlier and another has significant learning needs. Three of the 13 children left KS1 at the expected standard so have fallen behind.

Year 6 continue to use using the Teacher Assessment Framework to assess their children's writing. There are 32 boys in Year 6. 59% of this group are working at the expected standard and 10 % are working at greater depth. The boys have made better progress than the girls since September. This is forms a positive



picture. Of the 32 boys, 12 are disadvantaged. The progress made by this group is slow, however 9 of the children are on track to achieve their target and KS1 outcome. The 3 children who are falling behind their KS1 outcome have been identified and support will be given to accelerate their progress.

**What next:** Writing leader and UPKS2 phase lead to continue to monitor the progress made and the learning approach taken for Years 5 and 6. Further training to be given for teachers to gain knowledge and understanding on ways to close the gap and improve progress and attainment school wide. Y6 teachers to use the knowledge gained on the recent local writing training to support and inform their judgements.

**Success Criteria 3: The Sounds Write program will be consistently implemented in Year 3 and Year 4.**

Sounds Write is now fully implemented in Year 3 and 4. Out of the 7 teachers, 5 of them have now completed the four day training. All teachers have responded well to the implementation of Sounds Write and talk confidently about the impact it is having. When an informal pupil voice was carried out during lesson drops, the children detailed how they enjoyed these sessions and were able to the skills learnt to support them in their spelling when in topic and other lessons. Alongside 3 members of SLT and 5 teachers, 2 support staff have also been on the four day training course and have been taking groups and carrying out interventions. There has been a noticeable improvement in spelling, particularly for those in the Year 3 polysyllabic groups. A recent project which was carried out by the writing leader detailed an improvement in spelling, ranging from 9% to 34%. Further to the formal Sounds Write training, additional CPD for the four polysyllabic group teachers was arranged. These teachers were given an opportunity to observe this programme in action in an outstanding setting. This gave the teachers an insight into how the approach looks across the primary phase in another setting. They were able to meet with the Sounds Write lead and ask any questions they had about the programme.

**What next:** Four staff members to be trained in Years 4 and 5 to allow this approach to be dispersed across Year 5 from next year. IRIS to be used by trained staff, to support comprehensive reflections. They should also be used for internal training purposes and to share good practice. Spelling of the day to be implemented consistently across all year groups, monitoring of the impact of this to be tracked.

**Success Criteria 4: Spelling outcomes, for all year groups, will reflect the structured and effective approaches to teaching spelling.**

Spelling sessions continue to happen regularly across the school, from phonics, RWI and Sounds Write. Spelling shed is an additional tool which has been introduced to all classes in Year 6 and most children are accessing this regularly. A spelling display within the Y6 area was created to encourage children to engage with the scheme. The display continued to show the top 10 children from the year group who were accessing the site and was later adapted to show the class who had the most children using it. This allowed the children to work together as a team to appear on the leader board. The display was changed monthly. This had a positive impact on the children and teachers. Children who were not engaging regularly with the scheme and using this to practise their spellings, were identified and children continued to be time during the school day to access this. Spelling session drop ins which were planned for Term 3, happened in Year 5 and Year 3. Year 4, Year 6 and Year 2 will be a focus for the coming terms. Year 6 continue to carry out Mock SATs test. The most recent GPS test showed a significant improvement from the previous 2017 test which was carried out in December. The Year 6 teachers will use this data to inform their teaching of spelling and grammar.

Analysis of Spelling Bee data has identified that the majority of children assessed continue to improve their spelling marks for all year groups.

**What next:** Senior leaders to discuss the regularity of the spelling bee and how it is conducted in all year groups. Consistency is needed for all year groups, to ensure impact and progress is continually shown.

**Success Criteria 5: Planning for writing will ensure teachers meet the needs of all children.**

Effective planning for and of writing has become less consistent across the year, this has largely been due to the changes being made across the whole curriculum towards a themed approach. Progression documentation for most foundation subjects has been developed but not always disseminated and embedded, as such teachers have had a lack of clear guidance around the sequences of learning to plan including writing. Despite this, inclusion monitoring has shown that some classes in some year groups have been catering for the all children's needs well, using guidance given from internal and external professionals. The progress of the lower ability children and the children with additional needs is less than the middle and higher ability pupils in most year groups, therefore a focus for the future.

**What next:** SLT to discuss the planning format for all subjects, taking into account workload but also effectiveness. This to be shared with all staff and needs to be monitored thoroughly each term. Inclusion team and leaders to conduct further training for teachers, to help develop ways of catering for those lower ability pupils and those with additional needs.

July 2020 evaluation:

# BACKGROUND PRIORITIES

1. Behaviour & Attendance (CB)	
What the priority involves in a nutshell:	Success Criteria:
1. Ensuring that all staff apply the behaviour policy and inclusive classroom practices consistently to eradicate low-level disruption in lessons.	<ul style="list-style-type: none"> <li>Scheduled behaviour audits (x3 in year) will indicate that behaviour and relationships policy is applied consistently and low level disruption is minimal.</li> <li>Monitoring days for all teachers across the year will identify strengths and areas for development.</li> <li>Regular PRIDE walks carried by Assistant Principals and SENCo will identify strengths and developments for SEND children including those identified as outliers.</li> </ul>
2. Reducing the number of fixed-term exclusions.	<ul style="list-style-type: none"> <li>2018-2019 target for maximum percentage of cohort to be subject to fixed term exclusions is 1.5% (9 Children)</li> <li>Other strategies for supporting and intervening in children's high level behaviour will be utilised; tuition, referrals for further assessments, partnership working with outreach and NCC, alternative provision</li> </ul>

<p>3. Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Whole school attendance target is 95.5%</li> <li>• Whole school PA will reduce to 8%</li> <li>• Disadvantaged attendance target is 95.0%</li> <li>• Disadvantaged PA will reduce to 10%</li> </ul>
<p><b>Evaluations against success criteria:</b></p>	
<p><b>December 2019:</b></p>	
<p>1. <b>Ensuring that all staff apply the behaviour policy and inclusive classroom practices consistently to eradicate low-level disruption in lessons.</b></p>	
<ul style="list-style-type: none"> <li>• A behaviour audit was completed on 2.10.18, which included the whole staff. This identified many positives such as calm learning atmospheres in most classrooms, with children following routines and boundaries well. There was very little evidence of low level disruption during lessons. In assemblies, corridors and on the playgrounds children were calm and orderly, children reported that they felt safe, and there were lots of appropriate play opportunities available. Areas for development included; some children could have been more active in their learning during some lessons to avoid passiveness; transitions between lessons could have been smoother.</li> </ul>	
<p>2. <b>Reducing the number of fixed-term exclusions.</b></p>	
<ul style="list-style-type: none"> <li>• There have been 8 periods of fixed term exclusion which involved 4 children between September 2019 and December 2019. This is a slight increase on this time in the previous academic year where 3 children had been subject to 4 exclusions, although there was also 1 child subject to permanent exclusion in the first term of last academic year. For all 4 children subject to fixed term exclusion this academic year there is a wide range of suitable support in place, including through external agencies. Behaviour for 3 of these children has improved and 1 remains at risk of exclusion and is on part time timetable to reduce this risk. This child has also been referred to the psychology assistant at the Educational Inclusion Partnership for additional support.</li> </ul>	
<p>3. <b>Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.</b></p>	
<ul style="list-style-type: none"> <li>• The attendance during the first 2 terms of this academic year has been affected by a significant periods of illness, where over 10% of the school population were absent for several days in December due to a sickness virus. As such the current overall whole school attendance is 93.92%. Whole school PA is currently at 17.1%. Disadvantaged children's attendance is at 91.98% and disadvantaged PA is at 15.2%. The gap between whole school and disadvantaged children's attendance is lower at this point of the year when compared to last year at 1.94%. Intervention for children falling below 95% attendance is in place; 140 first letters sent on 11th December 2019, 34 Parent contracts are open and; there have been 50 attendance clinics held.</li> </ul>	
<p><b>April 2020:</b></p>	
<p>1. <b>Ensuring that all staff apply the behaviour policy and inclusive classroom practices consistently to eradicate low-level disruption in lessons.</b></p>	
<ul style="list-style-type: none"> <li>• Inclusion monitoring across all year groups was completed by SENCO and Inclusion Manager in January 2020. For most identified children appropriate support was in place to meet their needs such as; use of Clicker software, work stations, working towards charts and individual timetables. Where improvements were identified the SENCO or Inclusion manager attended the year group PPA to discuss changes to provision. No further monitoring has taken place to ensure for the few children identified these improvements have been made and are having an impact.</li> </ul>	
<ul style="list-style-type: none"> <li>• The second behaviour audit was due to take place at the end of term 3, but due to attendance dropping dramatically prior to school closures this did not take place.</li> </ul>	
<p>2. <b>Reducing the number of fixed-term exclusions.</b></p>	
<ul style="list-style-type: none"> <li>• There have been 19 periods of fixed term exclusion which involved 6 children between September 2019 and April 2020. This is a slight increase on this period for the previous academic year, where there were 13 periods of fixed term exclusion involving 4 children. There have been no permanent exclusions although two children remain at risk. One child was new to the academy in January 2020 and was already at risk in their prior setting, the other child has had support from the Psychology service at the local authority. There are also two children with SEND who are awaiting EHCP's and who are not coping well despite 1:1 support and all the advice from external agencies being followed. These children should move on to special provision in September 2020 should spaces be available.</li> </ul>	
<p>3. <b>Ensuring that pupils' attendance improves, particularly for those pupils who have special educational needs and/or disabilities and those who are disadvantaged.</b></p>	
<ul style="list-style-type: none"> <li>• The attendance during the first 2 terms of this academic year has been affected by a significant periods of illness, where over 10% of the school population were absent for several days in December due to a sickness virus. As such the current overall whole school attendance is 93.92%. Whole school PA is currently at 17.1%. Disadvantaged children's attendance is at 91.98% and disadvantaged PA is at 15.2%. The gap between whole school and disadvantaged children's attendance is lower at this point of the year when compared to last year at 1.94%. Intervention for children falling below 95% attendance is in place; 140 first letters sent on 11th December 2019, 34 Parent contracts are open and; there have been 50 attendance clinics held.</li> </ul>	

<p><b>2. Early Years (CB)</b></p>	
<p>What the priority involves in a nutshell:</p>	<p>Success Criteria:</p>

<p>1. Children who are falling behind will be targeted to catch up through quality first teaching and intervention.</p>	<ul style="list-style-type: none"> <li>Children who fall behind at an assessment point will make accelerated progress by the next assessment point in order to catch up</li> <li>Baseline will be completed by the end of September 2019</li> <li>Dough gym intervention will be in place for all children identified on baseline by October 2019</li> <li>Reading intervention will be in place for all children identified by October 2019</li> <li>All children will be assessed for Chatterways intervention by the end of September 2019 and intervention is in place for the bottom 20%</li> <li>Children are assessed regularly and moved fluidly through phonics, mathematics and writing groups</li> <li>Children who do not make progress at each data point are identified and targeted through quality first teaching and intervention</li> </ul>
<p>2. All children will make at least expected progress in reading, writing and number.</p>	<ul style="list-style-type: none"> <li>Baselines assessment and termly EYFS Profile assessments will demonstrate that all children have made at least 2 stages of progress across each term</li> <li>Phonics and mathematic individual assessment and matrices will identify that all children are moving up a group at each assessment point</li> <li>Monitoring days will identify that teachers are delivering strong lessons which enable strong progress</li> </ul>
<p>3. All targeted children will make accelerated progress.</p>	<ul style="list-style-type: none"> <li>Targeted children all achieve GLD</li> <li>Baselines assessments are completed by September 2019 and children are identified for accelerated progress based on their ability to reach GLD</li> <li>Targeted children are identified on class profiles</li> <li>Targeted children make accelerated progress of at least 3 stages between January and April in RWN as identified</li> <li>Targeted children are included in GLD intervention between April and June for RWN as identified</li> </ul>
<p><b>Evaluations against success criteria:</b></p>	
<p><b>December 2019:</b></p> <p><b>1. Children who are falling behind will be targeted to catch up through quality first teaching and intervention.</b></p> <ul style="list-style-type: none"> <li>The baseline assessment was completed by October 2019, NFER Pilot baseline was completed in October 2019. Our baseline was used to organise children in phonics, maths and writing groups</li> <li>Dough gym and Chatterways intervention were in place from October 2019 for all identified children. Chatterways intervention was initially sporadic during term 2 due to intake of new children with significant SEND who required considerable adult support, reducing the capacity to complete the interventions. This was rectified in December 2019 and the intervention time is now protected</li> <li>Phonics interventions for the bottom 20% has been identified and is in place from January 2020</li> <li>Children have been identified for accelerated progress on teacher's appraisals</li> <li>Children who have not made 2 points progress between September 2019 and December 2019 have been identified as target children for quality first teaching</li> </ul> <p><b>2. All children will make at least expected progress in reading, writing and number.</b></p> <ul style="list-style-type: none"> <li>The cohort, EAL, PPG, SEND, Boys and Girls have made 2 points progress as an average points score between baseline and December 2019</li> <li>The cohort has achieved the termly target set by the Academy Trust for progress in reading and writing and has broadly achieved the number target</li> <li>At baseline in number 40% of the cohort were working at or above 30-50 months. By December 2019 77% of the cohort are working at or above 30-50 months</li> <li>At baseline in phonics 97% of the cohort knew less than 5 sounds. By December 2019 73% of the cohort know most of set 1 sounds and 17% are in ditties or above</li> <li>Teacher monitoring of phonics writing and maths identified string lessons which enabled strong rates of progress</li> </ul> <p><b>3. All targeted children will make accelerated progress.</b></p> <ul style="list-style-type: none"> <li>Using baseline information children were identified on appraisal for accelerated progress in order to achieve ambitious target for GLD</li> <li>Class profiles for term 1 and 2 identified targeted children. These have been updated for term 3 to include new targeted children based on analysis of data December 2019</li> </ul> <p><b>April 2020:</b></p> <p><b>1. Children who are falling behind will be targeted to catch up through quality first teaching and intervention.</b></p> <ul style="list-style-type: none"> <li>All children not making at least 2 points progress between baseline and December 2019 and then December 2019 and April 2020 were identified on teacher's appraisal and became target children for quality first teaching and intervention. There were 15 children in the cohort identified across the cohort and 11 have now made at least expected progress by April 2020 (4 points) in reading, writing and number. This was achieved through teacher focus and the following interventions; daily reading Chatterways speech and communication intervention and dough gym intervention. The three children having not caught up will be a focus in the coming terms and one child has been referred for further speech and language assessment.</li> </ul> <p><b>2. All children will make at least expected progress in reading, writing and number.</b></p> <ul style="list-style-type: none"> <li>The cohort, EAL, PPG, SEND, Boys and Girls have made at least 4 points progress and for many groups 5 points which represents accelerated progress</li> <li>The cohort has exceeded the academy targets set for reading, writing and number strands for this point in the year, with; 79% achieving 40-60months in reading / 90% achieving 40-60months in writing and 77% achieving 40-60months in number.</li> <li>By April 62% of the cohort were working at 40-60months and 15% at the ELG in number. These children should all achieve the ELG or EXC by the end of the academic year had normal teaching been consistent.</li> <li>At baseline in phonics 97% of the cohort knew less than 5 sounds. By December 2019 73% of the cohort know most of set 1 sounds and 17% are in ditties or above. By April 2020 48% of the Cohort were working at ditties or above and in lines with age related expectations. A further 12 of children knew all set one sounds and were working on oral blending. These children would have been targeted for focus intervention in terms 4 and 5 in order to achieve the ELG at the end of the academic year.</li> <li>In writing by April 2020 all children had made at least expected progress and 10% had made accelerated, (more than 4 points). Strong progress in writing has enabled 80% of the cohort to be working at 40-60months and 10% to already be at the ELG in this strand.</li> </ul> <p><b>3. All targeted children will make accelerated progress.</b></p> <ul style="list-style-type: none"> <li>Using baseline information children were identified on appraisal for accelerated progress in order to achieve ambitious target for GLD</li> <li>Class profiles for term 1, 2, 3, and 4 identified targeted children. These have been updated for term 5 to include new targeted children based on analysis of data April 2020.</li> </ul>	

### 3. Implementing a new PSHE curriculum (KP)

What the priority involves in a nutshell:	Success Criteria:
1. All year groups to use the published intent, implementation and impact document to ensure implemented new PSHE curriculum	<ul style="list-style-type: none"> <li>The III document will form part of Oakway Curriculum policy</li> <li>Year groups will evaluate each topic each half term against the III document</li> <li>Final format created for 2020-2021</li> <li>Leader monitoring will show evidence that the new scheme is being implemented</li> </ul>
2. Progression of skills and knowledge within and across topics in PSHE is evident for all year groups.	<ul style="list-style-type: none"> <li>PSHE overview grid is published on website and used by all year groups.</li> <li>Children's voice and/or recorded learning will evidence progression within a theme and /or sequence of lessons.</li> </ul>
3. Year group timetables allocate time to ensure the PSHE scheme is implemented by all year groups.	<ul style="list-style-type: none"> <li>Monitoring shows that year groups are teaching PSHE each week as directed on timetable.</li> <li>Technology allows all year groups to access the scheme and fully implement.</li> </ul>

#### Evaluations against success criteria:

##### December 2019:

- The III documents are in draft form, in line with expectations for this point in the year. Informal monitoring shows that year groups are teaching the scheme.
- Year 1 are completing the baseline assessments for each unit. KP to carry out monitoring on Y3 and Y6 to ensure their assessments are also being completed, this will be done by the end of T2. PSHE overview grid will be published on website in T2.
- Year group timetables have been adjusted, PSHE is allocated on each one. Y6 and Y3 have ongoing technology challenges which make the teaching of PSHE less consistent. IT team are working on a fix for Y6 internet issues and Y3 have new laptops ordered.

##### April 2020:

- The III document has been finalised in the correct Academy format. Informal monitoring shows that all year groups are following the scheme and completing the correct lessons. Some year groups have taught extra lessons from the previous year group due to assessing their children's need.
- Curriculum overview grid is now uploaded on the website. All year groups are using this to inform their teaching. More monitoring to take place to evidence progression over a sequence of lessons.
- All year groups have PSHE on their timetable and informal monitoring shows year groups are teaching it at the correct time. Year 3's new laptops have arrived but not yet been used fully. Year 6's internet issues meant that they switched to complete the Values vs Violence scheme. More formal monitoring needed to document evidence.

##### July 2020: