



Andrews' Endowed CE Primary School
School Improvement Plan 2021/22

Ofsted Priorities (2021)

- All staff are expertly trained to teach the phonics scheme and that pupils read books that closely match the sounds they have learned.
- Key knowledge is precisely identified in all subjects from Reception to Year 6.
- Ensure the things that will make a difference to pupils' learning are identified and closely check the impact of their actions.

LA Priorities (2021 LLPR Report)

- Develop a coherent and robust system for monitoring, evaluating and checking across the school so that leaders and governors can measure impact of the key priorities and support and challenge where appropriate.
- Subject leaders to review actions plans to ensure they align with the school strategic plan and have clear milestones, enabling them to focus on areas that will have the biggest impact on pupil outcomes across the curriculum.
- Complete the revised evidence based SEF and communicate to all stakeholders by the end of the spring term 2021.
- Once the lockdown period has ended, review curriculum coverage for the remainder of the year to minimise impact of the extended period of lockdown.
- Develop approach to tracking that shows progress for small cohort groups such as disadvantaged pupils.

School Key Priorities for 2021/22:

Priority 1: To develop consistency in teaching of reading including phonics, early reading and focusing on our lowest 20% –

Reading

Priority 2: To address barriers to ensure all pupil groups are appropriately challenged and supported to make good progress.-

Barriers Priority

Priority 3: Further develop the curriculum to ensure core learning is identified throughout all subjects - T & L Priority

School Improvement Cycle	Revision of SEF based on yearly outcomes – July/August SEF feeds School Improvement Plan – July/August New School Improvement Plan begins – Autumn Term Annual Review of SEF – Summer Term Outline School Improvement Plan created – Summer Term
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High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Through a broad and challenging curriculum, we encourage our children to become deep thinkers, resilient learners and compassionate, responsible citizens.

Our children leave Andrews' Endowed as aspirational, articulate and empowered life-long learners; equipped with the moral strength and spiritual depth they need to make their world a better place.

Our Christian values of Love, Courage and Respect underpin all that we do.

Andrews' Endowed CE Primary School School Improvement Plan

Priority 1: To develop consistency in teaching of reading including phonics, early reading and focusing on our lowest 20%

Staff do not always follow the school's chosen phonics programme closely. This means that some pupils, especially those who struggle with reading, do not have the time, support and practice they need to become fluent readers. Leaders should ensure that all staff are expertly trained to teach the phonics scheme and that pupils read books that closely match the sounds they have learned.

Targets By Summer 2022	Evidence Base	Monitoring Activities
<ul style="list-style-type: none"> • All staff trained in the new phonics programme • All staff follow the phonics programme • Books closely matched to phonics programme • Reading assessments are accurate • Strategies shared with parents to increase • All classes to promote the love of reading through daily class reads • Children build reading skills through well-structured reading sessions • End of year summative assessment outcomes remain high • High % of Year 1 and Year 2 cohort passing the Phonics Test (aut 2 for Y2) • The library is well used by all pupil groups to support the love of learning • Children to take ownership of the library and complete displays 	<ul style="list-style-type: none"> • Book monitoring feedback • Learning walk records – library • Children's reading books and reading records • Children's Google Classroom areas • Teachers short/medium and annotated planning • Lesson observations/triangulation summaries • Data • Interviews with subject leaders shows a clear understanding of how their subject has been varied for pupil groups across the curriculum • Parental feedback • Reading journals • Pupil Voice – feedback from children re reading attitudes • Pupil Progress • Governor Visits 	<ul style="list-style-type: none"> • Learning Walks: monthly by SLT • Book monitoring: ½ termly KS1 and KS2 subject and curriculum leaders • Data monitoring : ½ termly KS1 and KS2 Leader/SENCO/HT • Lesson observations: HT termly • Pupil progress meetings: Sept/Nov/Feb/April/June by HT, follow up with SENCo • English monitoring: Termly by English lead • Maths monitoring: Termly by Maths lead

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Priority 2: To address barriers to ensure all pupil groups are appropriately challenged and supported to make good progress- Barriers Priority

Priority 3: Further develop the curriculum to meet changing needs of cohorts & address statutory changes - T & L Priority

Key – Met On going need evidence to support milestone

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Priority 1: To develop consistency in teaching of reading including phonics, early reading and focusing on our lowest 20%.							
Success Criteria	Key Actions	Who is accountable?	Monitoring School/Govs		Cost	Milestones End of Autumn	Milestones End of Spring
To equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers.	All staff trained in the new phonics programme.	All Staff	English Lead		Training Sub Letters and Sounds £520 Y1 then £320 per annum	The phonics programme has been chosen as a result of our Phonics audit and matches the needs identified.	All staff to be trained in the phonics programme. Teachers and LSAs trained in the delivery of the phonics.
		KS1 Leaders	HT		Subject Leader Project time 1.5 hrs x2 £100	Organisation of streamed Phonics groups, clearly identify the roles and responsibilities of the T and the TA. Use of 'moving across' language for the children.	Children to be taught in streamed Phonics groups for half an hour on a daily basis and accelerated progress is evident.
	All staff follow the phonics programme and adopt a consistent pedagogy across year groups.	All Staff	HT		Staff Meeting Spring 1 and Spring 2 7 teachers one hour £188 per hour – 2 sessions total £376	The structure of the phonics sessions to be developed where teachers take responsibility for: word-reading skills – both phonic decoding skills and the quick recognition of 'common exception words' (tricky words) and comprehension.	Teachers to plan the high quality inclusive structure of each session and ensure that a consistent pedagogy across year groups is shared that focuses on word-reading skills and comprehension. Consistent pedagogy across year groups is and adopted. Phonic lessons are structured with high quality inclusive structure.
	Books closely matched to the phonics programme.	KS1 Staff	KS1 Leader			To complete the organisation of the	All banded books to be organised into correct levels.

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		All Teachers	KS leaders		x2 hours - £376	books up to Yellow levels. Assessment to be re-monitored at data drop points throughout 2021-22 (triangulation of teacher judgement, RS Comp results, book bands, hearing sample children read)	All children reading from the correct levelled books. Assessment to be re-monitored at data drop points throughout 2021-22 (triangulation of teacher judgement, RS Comp results, book bands, hearing sample children read) Teachers and teaching assistants ensure that the lowest 20% of our readers have their books read each time before they take them home to ensure the children have practiced the words.
		All Teachers	English Leader		Observations ½ day £107	Teachers and teaching assistants ensure that the lowest 20% of our readers are heard to read at least 3 x a week.	
		All Teachers	HT		Pupil Progress Sessions to focus on strengths and areas in which children need to develop. 45 mins x7 Autumn Spring Summer £422	All teachers have a strong grasp of where every child is as a reader, both their strengths and the areas in which they need to develop.	During reading opportunity sessions such as Class readers and guided reading, Teachers explicitly teach: knowledge about authors and books, the language of books, reading stamina, choosing books. All Staff to have a good knowledge of books to help meet the different demands of the school curriculum and to support pupils to choose books. Against the long-term overview, staff to identify books that can be read by children.

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<p>Making use of every opportunity the curriculum offers to teach children to become life-long readers</p> <p>All class rooms across the school provide a language-rich curriculum and classroom environments that immerse children in books and stories.</p>	<p>All</p>	<p>English Leader</p> <p>HT</p>		<p>2 Forest School Sessions £100 per 4 hr session £200</p> <p>1 Staff Meeting Spring Teachers £268</p>	<p>Review the quality texts that we use during English by updating LeMov's Reading Challenges which will provide opportunities for learning and reinforcing ensuring there is evidence of Poetry being explored.</p>	<p>During Pupil Conferences, Children are able to discuss the quality texts that have been used during English.</p>
	<p>All</p>	<p>HT</p>		<p>Pupil Conferences 1hr 26.84 per hour for 1 teacher Spring and summer</p>		<p>Children have opportunities on a daily basis to interact with the text, develop their understanding and their critical thinking skills, and express opinions. All Teachers plan open questions based on the text driver.</p>
	<p>All</p>	<p>KS1 Leader</p>				<p>Early Years and Year 1 class environments have role play areas that are based on stories the class have listened.</p>
	<p>All</p>	<p>HT and English Lead</p> <p>HT and English Lead</p>		<p>Observations ½ day £148 x 2 £296</p> <p>£67 per hour, 6 x 30 min sessions £202</p>	<p>Children have the opportunity to share the texts they are reading in class.</p>	<p>Observation of a selection of English lessons across the school evidences the reading curriculum for our children. Monitoring focuses on the following questions: • What is the quality of the teaching? • What is the quality of questioning? • How much</p>

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							<p>opportunity do children have to discuss views and listen to the opinions of others? • How far do the pace and flexibility of the teaching help to make sure that important points are considered and that all children are learning?</p> <p>All KS2 classes have a novel or fascinating non-fiction text shared on a daily basis.</p> <p>Children are given time to independently read, and the teachers support children to choose new books, answer questions about the texts and engage children in discussion.</p>
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Priority 2: To address barriers to ensure all pupil groups are appropriately challenged and supported to make good progress.		
<p>Targets By Summer 2022</p> <ul style="list-style-type: none"> • Gaps closing for pupil groups • Assessment structure embedded • Teachers are confident to analyse diagnostic assessments and plan interventions to meet the needs of pupil groups. • Pupil progress meetings are having an impact • Planning will show variation, embedded over time • End of year summative assessment outcomes remain high • High % of Year 2 cohort passing the Phonics Test (aut 2 for Y2) • Use of resources and learning environments well used by all pupil groups to support learning • Pupils are able to articulate the impact they have had on their learning journeys • Pupils feel their voices have been heard • Handwriting consistent throughout the school • Spelling and Grammar • Maths 	<p>Evidence Base</p> <ul style="list-style-type: none"> • Book monitoring feedback • Learning walk records • Children's books • Children's Google Classroom areas • Tapestry records • Teachers short/medium and annotated planning • Lesson observations/triangulation summaries • Data • Interviews with subject leaders shows a clear understanding of how their subject has been varied for pupil groups across the curriculum • HIAS Visit reports • Parental feedback • Reading journals • Pupil Voice – feedback from children re remote learning • Pupil Progress • Governor Visits 	<p>Monitoring Activities</p> <ul style="list-style-type: none"> • Learning Walks: monthly by SLT • Book monitoring: ½ termly KS1 and KS2 subject and curriculum leaders • Data monitoring : ½ termly KS1 and KS2 Leader/SENCO/HT • Lesson observations: HT termly • Pupil progress meetings: Sept/Nov/Feb/April/June by HT, follow up with SENCO • English monitoring: Termly by English lead • Maths monitoring: Termly by Maths lead

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Success Criteria	Key Actions	Who is accountable?	Monitoring School/Govs		Cost	Milestones End of Autumn	Milestones End of Spring
Planning will show variation, embedded over time	<p>All subject leaders to identify adaptations to the curriculum.</p> <p>Focus for Subject Leaders– Ensure support for sufficient detail and for high quality MTP for foundation subjects and high quality STP for Core Subjects leading to quality outcomes.</p> <p>Subject Leads monitor the assessment of their curriculum area.</p>	Subject Leaders and Class Teachers	SLT	Subject Leads presentations to Govs – rolling cycle through year	Staff Meeting: 2+ KS staff meetings £187 per hour	<p>Subject leaders have worked with class teachers to make adaptations for pupil groups.</p> <p>Teachers are confident with adaptations in their planning and meeting the needs of their class. High quality MTP/STP is in place showing all groups have been planned for and key language identified.</p> <p>Clear expectations of assessment across all subjects.</p>	<p>Long term planning shows adaptations for all pupil groups.</p> <p>Children are engaged in the curriculum, progress is evident in books and PPG and SEN children are able to explain their learning.</p> <p>All class teachers have identified adaptations and sequenced coverage in MTP.</p> <p>Specific tasks and questions are planned for across the curriculum to support assessment.</p> <p>Subject Leads report showing progression in their curriculum area including analysing the achievement of specific pupil groups.</p>
Assessment structure embedded	Rigorous and effective Diagnostic assessment.	Class Teachers SENCo	Maths		INSET time: ½ day £1,675	% of children reaching ARE+ in White Rose tests at end of Aut 2 shows increase from	ARE to 80% and GDS to 27% % in White Rose tests for KS1 children.
Gaps closing for pupil groups							

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<p>Evidence through internal data</p> <p>End of year summative assessment outcomes</p>	<p>To strengthen the evaluation of the impact of interventions using wide range of evidence.</p>	<p>Class Teachers SENCo</p>	<p>English SENCo</p>		<p>2 staff meetings 7 teachers for one hour £187</p>	<p>Sum 2 (previous year) Use of class stories.</p> <p>Teachers analyse assessments at identified milestones and identify how children need to be supported further.</p> <p>Teachers know what children know and what gaps exist in their learning.</p> <p>Class Stories Data has been identified. Different layers of support completed and evaluated.</p>	<p>ARE to 84% and GDS to 29% in White Rose tests for KS2 children. SWST and Rising Stars reflect improvements in spelling On track for Summer 1 70% of cohort age appropriate, Summer 2 85% of cohort age appropriate</p> <p>SEN group and PPG % have shown progress and is evidenced in the internal data.</p> <p>Class Stories show smaller gaps between identified pupil group.</p>
<p>Phonics Test (aut 2 for Y2)</p> <p>Use of resources and learning environments well used by all pupil groups to support learning</p>	<p>Continue Phonics action research project to effect positive change in phonics percentages.</p>	<p>CM to disseminate information to Y1 teacher and to use coaching model through the month of September.</p> <p>Y1 team supported by SLT</p>	<p>KS1 Lead</p>		<p>4 x ½ days for CM £184</p>	<p>Year 1 teacher has had weekly coaching during the month of September, focusing on the Phonics action research project. Phonic results in year 2 at end of Autumn term (92%)</p>	<p>Phonics results at end of Spring show children on track for target (92%) at end of year.</p> <p>Phonics results at end of Spring show children on track for target (End of Summer 2 Y2 Phonics 97 %pass Y1 Phonics 92% pass</p>

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	To provide a systematic and co-ordinated training programme for LSAs.	SENCO LSAs	HT		<p>INSET sessions. LSA training sessions. ½ termly meetings with HT to discuss the impact of the training.</p> <p>12 LSAs at £13.15 per hour - £157 per hour x 6 sessions of one hour £946</p>	<p>pupil, parents and carers, colleagues, and external professionals.</p> <p>Provision for precision teaching of spelling developed to support focus children for whom phonics is less successful.</p>	<p>Interventions show high quality teaching from the training sessions. Impact of precision teaching interventions analysed and evaluated.</p> <p>Increased reading age and raw scores in spelling results for 85% of children for whom phonics is less successful.</p>
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	To use progress meetings effectively in order for solid plans to be created.	CT HT SENCo	HT	HT Leads presentations to Govs. Pupil Progress data shared.	Use of PPA/ French enrichment time. £30.62 p/hr half a day £122	Staff articulate effective strategies that have had an impact on pupil progress during pupil progress meetings. Completion of a whole School Improving Outcomes Summary Plan and communicated to staff.	4 to 5 case studies of individual pupils are presented at Pupil Progress meetings. Teachers demonstrate the positive and negative trends from their cohorts. Teachers bring along examples of work from the pupils and records of interventions they've received to complement the case studies. Progress identified and analysis of Completion of a whole School Improving Outcomes Summary Plan completed. Whole school trends are shared and steps in place to address these.
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	To embed a shared understanding of what high-quality learning looks like.	CT Subject leaders	HT SENCo		<p>Staff Meetings LSA Meetings INSET Day</p> <p>Autumn x 2 Spring x 3 Summer x3</p> <p>INSET day £3,350</p> <p>LSAs £157 per hour for 12 staff 3 x 1hr sessions £471</p> <p>Teachers £295 per hour for 11 staff £885 for three one hour sessions</p>	<p>Staff implement the SEN Support Guidance for Schools document in their teaching.</p> <p>Evidence of progression triangulated through monitoring and pupil progress meetings.</p> <p>Explicit instruction, scaffolding and flexible grouping are evident in observations of teaching and learning.</p>	<p>Evidence demonstrates progress and the transference of learning into the whole class context for SEND group and PPG group.</p> <p>Explicit teaching of cognitive and metacognitive strategies is evident in observations of teaching and learning.</p>
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	To support teachers in using diagnostic assessment to inform planning and teaching	Maths Leader		Maths Leader to present a report for Govs.	Math s INSET 22/10/21 £3,350 Purchase of Diagnostic Packs £40 per year group £280	Assessment cycle is embedded for Maths. Increased use of diagnostic assessment.	Impact of actions identified from diagnostic assessments is evaluated. Teachers hold professional discussions in Key Stage teams based on findings of diagnostic assessment.
	Every teacher is supported in delivering high-quality teaching.	Class Teachers Subject leaders	HT		Staff Meeting time focusing on long-term retention of knowledge, fluency in key skills and use of metacognitive strategies. Staff meeting £187 per hour	Teaching approaches ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies. Scaffolding and flexible grouping shown on planning.	Explicit teaching of cognitive and metacognitive strategies are integrated in teaching and learning within subject and phase-specific context. Teaching shows common misconceptions are anticipated, and diagnostic assessments are used to uncover them.
	Develop whole school approach to handwriting and spelling.	English Subject Leader Class Teachers	HT	English Leader to report the analysis of spellings and handwriting to Governors.	Staff Meetings 2 x staff meetings during Autumn Term. £442 per hour for teachers and LSAs. 2 meetings of 1 hour £884 Spelling programme	Teachers address the planning on LetterJoin and add further depth in required Year Groups from the Handwriting Policy. Identified SWST misconceptions from previous years analysed and planned for in the Spelling curriculum.	Evidence of Letterjoin being used during Handwriting Sessions. Planning amendments are in place for fine and gross motor skills interventions. Process of teaching spelling has been modified. Impact has been analysed.

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					based on Jane Constadine.	<p>Research approved phonics schemes to use going forward.</p> <p>Evaluate the audit of the matched reading books for Acorns and Year 1.</p>	<p>Evidence of SWST misconceptions addressed during spelling. 85% of spelling ages improve measured via SWIST Test against baseline tests.</p> <p>SWIST and Rising Stars reflect improvements in spelling Summer 1 70% of cohort age appropriate Summer 2 85% of cohort age appropriate.</p> <p>Phonics scheme has been identified and appropriate resources have been purchased.</p> <p>Increased number of reading books that are closely matched to the phonics scheme purchased for Acorns and Year 1 children.</p>
Progress Towards Milestones					Further Actions		

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Priority 3: Further develop the curriculum to ensure core learning is identified throughout all subjects.

Targets By Summer 2021	Evidence Base	Monitoring Activities
<ul style="list-style-type: none"> • Increased opportunities of Cultural capital throughout the curriculum • EYFS Curriculum • Embed the RSE curriculum, providing opportunities for the children to show their understanding. • Continue use of outdoor learning • Planning reflects specific skills and knowledge to be taught within and across a sequence of lessons • Planning will demonstrate that gaps in learning and skills missed have been identified and covered in long and medium term plans • Consistency in the application of GPS evidenced in writing throughout the school 	<ul style="list-style-type: none"> • Book monitoring feedback • Learning walk records • Children's books and library displays • Tapestry records • Teachers short/medium and annotated planning • Lesson observations/triangulation summaries • Interviews with subject leaders shows a clear understanding of the impact of their subject across the curriculum • HIAS Visit reports • Parental feedback • Pupil Progress • Governor Visits 	<ul style="list-style-type: none"> • Learning Walks: monthly by SLT • Book monitoring: ½ termly subject and curriculum leaders • Lesson observations: HT termly • Pupil progress meetings: Sept/Nov/Feb/April/June by HT, follow up with SENCo • EYFS Monitoring • Planning • Pupil Conferencing about what they have learned.

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Planning will demonstrate that gaps in learning and skills missed have been identified and covered in long and medium term plans	<p>To ensure that planning formats (Long/Medium and Short term) for the wider curriculum clearly identifies the core learning.</p> <p>To support subject leaders to be able to articulate the impact of their leadership.</p> <p>Subject leaders support other staff to understand the (EY/KS1/KS2) core learning.</p>	Subject leaders	KS Leaders	Subject Leads presentations to Govs – rolling cycle through year	<p>Termly updates of the impact of subjects – subject reports.</p> <p>£26.84 per hour</p>	Provision of curriculum matches the need of all children and provides a holistic overview.	<p>Core learning in each subject has been identified and is evident in the long term planning. Impact statements have been updated.</p> <p>Subject leader and HT complete monitoring within their subjects. Subject leaders articulate the impact of their leadership to key stake holders.</p> <p>Subject Leads to gather evidence of progress in their subject – digital folders created, supported by teaching staff.</p>
Cultural capital including diversity							
Continue use of outdoor learning	To embed the RSE curriculum ensuring that baseline assessments are identified.	Class Teachers	PSHE Leader	PSHE Leader present to PSHE Governor	<p>Curriculum leader £26.84 per hour</p> <p>1Decision Sub £540</p>	<p>The MTP is followed and children's baseline assessments have been monitored.</p> <p>Resources used for RSE are appropriate for the needs of the year group and are based on issues</p>	<p>Children's PSHE work shows progression and clearly shows the child's learning journey with baseline and end assessments.</p> <p>Resources are audited to ensure they meet the needs of our children.</p>

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						relating to Hampshire statistics.	
Embed the RSE curriculum, providing opportunities for the children to	<p>To create an EYFS curriculum that gives all children a pathway to successful, invigorated and curious learning.</p> <p>To create the learning environment that has maximum impact on the children and allows them to revisit, rehearse, consolidate and learn.</p> <p>To manage a balance between adult-interaction, adult instruction and play through the EYFS provision.</p>	EYFS Year 1 CT	KS1 Lead HT	EYFS Link Governor	£100	<p>Engagement and interest is purposely weaved into the learning.</p> <p>Practitioner articulates how the learning environment has got the potential to have maximum impact on the children.</p> <p>Quality of play-based provision allows children to revisit, rehearse, consolidate and learn.</p> <p>Areas of learning is based on what our children need. The children's strengths and areas of development have been identified.</p>	<p>Teachers responded to the Completed profiles and plans have been created to meet the children's needs when they transition to Year 1.</p> <p>Practitioners articulate the children's progress and development.</p> <p>Children are active in their own learning and this is recognised by the practitioners.</p> <p>The learning environment gives the children high quality experiences and develops their skills.</p> <p>Children have opportunities to explore, investigate, interpret and be curious about the world they live in 60% of the lessons during the week.</p>

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<p>show their understanding.</p> <p>EYFS Curriculum Evidence that children are applying conceptual variation consistently</p>	<p>To develop the vocabulary of our learners through language exploration.</p>						<p>Rich texts chosen in the EYFS curriculum gives children the opportunity to explore new vocabulary in multi-sensory approaches. New vocabulary that has been explored is displayed as vocabulary bunting within the class environment. Vocabulary mats are sent home on a Friday to parents which help children comprehend and use new vocabulary.</p>
<p>Adults' use of assessment is effective in forming planning across the curriculum (also Priority 1?)</p>	<p>To ensure children have a conceptual knowledge linked to their procedural knowledge.</p>	<p>Maths Leader CT</p>	<p>Maths Leader</p>	<p>Progress report pf Maths since last OFSTED report written for HT who will report to CW School Improvement Officer</p> <p>Autumn 1 Maths Governor to monitor the Maths.</p>	<p>Maths Inset ½ a day. £1,675 2 x staff meetings during Autumn Term. Staff meetings for all staff £884</p>	<p>Planning is adapted to accommodate the 'overlap' between recovery and curriculum completion.</p> <p>Mathematical structures through careful use of representations enhance children's access to the Maths learning.</p> <p>Links between domains have been modelled and children show greater confidence in conceptual knowledge.</p> <p>Pupils maintain their knowledge and their</p>	<p>Maths planning shows good use of the links between domains.</p> <p>Children are able to articulate the links that they use within their Maths learning.</p> <p>ARE to 84% and GDS to 29%</p>

School Key Priorities for 2020/21:

Priority 1: To develop consistency in teaching of reading including phonics, early reading and focusing on our lowest 20% – Reading

Priority 2: To address barriers to ensure all pupil groups are appropriately challenged and supported to make good progress- Barriers Priority

Priority 3: Further develop the curriculum to meet changing needs of cohorts & address statutory changes - T & L Priority

Key – Met On going need evidence to support milestone

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						<p>progressive journeys through conceptual variation.</p> <p>Evidence of conceptual and procedural variation in Maths books.</p>	<p>For KS2 children in Spring White Rose Assessment compared to Autumn White Rose Assessment.</p> <p>Application of conceptual variation is evident in children's Maths work including the PPG children and the SEND group.</p> <p>SEND and PPG attainment % increased from high-quality provision and diminished barriers to participation and engagement.</p>
Progress Towards Milestones					Further Actions		

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