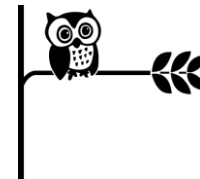


# Oswald Road Primary School Improvement Plan 2017/18

## Achieving Success



### Key priorities based upon analysis of data and evidence from monitoring

- Maths – The development of non-routine problem solving and reasoning– supporting developed levels of progress across school
- Diminish the difference for our pupil premium children to a gap of 10% or less.
- Diminish the difference for our EAL children to a gap of no more than 15%

If we are successful in our plan, the achievement outcomes for pupils in July 2017 will be:

### End of EYFS targets for 2017/18

GLD (Good level of development) 76%

#### Phonics

Year 1 – 82%

Year 2 – 73% (8 out of 11 children)

### End of KS1 targets for 2017/18

|             | % reaching Expected Standard | % working at Greater Depth |
|-------------|------------------------------|----------------------------|
| Reading     | 78%                          | 26%                        |
| Writing     | 73%                          | 18%                        |
| Mathematics | 80%                          | 21%                        |

### End of KS2 targets for 2017/18

|             | % reaching Expected Standard | % combined | % working at Greater Depth |
|-------------|------------------------------|------------|----------------------------|
| Reading     | 81%                          | 78%        | 27%                        |
| Writing     | 78%                          |            | 19%                        |
| Mathematics | 81%                          |            | 26%                        |

Progress to outcomes will be checked half termly. Termly pupil progress meetings will also be in place, where the attainment and progress of all pupils including focus on attainment and progress of all groups will be checked and actions put in place as needed and reviewed.

**Progress through the plan will be monitored by the Governor's Teaching and Learning Committee on the following dates:** 6<sup>th</sup> November 2017, 29<sup>th</sup> January 2018, 14<sup>th</sup> May 2018.

| <b>Achieving Success 2017/18</b><br><b>Priority 1 – Maths - The development of non-routine problem solving and reasoning – supporting developed levels of progress across school</b>   |  |   |  |  |
|--|--|---|--|--|
| <b>Co-ordinator: S. Turner – Achieving Success Lead</b><br><br><b>Claire Myers – Strategic Maths Lead</b>  | <b>Year 2017/18</b>  | <b>Cost of plan: £5800</b>  |  |  |
| <b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b>   | <b>Lead person accountable for the action</b>  | <b>Time Scale Start and End dates (W/C)</b>   | <b>CPD</b>   | <b>Resources/Costs/Time</b>  |
| <b>ACTION: To exceed floor standards (KS2)</b><br><br><b>HOW:</b> <ul style="list-style-type: none"> <li>Effective planning using the White Rose planning tool.</li> <li>New assessment system will identify the gaps in learning.</li> <li>Monitoring and CPD around effective differentiation.</li> <li>Identify Year 6 pupils in maths who need to make accelerated progress to achieve Expected Standard by May.</li> <li>Identify Year 6 pupils in maths who need to make accelerated progress to achieve Greater Depth by May.</li> <li>Half termly meetings to analyse the progress of children (including practice test scores).</li> <li>Plan interventions accordingly.</li> </ul> | Claire Myers<br><br>Sarah Turner<br><br>Deborah Howard<br><br>Sarah Turner<br>Kat Rowe<br><br>Sarah Turner<br>Kat Rowe<br><br>Sarah Turner<br><br>Wendy Gibson | Autumn 1<br><br>In place for Autumn 1<br><br>Autumn 2<br><br>Autumn 1<br><br>Autumn 1<br><br>Half termly<br><br>Termly provision maps – amended as needed too | CPD in this area is staff meetings / professional dialogue | Staff Meeting<br><br>Staff Meeting<br>£300 (assessment system)<br><br>SLT Drop ins / scrutinies/ Staff meetings<br><br>Regular review mtgs with teachers<br><br>Regular review mtgs with teachers<br><br>Half termly review mtgs<br><br>Time |

|  |  |  |   |   |
|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>Monitor the impact of interventions to judge whether independent skills and confidence are successfully transferred back into the classroom.</li> <li>Moderation opportunities throughout the calendar</li> </ul> <p><b>IMPACT: Maths is effectively differentiated to match the needs of all groups of children so that they all make good progress.</b></p>   | <p>Sarah Turner<br/>Kat Rowe</p> <p>Deborah Howard</p>   | <p>Half termly</p> <p>Autumn 2, Spring 2</p>   |   | <p>Half termly review meetings (as per above meeting)</p> <p>Staff meetings / Phase meetings</p>  |
| <p><b>ACTION: To exceed floor standards (KS1)</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>Effective planning using the White Rose planning tool.</li> <li>New assessment system will identify the gaps in learning.</li> <li>Monitoring and CPD around effective differentiation.</li> <li>Identify Year 2 pupils in maths who need to make accelerated progress to achieve Expected Standard by May.</li> <li>Identify Year 2 pupils in maths who need to make accelerated progress to achieve Greater Depth by May.</li> <li>Half termly meetings to analyse the progress of children.</li> <li>Plan interventions accordingly.</li> </ul> | <p>Claire Myers</p> <p>Sarah Turner</p> <p>Deborah Howard</p> <p>Sarah Turner<br/>Helen Savage</p> <p>Sarah Turner<br/>Helen Savage</p> <p>Sarah Turner<br/>Helen Savage</p> | <p>Autumn 1</p> <p>In place for Autumn 1</p> <p>Autumn 2</p> <p>Autumn 1</p> <p>Autumn 1</p> <p>Half termly</p> <p>Termly – amending provision as needed</p> | <p>CPD in this area is staff meetings / professional dialogue</p> | <p>Staff meetings</p> <p>Staff meetings<br/>£300 (assessment system)</p> <p>Staff meeting allocation / drop ins / scrutinies</p> <p>Regular review meetings with teacher</p> <p>Regular review meetings with teacher</p> <p>Review meetings</p> <p>Time</p> |

|  |  |   |   |   |
|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Monitor the impact of interventions to judge whether independent skills and confidence are successfully transferred back into the classroom.</li> <li>Moderation opportunities throughout the calendar</li> </ul> <p><b>IMPACT: Maths is effectively differentiated to match the needs of all groups of children so that they all make good progress.</b></p>   | <p>Sarah Turner<br/>Helen Savage</p> <p>Deborah Howard</p>   | <p>Half termly</p> <p>Autumn 2, Spring 2</p>  |   | <p>Meetings with phase lead</p> <p>Staff meetings / Phase meetings</p>  |
| <p><b>ACTION: To ensure a deeper conceptual understanding for key concepts, with reasoning opportunities threaded through learning.</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>CPD through A. Guy to ensure teachers have a clear understanding of how to teach key concepts effectively and how to develop reasoning skills</li> <li>Implement White Rose Planning with support from the Maths No Problem work books (reasoning opportunities threaded through)</li> <li>Use the bar model from year 1 to year 6 to ensure consistency in teaching.</li> <li>To run a TA forum, sharing how to use Bar Model</li> <li>Create a progressions tool and calculations policy to ensure consistency.</li> <li>To create a consistent approach to the vocabulary teachers and staff use in maths.</li> <li>Focused book scrutinies to see impact and consistent approach – clear feedback given</li> </ul> | <p>Deborah Howard</p> <p>Claire Myers</p> <p>Claire Myers</p> <p>Lynne Lowe</p> <p>Claire Myers / Paul Salisbury</p> <p>Claire Myers</p> <p>Deborah Howard</p> | <p>Autumn 1<br/>Spring 1</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Spring 1</p> <p>Autumn 2<br/>(staff sharing Wk1, Spring 1)</p> <p>Spring 1</p> <p>Half termly</p> | <p>CPD for this area is from an external provider</p> | <p>Staff meeting time<br/>Part of £1000 cost</p> <p>Staff meeting / phase meeting time</p> <p>Staff meeting time</p> <p>TA forum time</p> <p>Release time</p> <p>Drop ins / book scrutinies / pupil voice / staff meeting</p> <p>Release time</p> |

|  |                       |                           |  |  |
|--|-----------------------|---------------------------|--|--|
| <ul style="list-style-type: none"> <li>Specific follow up scrutiny and feedback</li> <li>Dedicated staff meetings to share good practice each half term.</li> <li>Mentor sessions set up where less impact is seen</li> <li>Many teacher appraisal targets support development in this objective</li> <li>Scrutiny focusing on progress to target and impact led by A.Guy</li> <li>Use of Specialist Leader of Education to work with Strategic Lead to support consistent approach to language</li> </ul> <p><b>IMPACT: Children have a secure understanding of concepts and relationships between concepts. Children have developed reasoning skills</b></p> | Claire Myers          | Half termly from Autumn 2 |  | Time                                     |
|  | Claire Myers          | Half termly               |  | Staff meeting time                       |
|  | Kat Rowe / maths team | Autumn 2                  |  | Release time                             |
|  | Deborah Howard        | Autumn 1                  |  | Meeting time                             |
|  | Deborah Howard        | Summer 1                  |  | Release time<br>£500                     |
|  | Claire Myers          | Spring 1                  |  | Costs covered within MTSA membership     |
| <p><b>ACTION: Routine and non-routine problem solving is planned and taught consistently</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>CPD through A. Guy to ensure teachers have a clear understanding of routine and non-routine problem solving.</li> <li>SLT and Middle Leader training on routine / non routine problem solving and conducting an effective maths book scrutiny (led by A.Guy)</li> <li>Scrutiny focusing on progress to target and impact led by A.Guy</li> <li>Focused book scrutinies to see impact and consistent approach – clear feedback given</li> <li>Specific follow up scrutiny and feedback</li> </ul>    | Deborah Howard        | Autumn 1, Spring 1        | CPD for this area is from an external provider | Staff meeting time<br>Part of £1000 cost |
|  | Deborah Howard        | Autumn 1                  |  | Part of £1000 cost                       |
|  | Deborah Howard        | Spring 1                  |  | Part of £1000 cost                       |
|  | Deborah Howard        | Half termly               |  | Release time                             |
|  | Claire Myers          | Half termly from Autumn 2 |  | Time                                     |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Dedicated staff meetings to share good practice each half term.</li> <li>Mentor sessions set up where less impact is seen</li> </ul> <p><b>IMPACT: Children are more fluent in their routine non-routine problem solving skills</b></p>   |   | <p>Claire Myers</p> <p>Kat Rowe / maths team</p>  | <p>Half termly</p> <p>Autumn 2</p>   |  | <p>Staff meeting time</p> <p>Release time</p>  |
| <p><b>ACTION: Concrete, abstract and pictorial approach is embedded throughout the school</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>CPD through A. Guy to ensure teachers have a clear understanding of this approach.</li> <li>Teachers are using White Rose and this approach would be part of planning - to analyse where teachers are up to with their understanding of this approach</li> <li>Buy new concrete resources for all children to use from EYFS to Year 6.</li> </ul> <p><b>IMPACT: Children have a deeper and more secure understanding basic concepts.</b></p> |   | <p>Deborah Howard</p> <p>Claire Myers</p> <p>Claire Myers</p>   | <p>Summer 1</p> <p>Spring 1</p> <p>Spring 1</p>  | <p>CPD for this area is from an external provider and professional discussions</p>                       | <p>Staff meeting time<br/>Part of £500 cost<br/>Staff meeting to revisit</p> <p>Staff meeting / phase meeting time</p> <p>£4000 set in budget for any resources needed</p> |
| <b>Monitoring</b>  |   |   |  |  |  |
| <b>Who</b>   | <b>What</b>   | <b>Where</b>  | <b>When</b>  | <b>How</b>   | <b>External Validation</b>   |
| SLT<br><br>Maths Team  | Maths monitoring:<br>*pupil voice,<br>*teacher voice,<br>*book looks,<br>*QA focus visits,<br>*T&L reviews,<br>*Data analysis | *Staff meetings<br>*Pupil progress meetings<br>*Termly data collections<br>*SLT meetings<br>*T&L committee<br>*SLT learning walks | PP meeting end of each term<br>Learning walks (Tuesdays)<br>Dedicated staff meetings (see QAC)<br>Book looks – (See QAC) | Evaluation of differentiation.<br>Evaluation of problem solving<br>Evaluation of reasoning opportunities | QA reports   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | Evaluation of progress in maths<br>Learning walks and pupil voice<br>Reports to GB |  |
|--|--|--|--|--|--|

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

| SUCCESS CRITERIA  | MILESTONES   | EVIDENCE OF IMPACT FROM MONITORING |
|---|--|------------------------------------|
| <ul style="list-style-type: none"> <li>Clear problem solving is evident in books.</li> <li>Clear differentiation is evident in books.</li> <li>Reasoning opportunities are evident in books</li> <li>Books show problem solving and reasoning opportunities threaded throughout daily maths activities</li> <li>By the end of the academic year at least 75% of each cohort will reach Expected Standard in Maths.</li> <li>By the end of the academic year at least 20% of each cohort will reach GD in Maths</li> <li>Year 2 and Year 6 will meet national averages in Maths for Expected and Greater Depth.</li> </ul> | <p>By December 2017</p> <ul style="list-style-type: none"> <li>Pupils will achieve 20% of the Maths targets to be on track to meet Expected Standard.</li> <li>Pupils will achieve 10% of the Maths targets at GD to be on track to meet GD.</li> </ul> <p>By March 2018</p> <ul style="list-style-type: none"> <li>Pupils will achieve 50% of the Maths targets to be on track to meet Expected Standard.</li> <li>Pupils will achieve 20% of the Maths targets at GD to be on track to meet GD.</li> </ul> <p>By June 2018</p> <ul style="list-style-type: none"> <li>Pupils will achieve 80% of the Maths targets to be on track to meet Expected Standard.</li> <li>Pupils will achieve 40% of the Maths targets at GD to be on track to meet GD.</li> </ul> |                                    |

| END OF YEAR EVALUATION | NEXT STEPS |
|------------------------|------------|
|                        |            |

|  |  |
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**Priority 2 - Diminish the difference for our pupil premium children to a gap of 10% or less across school**

| <b>Co-ordinator: Sarah Turner – Achieving Success Lead</b><br><br><b>Deborah Howard – Headteacher</b><br><br><b>Helen Woolf – Assistant Head (SENCo)</b>   | <b>Year 2017/18</b>   | <b>Cost of plan:</b> See PPG report for full costings  |   |  |
|--|---|--|---|--|
| <b>Action(for each action include briefly ‘how’ and what the intended impact on the provision will be)</b>   | <b>Lead person accountable for the action</b>   | <b>Time Scale Start and End dates (W/C)</b>  | <b>CPD</b>  | <b>Resources/Costs/Time</b>  |
| <b>ACTION: Effective use of Pupil Premium Funding – including identifying and monitoring and mapping provision effectively</b><br><br><b>HOW:</b> <ul style="list-style-type: none"> <li>Analysis of data in regards to pupil premium spending and diminishing the difference.</li> <li>Monitor what provision/interventions are effective – case studies</li> <li>Monitor what provision / interventions are effective – termly intervention data meetings to analyse impact and review</li> <li>Termly feedback from TAs delivering interventions – what is impacting, what would the next steps be, how to further improve, how cohesive is our approach?</li> <li>Organise a Pupil Premium Review and action plan from findings</li> <li>Develop tracking system of pupil premium children, their costed provision and it’s impact. Termly review following pupil progress meetings</li> <li>Use further specific costed provision map for pupil premium children for reading, writing and maths - to ensure full focus on area of need. Termly review</li> <li>Monitor the progress of pupil premium pupils within pupil</li> </ul> | Deborah Howard<br><br>Sarah Turner<br><br>Sarah Turner<br><br>Yasmin Atif (Wave 3)<br>Shirley Jones (Wave 2)<br><br>Deborah Howard<br><br>Sarah Turner<br><br>Helen Woolf<br><br>Sarah Turner | Autumn 1<br><br>Autumn 2<br><br>Termly<br><br>Termly<br><br>Autumn 2<br><br>Autumn 1 - termly<br><br>Autumn 2 - termly<br><br>Termly | Staff meetings, feedback and follow up, time to talk as professionals | Time<br><br>Time<br><br>Time<br><br>Release time<br><br>Time (cost covered within MTSA membership)<br><br>Time / staff meeting time<br><br>Time / staff meeting time<br><br>Release time |

|  |                |                           |  |                     |
|--|----------------|---------------------------|--|---------------------|
| <p>progress meetings (paperwork to have specific section on pupil premium attainment and progress)</p> <ul style="list-style-type: none"> <li>Specific Pupil Premium lead on Assessment Team</li> <li>Raise profile of pupil premium children through pen portraits and tracking system</li> <li>Provision for pupil premium pupils to be updated following each pupil progress meeting.</li> <li>Monitor data and progress of pupil premium pupils each half term.</li> <li>Tracking of attendance of pupil premium pupils</li> <li>Identify trends in pupil premium data and needs – plan accordingly</li> <li>Appraisal targets to reflect this objective – headteacher, SLT, teachers, TAs</li> <li>SLT dip ins to often have focus of Pupil Premium children - for example, pupil voice alongside their literacy book or maths book; impact of trips etc . Ensure that sometimes, pupil premium who are not progressing as well as they should are picked</li> <li>Focus in scrutinies – ensuring pupil premium children books are looked at alongside non pupil premium books. Ensure that sometimes, pupil premium who are not progressing as well as they should are picked</li> <li>Pupil Premium book look and pupil voice – led by Associate Governor / OFSTED inspector.</li> <li>All teachers have Target Group report – pupil premium children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate</li> </ul> |                |                           |  |                     |
|  | Sarah Turner   | Termly                    |  | Meeting time        |
|  | Sarah Turner   | In place for Autumn 1     |  | Staff meeting, time |
|  | Phase Leads    | Termly                    |  | Time                |
|  | Sarah Turner   | Half termly from Autumn 2 |  | Time                |
|  | Deborah Howard | Half termly               |  | Meeting time        |
|  | Sarah Turner   | Half termly               |  | Time                |
|  | Deborah Howard | Autumn 1                  |  | Meeting time        |
|  | Deborah Howard | Half termly at least      |  | Time                |
|  | Deborah Howard | Half termly               |  | Time                |
|  | Deborah Howard | Autumn 2                  |  | Time                |
|  | Sarah Turner   | Autumn 1                  |  | Shared at INSET     |

|  |                                |                                     |             |   |                            |
|--|--------------------------------|-------------------------------------|-------------|---|----------------------------|
| <ul style="list-style-type: none"><li>• New assessment system to support teachers in identifying gaps in learning – teachers to have a clear picture of each pupil premium pupil and their gaps.</li><li>• When pupil premium pupils are on track for Expected Standard, enrichment activities are provided.</li><li>• Wider provision as per PPG report: music and performance specialist; art specialist; counsellor; individual music lesson; pastoral support; trips</li><li>• FC@N targets pupil premium pupils where possible.</li><li>• Extra support such as reading volunteers used to support pupil premium pupils.</li><li>• Additional teachers in place to support precise group intervention work – Years 1, 2, 6</li><li>• Additional teacher in place to support precise group intervention work – Years 3, 4</li></ul> <p>To note, we of course intend the actions of Priority 1 to impact on this objective too.</p> <p><b>IMPACT: Accelerated progress for our pupil premium pupils. Our Pupil premium pupils are making good progress towards their end of year targets and are doing as well as our non-pupil premium pupils.</b></p> | Sarah Turner                   | Autumn 1 – used frequently          |             | £350 (costed above)<br>Staff meeting time |                            |
|  | Deborah Howard                 | Autumn 1                            |             | Costed with PPG report                    |                            |
|  | Deborah Howard                 | Autumn 1                            |             | Costed with PPG report                    |                            |
|  | Claire Myers<br>Hayley Craven  | Autumn 1 – termly                   |             | £4956                                     |                            |
|  | Sarah Turner<br>Sarah Greenway | Autumn 2 – used throughout the year |             | Time                                      |                            |
|  | Deborah Howard                 | Autumn 1                            |             | Teachers’ salary                          |                            |
|  | Deborah Howard                 | End of Autumn 2                     |             | Teachers’ salary                          |                            |
| <b>Monitoring</b>  |                                |                                     |             |   |                            |
| <b>Who</b>   | <b>What</b>                    | <b>Where</b>                        | <b>When</b> | <b>How</b>                                | <b>External Validation</b> |

|     |   |  |  |   |           |
|-----|---|--|--|---|-----------|
| SLT | Work books<br>Data/progress measures<br>Intervention records<br>Tracking system | *Staff meetings<br>*Pupil progress meetings<br>*Half termly data collections<br>*SLT meetings<br>*T&L committee<br>*SLT learning walks | PP meeting end of each term<br>Half termly data collections<br>Learning walks (Tuesdays)<br>Book looks – (See QAC) | Evaluation of differentiation.<br>Evaluation of progress in RWM<br>Learning walks and pupil voice<br>Reports to GB<br>Evidence of impact on tracking system | QA report |
|-----|---|--|--|---|-----------|

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

| SUCCESS CRITERIA  | MILESTONES  | EVIDENCE OF IMPACT FROM MONITORING |
|---|---|------------------------------------|
| <ul style="list-style-type: none"> <li>Pupil premium tracking is robust and effective.</li> <li>Pupil premium pupils make accelerated progress to meet Expected Standard</li> <li>We will diminish the difference between our pupil premium and non-pupil premium pupils by 10% or less.</li> </ul> | <p>By December 2017:<br/>Gap (including SEND PP) monitored and no wider than 20% in any cohort</p> <p>By March 2017:<br/>Gap (including SEND PP) monitored and no wider than 15% in any cohort</p> <p>By June 2018:<br/>Gap (including SEND PP) no wider than 10% in any cohort</p> |                                    |

| END OF YEAR EVALUATION | NEXT STEPS |
|------------------------|------------|
|                        |            |

| <b>Achieving Success 2017/18</b><br><b>Priority 3 - Diminish the difference for our EAL children to a gap of no more than 15%.</b>  |  |  |   |  |
|---|--|--|---|--|
| <b>Co-ordinator: Deborah Howard – Headteacher</b><br><br><b>Sarah Turner – Achieving Success Lead</b><br><br><b>Sam Coombes – Operational Inclusion Lead</b>  | <b>Year 2017/18</b>  | <b>Cost of plan: £350 (costed in above section)</b><br><b>£350 – wordbanks, bilingual dictionaries, signs</b><br><b>Additional teacher’s salary</b><br><br><b>Approx: £126,000 additional teaching cost (not all EAL specific)</b> |   |  |
| <b>Action(for each action include briefly ‘how’ and what the intended impact on the provision will be)</b>  | <b>Lead person accountable for the action</b>  | <b>Time Scale Start and End dates (W/C)</b>  | <b>CPD</b>                              | <b>Resources/Costs/Time</b>  |
| <b>ACTION: Identify and monitor EAL pupils; mapping interventions and tracking progress thoroughly</b><br><br><b>HOW:</b> <ul style="list-style-type: none"> <li>Thorough analysis of data to provide an EAL data report</li> <li>Tracking system used to identify specific support to be put into place to ensure Expected Standard is met.</li> <li>All teachers have Target Group report – EAL children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate</li> <li>Teachers have a clear picture of each EAL pupil and their gaps in learning.</li> <li>New assessment system to support teachers in identifying gaps in learning – teachers to have a clear picture of each EAL pupil and their gaps.</li> </ul> | Deborah Howard<br><br>Sarah Turner<br><br>Sarah Turner<br><br>Sarah Turner<br><br>Sarah Turner | Autumn 1<br><br>Autumn 1 – used frequently<br><br>Autumn 1<br><br>Autumn 2<br><br>Autumn 1 – used frequently   | Profession al dialogue and time to talk | Time<br><br>Time<br><br>Shared at INSET<br><br>Time<br><br>£350 – costed above |

|   |                                |                                     |  |                  |
|---|--------------------------------|-------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>Wave 2 provision map in place – interventions are recorded and impact measured.</li> <li>Monitor what provision / interventions are effective – termly intervention data meetings to analyse impact and review</li> <li>Monitor the progress of EAL pupils within pupil progress meetings (paperwork to have specific section on EAL attainment and progress)</li> <li>Specific EAL lead on Assessment Team</li> <li>Raise profile of EAL children through pen portraits and tracking system</li> <li>Monitor data and progress of EAL pupils each half term.</li> <li>Extra support such as reading volunteers used to support pupil premium pupils.</li> <li>Additional teachers in place to support precise group intervention work – Years 1, 2, 6</li> <li>Additional teacher in place to support precise group intervention work – Years 3, 4</li> </ul> <p>To note, we of course intend the actions of Priority 1 to impact on this objective too.</p> <p><b>IMPACT: EAL pupils are making good progress towards their end of year targets and are progressing at least as well as our non-EAL pupils. Attainment gap narrowing between our EAL and non EAL children.</b></p> | Sarah Turner / Phase Leads     | Termly and also updated as needed   |  | Time             |
|   | Sarah Turner                   | Termly                              |  | Time             |
|   | Sarah Turner                   | Termly                              |  | Time             |
|   | Deborah Howard                 | Termly                              |  | Time             |
|   | Sarah Turner                   | Autumn 1                            |  | Time             |
|   | Sarah Turner                   | Half termly from Autumn 2           |  | Time             |
|   | Sarah Turner<br>Sarah Greenway | Autumn 2 – used throughout the year |  | Time             |
|   | Deborah Howard                 | Autumn 1                            |  | Teachers' salary |
|   | Deborah Howard                 | Autumn 2                            |  | Teachers' salary |
| <b>ACTION: Targeted support for teachers</b>  |                                |                                     | Sam Coombes' role – working with staff |                  |

|  |                               |                         |   |                    |
|--|-------------------------------|-------------------------|---|--------------------|
| <b>HOW:</b> <ul style="list-style-type: none"> <li>EAL data project to support understanding of the differing languages and needs within each class, year group and phase</li> <li>New role for Operational Inclusion Lead in place – EAL focus</li> <li>S. Coombes to spend time per teacher (working according to need) first spending time in the classroom getting to know current provision and need, then supporting class teacher with specific planning and resources. Team teaching opportunities and follow up meetings and support</li> <li>CPD on strategies to support EAL learners</li> <li>Half term focus on staff training calendar – time to spend a half term as a staff talking about EAL strategies, sharing ideas and good practice</li> <li>Resources shared in staff meetings</li> <li>When good practice is spotted in scrutiny, asking staff to share with staff</li> </ul><br><b>IMPACT: EAL pupils are making good progress towards their end of year targets and are progressing at least as well as our non-EAL pupils. Attainment gap narrowing between our EAL and non EAL children.</b> | Sam Coombes<br>Deborah Howard | Autumn 1                |   | Time               |
|  | Sam Coombes<br>Deborah Howard | Autumn 1                |   | Salary             |
|  | Sam Coombes<br>Deborah Howard | Autumn 2, over the year |   | Time / Salary      |
|  | Deborah Howard<br>Sam Coombes | Spring 1                |   | Staff meeting      |
|  | Deborah Howard                | Spring 1                |   | Staff meeting time |
|  | Deborah Howard<br>Sam Coombes | Spring 1                |   | Staff meeting      |
|  | Deborah Howard                | Autumn 1, as seen       |   | Time               |
| <b>ACTION: Developing a further understanding of our EAL children and their needs</b>  |                               |                         | Feedback and support following scrutinies etc |                    |
| <b>HOW:</b>  |                               |                         |   |                    |

|   |                               |                      |                            |              |
|---|-------------------------------|----------------------|----------------------------|--------------|
| <ul style="list-style-type: none"> <li>Tracking of attendance of EAL pupils – working with families to support improvements</li> <li>EAL parent focus group to understand barriers they have with school communication and what can be done</li> <li>SLT dip ins to often have focus of EAL children - for example, pupil voice alongside their literacy book or maths book; learning journey checker – EAL compared to non EAL; pupil voice on barriers / strategies that support etc. Ensure that sometimes, EAL who are not progressing as well as they should are picked</li> <li>Non data appraisal targets to reflect this objective – headteacher, TAs. Included in pupil progress target for teachers (after PP children, EAL children are part of their target group)</li> <li>Focus in scrutinies – ensuring pupil premium children books are looked at alongside non pupil premium books. Ensure that sometimes, pupil premium who are not progressing as well as they should are picked</li> <li>TA forums on EAL strategies and sharing practice</li> <li>Observations in EYFS to consider how EAL children are accessing the environment</li> <li>Sampling in EYFS to consider any barriers EAL children may be facing</li> </ul> <p>See Parental Links plan for actions in place to further support and link with EAL families</p> | Deborah Howard                | Half termly          |                            | Meeting time |
|   | Ellie Linton                  | Autumn 2             |                            | Time         |
|   | Deborah Howard                | At least half termly |                            | Time         |
|   | Deborah Howard                | Autumn 1             |                            | Time         |
|   | Deborah Howard                | Half termly          |                            | Time         |
|   | Deborah Howard                | Autumn 2, Spring 2   |                            | Time         |
|   | Deborah Howard<br>Helen Woolf | Autumn 2, Spring 2   |                            | Time         |
|   | Deborah Howard<br>Helen Woolf | Autumn 2, Spring 2   |                            | Time         |
| Sarah Greenway  |                               |                      |                            |              |
| <b>ACTION: Bilingual approach throughout the school</b><br><br><b>HOW</b>   |                               |                      | Staff meeting time and Sam |              |



|  |  |  |  |  |                            |                                   |
|--|--|--|--|--|----------------------------|-----------------------------------|
| <ul style="list-style-type: none"><li>Talk friendly classrooms to be created.</li><li>Wordbanks and bilingual dictionaries purchased for each classroom. Ipads also used.</li><li>Talk for writing and collaborative learning developed through CPD.</li><li>Inference training concepts used to support EAL learners.</li><li>Celebrations of our culturally diverse community throughout the year.</li><li>Bilingual signs throughout the school.</li><li>Pre-teaching of vocabulary and understanding before a topic for our EAL learners.</li></ul> <p><b>IMPACT: EAL learners are making good progress towards their end of year target, supported by developed language skills</b></p> |  |  | Sam Coombes<br>Deborah Howard  | Summer 2   | Coombes' role              | Time Salary (see above)           |
|  |  |  | Sam Coombes  | Spring 1   |                            | £300                              |
|  |  |  | Kat Rowe   | Spring 1   |                            | Staff meeting time<br>Mentor time |
|  |  |  | Sarah Greenway   | Spring 1   |                            | Staff meeting time                |
|  |  |  | Deborah Howard   | Throughout year  |                            | Time to organise                  |
|  |  |  | Sam Coombes  | Spring 1   |                            | £50                               |
|  |  |  | Deborah Howard   | Autumn 1   |                            | Time                              |
| <b>Monitoring</b>  |  |  |  |  |                            |                                   |
| <b>Who</b>   | <b>What</b>  | <b>Where</b>   | <b>When</b>  | <b>How</b>   | <b>External Validation</b> |                                   |
| SLT  | Work books<br>Data/progress measures<br>Intervention records | *Staff meetings<br>*Pupil progress meetings<br>*Half termly data collections<br>*SLT meetings<br>*T&L committee<br>*SLT learning walks | PP meeting end of each term<br>Half termly data collections<br>Learning walks (Tuesdays)<br>Book looks – (See QAC) | Evaluation of differentiation.<br>Evaluation of progress in RWM<br>Learning walks and pupil voice<br>Reports to GB | QA report                  |                                   |
| <b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>  |  |  |  |  |                            |                                   |
| <b>SUCCESS CRITERIA</b>  |  | <b>MILESTONES</b>  | <b>EVIDENCE OF IMPACT FROM MONITORING</b>  |  |                            |                                   |

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|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>EAL tracking is robust and effective.</b></li> <li>• <b>EAL pupils make accelerated progress to meet Expected Standard</b></li> <li>• <b>We will diminish the difference between our EAL and non-EAL pupils to 15% or less</b></li> </ul> | <p>By December 2017<br/>Gap no wider than 25% per cohort</p> <p>By March 2018<br/>Gap no wider than 20%</p> <p>By June 2018<br/>Gap no wider than 15% per cohort</p> |  |
|---|--|--|

| END OF YEAR EVALUATION | NEXT STEPS |
|------------------------|------------|
|                        |            |