



West Boldon Primary School

**SDP**

2022-2023

## School Improvement Priorities

### Quality of Education:

- Improve outcomes for all children. End of phase data will show an improvement in greater depth scores and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning

To do this we will:

**Aim 1 - Whole school focus – raising attainment of bottom 20% excluding SEND.**

**Aim 2 – Improve spelling in KS2 through the implementation of the WRI spelling programme.**

**Aim 3 – Retrieval and oracy is systematically interwoven into daily teaching practice.**

**Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.**

### 2019 Data

End of KS2 (2019 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	74	73	83	78	83	79	85	78	68	65
GDS	13	27	21	20	23	26	27	35	9	10
End of KS1 (2019 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	76	75	76	69	80	76	76	65	Y1 85% (NA 82%) Y2 67% (NA 56%)	
GDS	33	25	16	15	24	22	11	11	EY GLD 68%	

### 2022 Data

End of KS2 (2022 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	58	74	71	69	60	71	55		45	59
GDS	17		10		12				4	7
End of KS1 (2022 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	65		61		61		61		Y1 77% (NA 76%) Y2 29%	
GDS	22		13		23				EY GLD 71%	

# Progress and attainment charts

## Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig below national (39 pupils)	Sig below national (42 pupils)	In line with national (31 pupils)	In line with national (44 pupils)
Writing	2022	In line with national (39 pupils)	In line with national (42 pupils)	In line with national (31 pupils)	N/A
Mathematics	2022	Sig below national (39 pupils)	In line with national (42 pupils)	In line with national (31 pupils)	N/A

School context			
<b>Children on roll</b>	253 Boys 54 % - 137 Girls 46% - 116	<b>Attendance</b>	Average 92%
<b>Pupil Premium/ FSM</b>	PP = 42% -105 FSM = 50% -127 FSM6= 51% - 128	<b>Persistent absence</b>	Average 23%
<b>SEN</b>	21% - 53		
<b>EHCP</b>	5% - 13		
<b>EAL</b>	5% -13		
<b>LAC</b>	4% -10		

## Quality of education

- **Improve outcomes for all children. End of phase data will show an improvement in greater depth scores and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning**

### 1. Whole school focus – raising attainment of bottom 20%

- School data trends evidenced (through standardised tests / teacher judgements and pupil progress meetings) highlight the need for school to address gaps for our lowest performing children to ensure they get the best outcomes possible and make good or better progress.

Intervention	<ul style="list-style-type: none"><li>• Targeted interventions in class</li><li>• Targeted interventions using in school tutor</li><li>• Detailed pupil progress meetings</li><li>• Monitoring of teaching and learning</li></ul>		
Implementation activities	<ul style="list-style-type: none"><li>• Close monitoring of Reading plus and Century as targeted interventions for year 5 and 6 children. Bi weekly meetings with year 6 teachers to analyse data and ensure progress. Century is done in class and with intervention tutor and after school reading plus every day</li><li>• Intervention tutor works with all year 6 and year 5 morning readers</li><li>• Pupil progress meetings with every class teacher (in year groups) to look at data outcomes and test scores. analysis and discussion to inform any changes to support/intervention needed.</li><li>• Teaching observations and learning walks and monitoring process will support good teaching and learning in all classes</li><li>• Launchpad for literacy – refined everyday practice and bespoke intervention/support predominantly in EY but to be used by all</li><li>• After school club SAT's booster and times tables year 3 and 4 target bottom 20%</li></ul>		
Implementation outcomes	Short term	Medium term	Long term
	Bi weekly meetings to ensure children are on track and to troubleshoot any issues from century and RWI data	Termly pupil progress meetings show that children are making good progress and timely support and interventions will be put in place.	After school clubs and interventions in place will improve outcomes for children and raise standards of progress and attainment

	Learning walks will identify and issues and timely support in place VEO will allow teachers to improve teaching and learning practice	Classroom observations will provide an overview of teaching standards across school and address any issues	Monitoring process over the year will ensure timely support and no slippage of standards Teaching observations and learning walks and follow up CPD will improve teaching standards across the school which will improve outcomes for children
<b>Budget/costings</b>	•		
<b>Evaluation</b>	•		
<b>Evidence of success</b>	•		
<b>Next steps</b>	•		

## 2. Improve spelling in KS2 through the implementation of the WRI spelling programme

- Work scrutiny/ cross moderation and advice from local authority KS2 moderation improve spelling which will have long term impact on writing

<b>Intervention</b>	<ul style="list-style-type: none"> <li>• RWI spelling program introduced across KS2. (30 mins per day)</li> <li>• Live marking to reinforce correct spelling and immediate correction</li> </ul>		
<b>Implementation activities</b>	<ul style="list-style-type: none"> <li>• Implementation led by Literacy lead</li> <li>• KS2 groups are fluid and are assessed every 6 weeks</li> <li>• Teachers are assigned groups and work with their group daily</li> <li>• Teaching is monitored through a coaching cycle</li> <li>• Bi weekly spelling meetings with staff to address any issues</li> </ul>		
<b>Implementation outcomes</b>	<b>Short term</b>	<b>Medium term</b>	<b>Long term</b>
	CPD for literacy lead - online training Purchase of resources Training for all staff	Begin to see spelling sessions have a positive impact on writing Quality of writing improves in KS2	KS2 will all achieve an age appropriate spelling group and gaps in learning reduced.

	Children grouped and 1 set of assessments and regrouped to ensure progress	Continuous coaching cycle and bi weekly meetings address any issues and ensure good quality teaching	Writing will be at a consistently good or better level. Outcomes for children in writing will improve for all
<b>Budget/costings</b>	•		
<b>Evaluation</b>	•		
<b>Evidence of success</b>	•		
<b>Next steps</b>	•		

### 3. Retrieval and oracy is systematically interwoven into daily teaching practice.

- Outcomes from Recent Ofsted and evidence from learning walks and pupil voice have shown children need strategies to recall and retrieve knowledge and need specific taught strategies and opportunities to practice talking /performing to a wider audience.

<b>Intervention</b>	<ul style="list-style-type: none"> <li>Retrieval practice is systematically built into teaching to support knowledge retrieval through formative assessment</li> <li>Staff use specific strategies to ensure retrieval practice takes place</li> <li>Staff CPD to support knowledge retrieval and oracy</li> <li>Increased opportunity within curriculum for children to practice oral skills</li> <li>Oracy is systematically built into the curriculum along with planned activities</li> </ul>		
<b>Implementation activities</b>	<ul style="list-style-type: none"> <li>Inset and staff meeting days for quality CPD for teaching staff</li> <li>Curriculum lead to introduce graffiti walls to record previous knowledge to inform future learning</li> <li>Fiona Goodwin to lead on the implementation and development of retrieval practice (link to NPQL course)</li> <li>Staff will understand oracy development (based on voice 21) and use the progression of skills document to plan oracy activities and monitor progress</li> <li>In school and extra-curricular activities to enhance oracy skills</li> </ul>		
	Short term	Medium term	Long term

<b>Implementation outcomes</b>	CPD ensures all teacher have the training they need to facilitate this in classrooms Extra- curricular activities/ after school clubs are in place	Learning walks/observations and VEO will demonstrate techniques shown are being consistently used in class and children and staff and children are becoming confident in the use of the known strategies.	
<b>Budget/costings</b>	•		
<b>Evaluation</b>	•		
<b>Evidence of success</b>	•		
<b>Next steps</b>	•		

#### **Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.**

- Reduce percentage of persistent absentees and improve attendance through effective strategies to support our hard to reach families

<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Improve attendance for persistent absentees through working closely with hard to reach families</li> <li>• Improve attendance across school through arrange of positive strategies</li> <li>• Improve attendance and reduce lateness through communication with parents from a variety of sources</li> <li>• CPD for attendance lead ensures school is up to date with all protocol and procedures</li> <li>• Positive relationships built with parents will support attendance and encourage parents to support the school and education for their child</li> </ul>
<b>Implementation activities</b>	<ul style="list-style-type: none"> <li>• Daily reports emailed to HT/DHT allow immediate action - Follow up calls and visits done</li> <li>• Daily reports from attendance officer regarding children absent from school</li> <li>• Follow up calls/visits are done same day for children of concern</li> <li>• Supportive strategies in place to support families struggling with attendance for example picking children up to bring them to school)</li> <li>• Positive rewards will continue to encourage good overall attendance. This includes weekly Strive for 5 and end of term /year event for 100% attendance or most improved attendance rewards. (certificates/badges and event)</li> <li>• Attendance display in every class will promote good attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Office manager to be front of house each morning to monitor those who are late so persistent lateness can be investigated and school can offer timely support.</li> <li>• Monitoring of specific groups such as disadvantaged, SEN etc will allow the HT to target support effectively</li> <li>• Attendance is linked to Cpoms so we can monitor any potential safeguarding issues</li> <li>• Increased support for the individual child and family at home and in school</li> <li>• Early help used to support families struggling with attendance</li> <li>• Fines and referrals to social services made when other strategies have failed as per policy and LA guidance</li> </ul>		
<b>Implementation outcomes</b>	<b>Short term</b>	<b>Medium term</b>	<b>Long term</b>
	<p>Children will be aware of the importance of good attendance through weekly assemblies.</p> <p>Information will be communicated to parents via leaflets, new starter packs and website etc</p> <p>CPD for attendance lead is organised and attended</p> <p>Displays in classrooms at start of year</p> <p>Daily reports sent to HT/DHT</p> <p>improve attendance through immediate action</p>	<p>Effective strategies mean attendance trends show improvement over time</p> <p>Good and improving attendance will be celebrated through rewards systems in place</p> <p>Lateness improves through consistent monitoring and communication with parents</p> <p>Policy and procedure is followed to address attendance issues</p> <p>Attendance of persistent absentees improves through systematic monitoring and intervention</p>	<p>Persistent absentee figures reduce and remain consistent</p> <p>Overall school attendance improves and remain consistent</p> <p>Parental understanding surrounding importance of attendance has impacted on improving attendance</p>
<b>Budget/costings</b>	•		
<b>Evaluation</b>	•		
<b>Evidence of success</b>	•		
<b>Next steps</b>	•		

<b>Strategic Summary</b>	
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