



## Be. Build. Become

Key strengths	<ul style="list-style-type: none"> <li>Phonics is taught daily 9–9:40 in FS and KS1</li> <li>Consistency in phonics teaching noted by early years advisor (May 23)</li> <li>Groupings across FS and KS1 from term 2 or 3 as appropriate to enable all children to be an appropriate group for their learning.</li> <li>Improved resource organisation</li> <li>Coaching support in place through regular conversations with staff and in lessons</li> <li>Staff training delivered by RWInc and Phonics leader</li> <li>Children’s home reading books are changed weekly and are in keeping with their phonetic ability</li> <li>Regular phonics videos linked with the children’s learning shared with parents</li> <li>Years 3 and 4 implementing regular phonics lessons for those as necessary</li> <li>1 to 1 and small group tutoring in place</li> </ul>						
Key priorities for development	<ul style="list-style-type: none"> <li>Development of RWInc teaching – book element of the lessons</li> <li>Ongoing coaching and monitoring of teaching</li> <li>Setting up Fresh Start for years 5 and 6 as needed</li> <li>Deliver parental workshops</li> <li>Development of 1 to 1 tutoring to ensure good or excellent progress for all.</li> </ul>						
Aims	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Set up of groups		Coaching	Coaching	Assessment and regrouping	Assessment and regrouping	Assessment and regrouping
Term 2	New groups and Coaching	Fresh start focus		Coaching		Assessment and regrouping	Assessment and regrouping

Term 3				Assessment and regrouping	Assessment and regrouping		
Term 4					Assessment and regrouping	Assessment and regrouping	
Term 5					Assessment and regrouping	Assessment and regrouping	
Term 6						Assessment and regrouping	Assessment and regrouping

Objective	Start Date	Lead Person	Key actions	Resources (Cost if applicable)	Milestone 1 Dec 24	Milestone 2 Mar 25	Desired Outcome June 25	Evaluation (RAG)		
								T2	T4	T6
<b>Progress</b>										
All staff to be facilitating good or excellent lessons ensuring children are making good progress.										
All staff will be trained, coached and supported in RWInc phonics teaching.	Sep 24	AJ and all staff	Adjusted 5 day timetable Use of portal January development day	£900 £600	All staff will be following the 5 day timetable. New staff to RWInc will have additional	Lesson observations and feedback to staff provided	Lesson observations show improvement in practice.			

			Speeding up word reading through use of portal and Oxford Owl  Ongoing training for new staff	£200	coaching sessions through the week	Ongoing practice time and coaching sessions in place				
Continued high expectations and outcomes Improved outcomes in phonics screening check for Years 1 and Year 2 recheck.	Sep 24	AJ with AA, RB, CA and BB	Consistent monitoring of progress each term for any identified child.  Extra sessions in class		Initial screening check carried out for Year 1 pupils.	Extra phonics sessions happening in class.	83% pass rate or above for year 1.  Overall Year 2 92% pass.			
						1:1 tutoring for pupils who are behind expectations.				
Monitoring and assessment	Sept 24	AJ with LO, KB, GM and LB	Sound analysis grid to inform teaching steps  Use of more frequent assessment for children with spikey profiles.		Consistent assessments carried out and groupings created in conjunction with conversations about specific common issues	Common issues targeted during coaching sessions and in class lessons  Sound analysis grids used by group teachers to support teaching.				
Improved parental understanding and engagement in teaching of phonics and early reading.			Parental sessions to develop understanding of ways to support children's progress		Foundation stage parent session – delayed due to temporary hall not being in place	Year 1 parent session	Improved outcomes for children and positive parental feedback.			

## 1 to 1 tutoring and Fresh Start

Accelerated progress for those who haven't met the expected standard in reading for all year groups.

Objective	Start Date	Lead Person	Key actions	Resources	Milestone 1	Milestone 2	Desired Outcome	Evaluation (RAG)
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				(Cost if applicable)				T2	T4	T6
<b>Years FS to 4</b> 1 to 1 and small group tutoring will be effective and targeted with improved outcomes for all.	Oct 24	Amy Jennings Staff FS - 4	Interventions timetabled in FS to 4  Specific next steps in place.  Termly reassessments to monitor impact. Progress records to support staff to identify gaps.  Children who are yet to pass the phonics screening having twice daily intervention.	TA	Interventions timetabled – with specific next steps  Timetables shared with AJ to ensure monitoring	Individual progress records used to monitor ongoing progress, combined with records of intervention to ensure consistency.	Children will have made accelerated progress in reading.  Children who haven't passed phonics screening will pass (Y2-4 including new starters to the school).			
Years 5 and 6 Introduction of Fresh Start programme to support pupils in years 5 and 6	Carried over	AJ and Staff 5-6	Staff training  Assessment of children – all working towards ARE and those at risk of not meeting ARE.	Time for training staff	Fresh start assessments completed.  Fresh start training carried out with relevant staff – JD and CW  Resources set up	Lessons taking place – timetabled  Children reassessed each term for monitoring	Children will have made accelerated reading progress identified by both assessment and seen in class.			