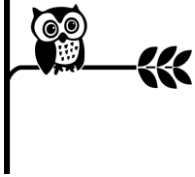


# Oswald Road Primary School Improvement Plan 2022/23

## Achieving Success



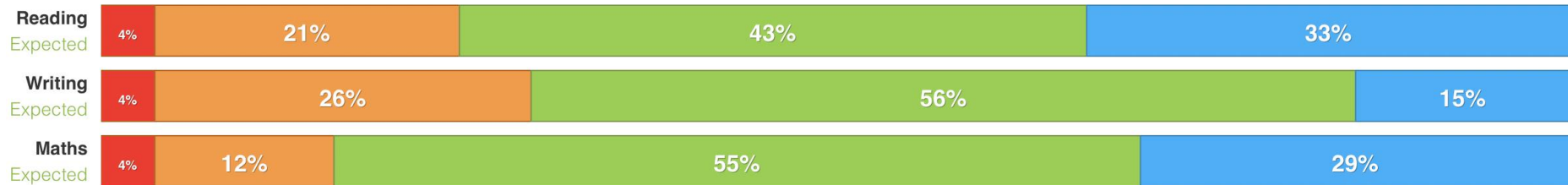
### Key priorities based upon analysis of data and evidence from monitoring

If we are successful in our plan, the achievement outcomes for pupils in July 2023 will be:

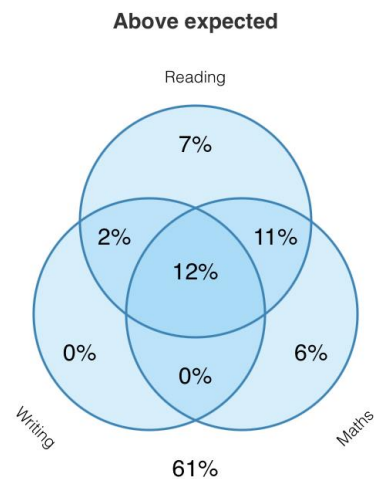
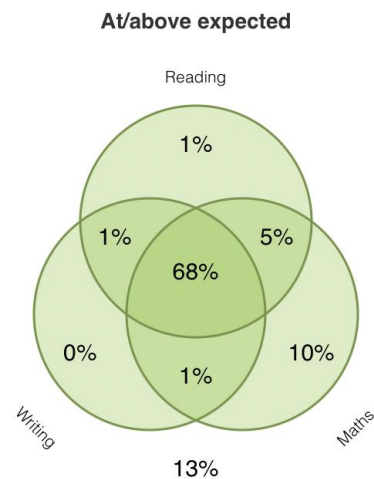
End of EYFS targets for 2022/23: GLD predictions completed on by 4<sup>th</sup> November

### End of KS1 targets for 2022/23

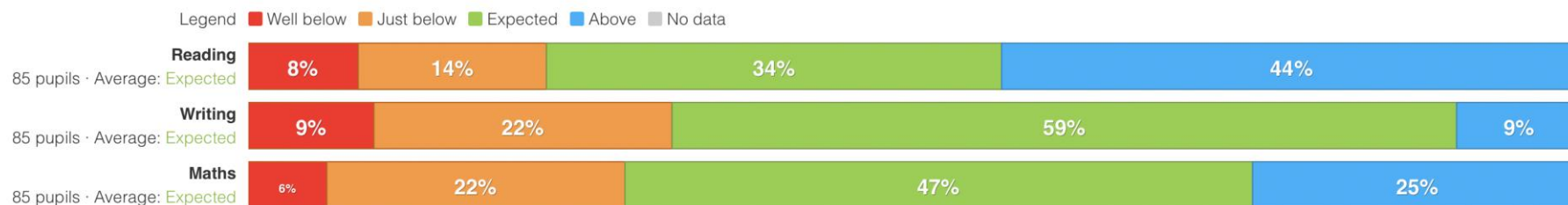
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



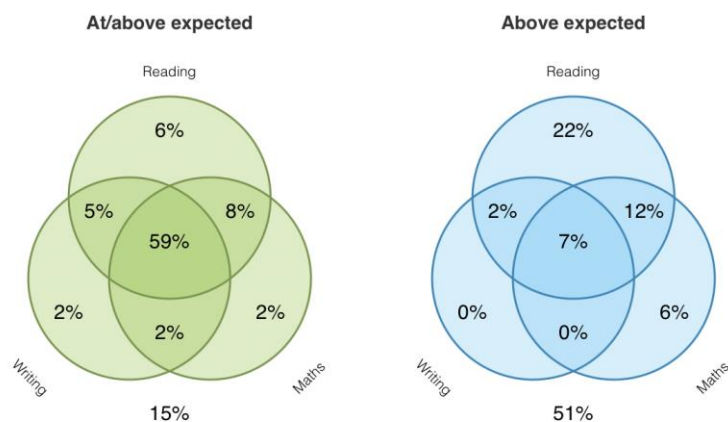
### Combined attainment



## End of KS2 targets for 2022/23



### Combined attainment



Progress to outcomes will be checked termly. Termly pupil progress meetings will be in place, where the attainment and progress of all pupils will be checked and actions put in place as needed and reviewed. Termly assessment team meetings will share assessment collation from data collection points and actions will be put into place.

**Progress through the plan will be monitored by the Governor's Teaching and Learning Committee**

| <b>Achieving Success 2021/22</b><br><b>Priority 1 – Accelerated progress in writing</b>   |  |   |  |   |
|---|--|---|--|---|
| <b>Co-ordinator: Kat Rowe</b>   | <b>Year 2022/23</b>  | All cost related is time / release<br>Investment in consultant during last year   |  |   |
| <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:</b> To ensure that the new writing scheme is fully implemented in KS1 and 2.<br><br><b>HOW:</b><br><br>Regular scrutinies of children's work to check that the sequence is being delivered accurately.<br><br>Collation of pupil voice to gauge how effective the new writing units are.<br><br>Checkers on summary sheets to ensure that they are clear and accurate.<br><br>All members of staff to meet with a member of the writing team when planning their first unit.<br><br>Staff meeting on what shared/guided writing looks like in practice.<br><br>Regular opportunities to feedback to writing team/phase about how the new writing units are progressing.<br><br>Regular emails will be sent about the use of the resources on the google drive, summary sheets, the need for time out of class to plan.<br><br>Regular opportunities to share good practice in staff and/or phase meetings. | <br><br><br><br>Claire, Leanne, Kat, Debs<br><br>Claire, Leanne, Kat, Debs<br><br>Claire, Leanne, Kat<br><br>Claire, Leanne, Kat<br><br>Claire, Leanne, Kat<br><br>Claire, Leanne, Kat<br><br>Claire, Leanne, Kat<br><br>Claire, Leanne, Kat, Sian | <br><br><br><br>10.10.22/17.7.23<br><br>25.11.22/17.7.23<br><br>10.10.22/27.6.23<br><br>5.9.22/22.5.23<br><br>5.10.22<br><br>3.10.22/17.7.23<br><br>8.9.22/27.6.23<br><br>3.10.22/17.7.23 | Staff meeting time.<br><br>Support from members of writing team. | Time – cost of cover<br><br>Talk for Writing books (in Kat's room). |

|   |   |   |      |  |
|---|---|---|------|--|
| <p>Introduction of specific elements of new writing scheme into Reception.</p> <p>Drops ins into class to check the delivery of new writing units.</p> <p>Tailored feedback to individuals/groups who require further guidance.</p> <p><b>IMPACT:</b> Children will be more engaged with the writing tasks due to a sense of purpose and audience.</p> <p>There will be a further enjoyment and investment in the writing by the children due to sense of purpose and audience.</p> <p>Progress seen in children's writing.</p> <p>Staff will be able to deliver new writing units confidently.</p> <p>The teaching of writing will be consistent across the school (e.g. everyone following the same procedure, using the same toolkits, etc).</p> | <p>Sian, Vicky</p> <p>SLT</p> <p>Claire, Leanne, Kat</p>  | <p>17.4.23/17.7.23</p> <p>10.10.22 (then repeated in spring)</p> <p>3.10.22/17.7.23</p>                               |      |  |
| <p><b>ACTION:</b> To develop effective proof reading across school.</p> <p><b>HOW:</b></p> <p>Regular book scrutinies, focusing on proof reading.</p> <p>Regular opportunities to share good practice in staff and/or phase meetings.</p> <p>Regular reminders about the importance of proof reading, linked to the new writing scheme.</p> <p>Drop ins into class to check use of proofreading strategies</p>  | <p>Claire, Leanne, Kat, Debs</p> <p>Claire, Leanne, Kat</p> <p>Claire, Leanne, Kat</p> <p>SLT</p> | <p>WB 17.10.22, WB 7.11.22 – repeated in spring</p> <p>3.10.22/17.7.23</p> <p>5.9.22/17.7.23</p> <p>Spring 1, TBC</p> | Time |  |

|   |                              |   |   |  |   |
|---|------------------------------|---|---|--|---|
| <p>Tailored support for anyone who requires this.</p> <p><b>IMPACT:</b> Children will be supported in a clearly progressive way to proof read, and therefore improve, their writing.</p> <p>The teaching of proofreading will be consistent across the school (e.g. all weaved throughout writing units, use of Have a Go chart, spelling booklets).</p>  |                              | Claire, Leanne, Kat                       | 3.10.22/17.7.23   |  |   |
| <p><b>ACTION:</b> Ensure teaching of spelling is consistent across school.</p> <p><b>HOW:</b></p> <p>Spelling and handwriting scrutiny and pupil voice.</p> <p>Support and actions as / if needed</p> <p>Shared books during phase meetings</p> <p><b>IMPACT:</b> Spelling and handwriting journals show lessons taking place consistently and schemes being followed. This will lead to increased progress in writing due to an improved accuracy in spelling.</p> |                              | Claire, Leanne, Kat, Debs for all actions | <p>From WB 3.10.22</p> <p>Full scrutiny: 31.1.22</p> <p>TBC</p>                       | Time   |   |
| <b>Monitoring</b>   |                              |   |   |  |   |
| <b>Who</b>  | <b>What</b>                  | <b>Where</b>                              | <b>When</b>   | <b>How</b>   | <b>External Validation</b>                              |
| Kat Rowe<br>Deborah Howard  | Completed actions and impact | School                                    | WB 28 <sup>th</sup> November<br>WB 20 <sup>th</sup> March<br>WB 26 <sup>th</sup> June | Meetings, virtual meetings or collation of information via email | <p>Shared with Governing Body</p> <p>Shared with QA</p> |

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| <b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>   |  |  |   |  |  |
| <b>MILESTONES</b>   |  |  | <b>EVIDENCE OF IMPACT FROM MONITORING</b> |  |  |
| <p>By the end of Autumn 1, all staff will be teaching and delivering the new writing units.</p> <p>By the end of Summer 2, all writing units will have been delivered, following the new writing scheme scheme. Any amendments for next year will have been discussed with the writing team.</p> <p>By the end of Autumn 1, staff will be aware of a progressive approach to proof reading and will be applying this. They will be aware of effective ways to identify spellings whilst marking and will be applying this.</p> <p>By the end of Summer 2, all unit plans will have summary sheets which will have been shared with relevant members of staff.</p> <p>By the end of Summer 2, spelling and handwriting will have been taught consistently for the full year.</p> <p>By the end of Summer 2, staff will consistently be applying the progressive proof-reading approach in their lessons and identification of spellings will be consistent across.</p> |  |  |   |  |  |
| <b>END OF YEAR EVALUATION</b>   |  |  | <b>NEXT STEPS</b>                         |  |  |
|   |  |  |   |  |  |

| <b>Achieving Success 2021/22</b><br><b>Priority 2 – Use of manipulatives in maths/other Maths focus</b>   |  |   |                                       |  |
|---|--|---|---------------------------------------|--|
| <b>Co-ordinator: Deborah Howard</b>   | <b>Year 2022/23</b>  | All cost related is time/release<br><br>Investment in manipulatives and White Rose training during previous years   |                                       |  |
| <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:</b> To ensure that Maths manipulatives are used consistently across school, including TLM2 and 3 classes.<br><br><b>HOW:</b><br><br>Organised maths cupboards to allow for maths equipment to be kept centrally and manipulatives to be kept in classrooms.<br><br>Email sent out to ensure that all classes have enough Maths manipulatives.<br><br>Drop ins into Maths lessons to check the use of Maths manipulatives.<br><br>Manipulatives available and used in most Maths lessons.<br><br>Focused feedback to staff and tailored support in place as needed<br><br>Research how manipulatives can be used to extend GD. Share with TLM2 and 3 teachers where relevant. | Nat Gomez<br><br>Nat Gomez<br><br>Nat Gomez<br>Deborah Howard<br><br>Nat Gomez/Jen Dyson<br><br>Nat Gomez/Jen Dyson/Kat<br><br>Nat Gomez/Nic | 5.9.22/3.10.22<br><br>8.9.22<br><br>By 17.2.23<br><br>12.9.22/17.7.23<br><br>3.10.22/17.7.23<br><br>3.10.22/17.7.23 | Disseminated in staff meetings/emails | Cost of any additional manipulatives ordered |

|   |  |   |   |   |
|---|--|---|---|---|
| <p><b>IMPACT:</b> By accessing manipulatives, children will build deeper understanding and connections within their mathematical learning, including those working at GD. Good progress in mathematics will be seen.</p>  |  |   |   |   |
| <p><b>ACTION:</b> To further develop a medium- and long-term Maths plan for EYFS (Nursery focus).<br/> <b>HOW:</b><br/> When White Rose is released for Nursery, ensure that staff are trained in how to follow the sequence.<br/> Develop outlines for medium- and long-term Maths plans based on progression to White Rose curriculum in reception and EYFS documentation.<br/> Ensure progression in maths resourcing (both for adult led activities and continuous provision – indoor and outdoor)<br/> <b>IMPACT:</b><br/> White Rose will be used consistently across Reception and this will lead to an improvement in children's progress.<br/> Plans developed for nursery will ensure appropriate progression to reception start point.</p> | <p>Jen Dyson/Vicky</p> <p>Jen Dyson/Vicky</p> <p>Jen Dyson/Vicky</p> |   | <p>White Rose training for Nursery when available</p> | <p>Cost of additional White Rose resources.</p> |
| <p><b>ACTION:</b> To ensure that GD are consistently extended and challenged in Maths lessons.<br/> <b>HOW:</b><br/> Regular communication (emails, phase meetings, staff meeting) with TLM2 and 3 groups about extending children in Maths using WR editable PPT and NCETM document).<br/> Book scrutinies to check that extensions are in place.</p>  | <p>Nat Gomez</p> <p>SLT, Nat Gomez, Jen D, Nic</p>                   | <p>8.9.22/17.7.22</p> <p>3.10.22<br/>During TLM meets</p> | <p>CPD</p>  |   |



|   |                                 |                             |   |   |   |
|---|---------------------------------|-----------------------------|---|---|---|
| Drop ins to check that extensions are in place.   |                                 | Nat Gomez<br>Deborah Howard |   | By 17.2.23  |   |
| Pupil voice to check the impact of extensions on children.  |                                 | Nat Gomez, Jen D,<br>Nic    |   | 12.12.22/10.7.22  |   |
| <b>IMPACT:</b>  |                                 |                             |   |   |   |
| GD children will be effectively challenged in class and this will lead to increased progress in Maths.  |                                 |                             |   |   |   |
| <b>Monitoring</b>   |                                 |                             |   |   |   |
| <b>Who</b>  | <b>What</b>                     | <b>Where</b>                | <b>When</b>   | <b>How</b>  | <b>External Validation</b>                          |
| Kat Rowe<br>Deborah Howard  | Completed actions<br>and impact | School                      | WB 28 <sup>th</sup> November<br>WB 20 <sup>th</sup> March<br>WB 26 <sup>th</sup> June | Meetings, virtual<br>meetings or collation<br>of information via<br>email | Shared with Governing<br>Body<br><br>Shared with QA |
| <b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>                           |                                 |                             |   |   |   |
| <b>MILESTONES</b>   |                                 |                             | <b>EVIDENCE OF IMPACT FROM MONITORING</b>   |   |   |
| By the end of Autumn 1, staff will be using manipulatives regularly in lessons. This includes TLM2 and 3 classes.                                       |                                 |                             |   |   |   |
| By the start of Spring 1, manipulatives will be used to extend GD children on a more regular basis.   |                                 |                             |   |   |   |
| By the end of autumn term, Nursery will be consistently following the developed mapping, ensuring clear end points to lead to the reception curriculum. |                                 |                             |   |   |   |

|  |  |
|--|--|
| By the end of Spring 1, all TLM2 and 3 classes will be using appropriate extensions in class on a regular basis. |  |
|--|--|

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

| Achieving Success 2022/23<br>Priority 3 – Deepened Subject Lead knowledge (SEND focus)  |  |  |            |                                |
|---|--|--|------------|--------------------------------|
| Co-ordinator: Kat Rowe  | Year 2022/23   | £2000<br>Plus cost related to time/release                                       |            |                                |
| Action(for each action include briefly 'how' and what the intended impact on the provision will be)   | Lead person accountable for the action                     | Time Scale Start and End dates (W/C)   | CPD        | Resources/Costs/Time           |
| <b>ACTION:</b> To deepen subject lead knowledge in relation to SEND children.<br><br><b>HOW:</b><br>SEND Team and Curriculum AHT to meet with school advisers.<br>.<br>SENDCO to review current provision and formulate next steps.<br><br>SENDCO to produce and share relevant paperwork to implement system ie Subject Curriculum Grid, EHCP Personalised Curriculum Map. | Helen W, Sam and Kat<br><br>Helen W<br><br>Helen W and Sam | Summer 2021/16.12.22<br><br>Summer 2021/14.10.22<br><br>Staff meeting on 14.9.22 | Tim Nelson | Time<br><br>Cost of Tim Nelson |

|  |  |   |  |  |
|--|--|---|--|--|
| SENDCO / Inclusion Lead to deliver staff meeting to share information with subject leads.  | Helen W and Sam                          | Staff meeting on 14.9.22                        |  |  |
| To ensure all subject intent documents are updated and shared on google drive.   | Helen W, Sam, Kat, subject leaders       | 14.9.22/30.9.22                                 |  |  |
| To ensure all subject curriculum grids are stored centrally on google drive.   | Helen W, Sam, Kat, subject leaders       | 16.12.22  |  |  |
| To ensure all subject leads have sourced and read Ofsted Subject Review documents. Subject Leads to confirm in subject curriculum meetings and SENDCO to record.   | Helen W, Sam, Kat, subject leaders       | 16.12.22  |  |  |
| SENDCO to liaise with Headteacher and Curriculum AHT to formulate a Subject Lead Meeting Calendar and share with staff.  | Helen W and Kat                          | By 21.10.22                                     |  |  |
| SENDCO and Inclusion Lead (the latter when particularly relevant to speech and language subjects) to attend subject specific curriculum meetings to advise on adjustments alongside Curriculum Lead or Headteacher.  | Helen W, Sam, Kat and Debs.              | 16.12.22  |  |  |
| SENDCO and Inclusion Lead to populate EHCP Personalised Curriculum Maps for EHCP children and to store on google drive and share with all subject leads. Class Teachers / PPA Staff to advise SEND Team, via email, of any changes to this document for update.                              | Helen W, Sam, class teachers, PPA staff. | By 16.12.22                                     |  |  |
| Monitoring and review calendar to be agreed with Headteacher / Curriculum AHT / SLT / SEND Team - to feed into existing whole school monitoring and review calendar ie SEND not an add on. When Subject Leads review their subject via class visits, book looks etc, SEND is to be included. | Helen W, Debs, Kat                       | By 4.11.22<br>Termly reminders to subject leads |  |  |
| SENDCO to attend some mock deep dives alongside Headteacher to ensure knowledge of SEND adjustments is in place and developing.  | Helen W, Debs, Kat                       | 15.11.22 – History<br>24,25 .1. 23 – reading    |  |  |

|   |                          |                 |  |  |
|---|--------------------------|-----------------|--|--|
| <p>SEND TA to develop a centralised resource bank as directed by Sam B ie now and next, key vocab for each subject, first response pack materials.</p> <p>SENDCO to produce Case Study regarding the implementation of this project.</p> <p>SENDCO to invite SEND Governor to a subject adjustment curriculum meeting.</p> <p>Subject Leads to complete class drop ins, supported by SLT.</p> <p>Subject Leads to take a range of pupil voice from SEND children across school and share with SLT.</p> <p><b>IMPACT:</b></p> <p>By Autumn 1, our most complex SEND children will have access to a personalised curriculum in all areas.</p> <p>By the end of the Autumn term, all EHCP personalised curriculum maps will be understood and referred to by subject leaders, thus deepening their understanding of the needs of these children.</p> <p>By Summer 2, all subject leaders will be able to advise class teachers on general and specific adaptations that individual SEND children may need in their subject.</p> <p>By Summer 2, all subject leaders will be confident when discussing the needs/support in place for SEND children in their subject.</p> <p>By Summer 2, all relevant unit plans will have differentiation for SEND children that considers key difference written in.</p> | Cindy, Sam               | By 16.12.22     |  |  |
|   | Helen W                  | By 21.7.23      |  |  |
|   | Helen W                  | By 16.12.22     |  |  |
|   | Subject leaders and SLT. | 17.4.23/21.7.22 |  |  |
|   | Subject leaders          | 17.4.23/21.7.22 |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>ACTION:</b> Equality of access to PE and swimming for children with physical needs.</p> <p><b>HOW:</b></p> <p>Clarity on how PE is being accessed in KS2 for child(ren) with physical needs:<br/>Outdoor games<br/>Gymnastics<br/>Dance</p> <p>Clarity on how PE is being access in EYFS for child(ren) with physical needs:<br/>Outdoor games<br/>Gymnastics<br/>Dance</p> <p>Consideration to any training needs following the above.</p> <p>Discuss with SLE (PE)</p> <p>Any of the above sourced</p> <p>Working alongside SENDCo to ensure child(ren) with physical needs access swimming lessons alongside peers.<br/>Led by SENDCo, supported as needed by PE lead</p> <p><b>IMPACT:</b></p> <p>Children with physical needs are accessing Physical Education alongside their peers and to an equal standard.</p> | <p>Luke McDonagh</p> <p>By 4.11.22</p> <p>By 25.11.22</p> <p>By 2.12.22</p> <p>By 19.12.22</p> <p>By 6.1.23</p> <p>Throughout autumn term.</p> |  |  |  |
| <p><b>Monitoring</b></p>  |  |  |  |  |

| Who                        | What                            | Where  | When  | How   | External Validation                                 |
|----------------------------|---------------------------------|--------|---|---|---|
| Kat Rowe<br>Deborah Howard | Completed actions<br>and impact | School | WB 28 <sup>th</sup> November<br>WB 20 <sup>th</sup> March<br>WB 26 <sup>th</sup> June | Meetings, virtual<br>meetings or collation<br>of information via<br>email | Shared with Governing<br>Body<br><br>Shared with QA |

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

| MILESTONES   | EVIDENCE OF IMPACT FROM MONITORING |
|--|------------------------------------|
| <p>By the autumn term, children with physical needs will be accessing all elements of physical education in line with their peers.</p> <p>By the end of autumn term, all subject leads will be clearer on intent in their designed curriculums for SEND children (universal offer, SEND support and EHCP)</p> <p>By the end of summer term, all staff delivering PE to children with physical needs will have had any professional development needed to support high quality approach.</p> <p>By the end of summer term, all subject leads will have clarity on provision for SEND children in their subjects across all year groups in school.</p> |                                    |

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

| <b>Achieving Success 2022/23</b><br><b>Priority 4 – Reading</b>  |  |  |                |                                    |
|--|--|--|----------------|------------------------------------|
| <b>Co-ordinator: Kat Rowe</b>  | <b>Year 2022/23</b>  | <b>Cost of plan:</b> £20,000 spent at the end of summer term ready to move into this plan.             |                |                                    |
| <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:</b> To ensure that the new reading for pleasure scheme is implemented and tracked consistently.<br><br><b>HOW:</b><br>Disseminate the 40 core books to each EYFS, KS1 and 2 class.<br><br>Disseminate reading journals to Year 3 and up.<br><br>Ensure that all reading for pleasure books are displayed clearly (and separate to the rest of class book corners).<br><br>Ensure that all reading for pleasure for books contain stickers.<br><br>Ensure that each class has set up a folder containing reading for pleasure tracking sheets per child.<br><br>Regular scrutinies of reading journals and class folders to check usage. | Kat/Sarah G<br><br>Kat<br><br>Kat/SLT during environment check<br><br>Kat<br><br>Kat/SLT during environment check<br><br>Richard/SLT | <br><br>8.9.22<br><br>8.9.22<br><br>12.9.22<br><br>8.9.22<br><br>12.9.22<br><br>Informally by 17.10.22 | INSET training | Cost of books, stickers, journals. |

|   |                     |                     |                |  |
|---|---------------------|---------------------|----------------|--|
| <p>Good examples of reading journals to be shared – both with staff, children and the wider school community via school social media.</p> <p>Collect pupil voice from children regarding reading journals.</p> <p>Regular reminders to staff about the importance of discussing books/sharing reading journals in class on a regular basis.</p> <p><b>IMPACT:</b></p> <p>Children will have more opportunities to read for pleasure and discuss what they have been reading with their peers/teachers.</p> <p>All teachers will be able to accurately track what the children in their class are reading and target those who are not reading enough at home.</p> <p>Progress seen in children's reading.</p> <p>Increased engagement with reading at home.</p> | Kat/Sarah G/Richard | Formally by 17.2.23 |                |  |
|   | Richard             | 8.9.22/17.7.22      |                |  |
|   | Kat/Richard         | 10.10.22/17.7.22    |                |  |
|   |                     | 12.9.22/17.7.22     |                |  |
| <p><b>ACTION:</b> To ensure that KS2 children on book bands are tracked consistently.</p> <p><b>HOW:</b></p> <p>All children on book bands to be given a reading record and books at their level (linked to phonics scheme).</p> <p>Scrutinies of reading records to check usage and that they match children's phonics level.</p>  | Richard/Hayley/Kat  |                     | INSET training | Cost of new book banded books/reading records. |
|   | Richard/Hayley      | 12.9.22             |                |  |
|   |                     | Check calendar      |                |  |



|   |                              |  |   |  |  |
|---|------------------------------|--|---|--|--|
| Pupil voice to check use of reading records/how often book banded books are changed.  |                              | Richard  | 10.12.22/17.7.23  |  |  |
| <b>IMPACT:</b><br>Progress of children on book bands will improve.<br>Book bands will match up with NTS assessments.  |                              |  |   |  |  |
| <b>ACTION:</b> To ensure that the new phonics scheme is implemented across the school (including SEND models/TLMs).<br><br><b>HOW:</b><br>Parents to be informed of new phonics scheme (see Parental Links).<br><br>Phonics lead to attend additional training and disseminate information.<br><br>Monitor consistent use of ELS resources to ensure fidelity to ELS scheme. All other resources to be replaced.<br><br>Order any additional resources needed for new phonics scheme.<br><br>Drop ins to check ELS scheme is being delivered consistently.<br><br>Staff voice on ELS scheme.<br><br><b>IMPACT:</b><br><br>Progress in phonics (linked to Reading and Spelling) will see an improvement across the school. |                              | Sarah G/Hayley<br><br>Hayley<br><br>Hayley/Vicky/Sian<br><br>Hayley<br><br>Richard<br><br>Hayley | 18.9.22<br><br>10.10.22/17.7.23<br><br>10.10.22/17.7.23<br><br>10.10.22/17.7.23<br><br>12.12.22/17.7.23 | External ELS training  | Cost of new phonics books/scheme                 |
| <b>Monitoring</b>   |                              |  |   |  |  |
| <b>Who</b>  | <b>What</b>                  | <b>Where</b>   | <b>When</b>   | <b>How</b>   | <b>External Validation</b>                       |
| Kat Rowe<br>Deborah Howard  | Completed actions and impact | School   | WB 28 <sup>th</sup> November<br>WB 20 <sup>th</sup> March<br>WB 26 <sup>th</sup> June                   | Meetings, virtual meetings or collation of information via email | Shared with Governing Body<br><br>Shared with QA |

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| <b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>  |  |  |   |  |  |
| <b>MILESTONES</b>  |  |  | <b>EVIDENCE OF IMPACT FROM MONITORING</b> |  |  |
| <p>By the end of Autumn 1, all children will regularly be accessing the 40 core books class teachers will track this consistently.</p> <p>By the end of Autumn 2, the use of reading of journals in Years 3 and up will be consistently in place and examples of good practice will be shared.</p> <p>By the end of Summer 2, most children will have the read the 40 core books on their list.</p> <p>By the end of Autumn 1, all children in KS2 will have weekly access to new book banded books to take home and these will be tracked by class teachers.</p> <p>By the end of Summer 2, the ELS phonics scheme will have been implemented consistently across school.</p> |  |  |   |  |  |
| <b>END OF YEAR EVALUATION</b>  |  |  | <b>NEXT STEPS</b>                         |  |  |
|  |  |  |   |  |  |

