

First draft: 21st June 2021.

Targets:

1. To further narrow/ diminish achievement gaps between boys and girls in English and Mathematics.
2. Continue to further diminish/ reduce the gap between groups of pupils and their peers in writing and Mathematics and SEND.
3. Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP ["CHALLENGE THE GAP"].
4. Minimise differences between pupil's knowledge and understanding as a result of COVID 19 lockdown and variation in engagement with online learning/ school closure learning/ tasks/ work.

Actions:

- Continuous and daily assessment to influence future teaching and learning
- LSA support carefully timetabled to meet the needs of LAP, vulnerable, PP & SEND pupils to reinforce and address gaps
- Assessment of Learning information used to influence teaching and targets cross referenced to Key Performance Indicators [expected standard]
- Assessment summaries analysed every half term by SLT and interventions organised to improve learning
- Impact of interventions analysed every half term by SLT
- SLT monitor progress and learning of all [especially boys who are SEND and PP plus girls Maths]
- Daily interventions for target pupils - speech therapy, O20 reading, O20 Maths, booster English, challenge English, booster Maths, challenge Maths, nurture group - delivered by teachers or highly skilled LSA's
- Phonics/ spelling every morning for targeted pupils [Y1 to Y4] - small groups or O20
- All pupils read at least twice weekly to a staff member - target pupils read daily
- 2 teachers and 1.5 full time LSA's in Nursery and Reception - high adult.
- Most EY staff have received 'Talk Boost' training which is embedded into main teaching and adult led tasks
- INSET and CPD focused on improving learning and outcomes for all pupils especially HAP, disadvantaged, Maths [girls] SEND and LAP [who need to catch up and keep up]
- Direct daily teaching of phonics, spelling and key words in fluid ability groups from Reception to Year 4 - groups reviewed every half term
- Topics carefully reviewed, tweaked and generated to engage the interest of the vast majority of pupils and to further develop their key skills
- All pupils have challenging personal targets to ensure nothing less than good progress - reviewed every half term with assessment information
- School funds additional O20 or small group support with LSA's for SEND, LAP & PP pupils

- NCC Speech and Language specialist works in school one day every week [autumn and spring term] to monitor pupils, support pupils and advise staff
- Additional O20 given to highly vulnerable pupils to support rapid and sustained progress.
- Adjust the curriculum for the autumn term to prioritise reading, phonics, maths, writing and language then ensure opportunities are planned to practise and develop these across the wider curriculum while developing knowledge and vocabulary.
- While ensuring a priority based initial focus but ensure all pupils have access to a full and broad curriculum.
- Initially adjust structure of interventions to maintain 'bubble' structure and catch up then keep up [TBC].
- Assessment of learning to baseline all pupils in September 2021 to identify a clear starting point for teaching and learning.
- Focus on pupil [and staff] wellbeing and mental health through PSHE&C and RSE.

Impact:

No significant difference in progress or achievement between groups of pupils.

Targeted pupils will continue to make rapid and sustained progress.