

Raising Achievement Plan (RAP) 1: Raising Achievement in Reading_2016-17

RAP 1: Raising Achievement in Reading		
Achievement:		
<p>OUTCOMES for Pupils by July 2017:</p> <ul style="list-style-type: none"> • Target – at least 80% of children will make NARE in reading attainment (based upon improvement of SATs 2016 - School: 57%; National: 66% and County: 69%/ Yr5 2016 pupils: 64% securely met the yr5 standard) • Target – at least 25% of children will exceed expected standards (greater depth – based upon improvement of SATs 2016 - School: 12%; National: 19% and County: 23%/ Yr5 2016 pupils: 4% exceeded the expected standard) • Attainment will at least be in line with NARE • All children will make at least expected progress across the Key Stage (16 points) • 25% of children will make more than expected progress • The progress and attainment for the boys will be in line with the girls • The progress and attainment of the disadvantaged pupils will be in line with National Expectations 	<p>OUTCOMES for Teachers by July 2017:</p> <ul style="list-style-type: none"> • 100% of teaching will be at least good • 30% of the teaching will be outstanding because teachers will have outstanding subject knowledge – relating to reading • Teachers will use assessment effectively to close gaps for under-achieving groups 	
SUCCESS CRITERIA to inform OUTCOMES:		
<p>Teachers will:</p> <ul style="list-style-type: none"> • Plan effectively to teach lessons which address higher order reading skills • Be robust in their assessment and use it to inform next steps in learning/ challenge/ closing gaps (N.C for AWL targets/ NGRT/ Rising Stars Progress tests and Optional/ Mock SATs - sample papers/ previous papers) • Teach targeted groups/ interventions and effectively deploy teaching assistants • Monitor the progress of pupils against AWL • Ensure the accelerated progress of the boys and disadvantaged pupils (Cross ref. Achievement for All – RAP 2) • Use resources effectively to target areas of weakness – vocabulary/ advanced study skills 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Ensure that they always have a reading book (which they can read) - for school / home • Be responsible for taking their reading book home to read • Complete their reading comprehension homework (CGP booklet) • Keep up to date with their reading targets and respond to their next steps (Feedback and marking) • Access Bug Club and 100 Hours (Home / school) • Take up opportunities provided to access the school library 	<p>Leaders will:</p> <ul style="list-style-type: none"> • HT will ensure that the English lead is appropriately trained/ skilled to lead effectively • SLT will establish 'non-negotiable' time dedicated to reading (3:00-3:10 Reciprocal Reading/ 3:10 Class reader) • English lead will provide INSET and training to staff on effective reading strategies and resources • English lead will monitor and feedback to the SLT and staff • English lead will scrutinise data and feedback to SLT and governors (Reading age data/ AWL/ % of pupils accessing interventions - CUPs/ initiatives etc) • English lead will model outstanding practice in

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<ul style="list-style-type: none"> • Ensure that all pupils have an age appropriate reading book which is changed regularly • Engage in promoting the school's reading initiatives (100 Hours/ Reciprocal Reading/ Bug Club/ Get Caught Reading) 		<p>the teaching of reading and support SLT in ensuring good/ outstanding teaching across the school</p> <ul style="list-style-type: none"> • English lead will ensure that reading provision is vibrant and engaging, particularly for boys and disadvantaged pupils (Class readers/ reading Areas & boards)
MILESTONES:		
<p>By the end of the Autumn term:</p> <p>All class based teachers (16) will have:</p> <ul style="list-style-type: none"> - Accessed training in Reciprocal Reading and have the system set up within their classrooms - Used the new reading comprehension resources (Nelson), and planned to address specific Reading targets (one taught session on top of RIC each week) - Established Reading Comprehension homework as part of the expected Homework provision (All pupils will be completing homework) - Carried out initial teacher assessments to establish Reading baselines (NGRT/ Rising Star Progress tests and Mock SATs) - Established reading areas/ zones which promote a love of reading and an interest in a wide range of authors - Engaged with pupils to annotate Reading targets <p>English lead will have:</p> <ul style="list-style-type: none"> - Completed all aspects of Fresh Start training (2 basic training/ 1 Introduction/ 1 Development & a Leader day) - Lead and fed back to SLT/staff on monitoring activities across all year groups (2 per half term) - Established her reading area as an exemplary model - Ensured that Autumn class CUPs (16) have the appropriate planning and coverage for closing the gaps <p>All pupils in all classes will have:</p> <ul style="list-style-type: none"> - Read weekly at home - Accessed books through Bug Club - Taken a book from the school library 	<p>By the end of the Spring term:</p> <p>Teachers will have:</p> <ul style="list-style-type: none"> - Under taken summative assessments (80% should be on track to meet/ 25% greater depth) and used these to inform planning and interventions (CUPs) <p>English lead will have:</p> <ul style="list-style-type: none"> - Monitored the assessment process within Reading - Used data to consider next steps within Reading (indicated specific pupils that are not on track to meet and plan interventions) - Ensured that the gap between girls and boys is starting to close and readdress plans accordingly (closing in on 20%) - Ensured that disadvantaged pupils are making good progress in line with peers and that the gap is rapidly closing (100% make at least expected progress – 4 points) <p>All pupils in all classes will have:</p> <ul style="list-style-type: none"> - Read weekly at home and achieved a 100 Hours milestone - Accessed Bug club consistently - Visited the school library on a regular basis 	

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Identified BARRIERS:

- Pupils across school generally read at a basic competency level and higher order reading skills are not consistently used or embedded
- Pupils cannot infer, predict or retrieve information precisely
- Pupils do not read from a rich selection of quality, challenging texts, poems and non-fiction, and are not encouraged to read widely
- Pupils are not provided with targets for reading nor do they have knowledge of their own targets
- Reading is not embedded in the ethos of the school and pupils do not display a 'real' love of reading
- Teaching of reading does not address the deficits in linguistic knowledge needed (particularly with reference to vocabulary)
- Boys reading is not in line with the girls
- Disadvantaged pupils (particularly 'Pupil Premium Plus' i.e FSM plus SEN) do not achieve in line with the cohort and significantly fall short of National Expectations for pupils

Scroll down for RAP 2, 3 and additional school priorities.

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RAP 2 : Ensuring Sufficiently Accelerated Progress for Disadvantaged Pupils		
Achievement:		
<p>OUTCOMES for Pupils – by July 2017:</p> <ul style="list-style-type: none"> - Target - 80% of children will make NARE Reading, Writing, GPaS and Maths (based upon improvement of SATs 2016 – Reading - School: 47%; National: 66% (cohort) and County: 51%/ Writing – School: 74%; National: 73% (cohort) and County: 62%/ GPaS – School: 62%; National: 72% (cohort) and County: 57%/ Maths – School: 70%; National: 70% (cohort) and County: 71%/ Yr 5 2016 pupils - Reading: 46%; Writing: 37% and Maths: 45% securely met the yr5 standard). - Target - 25% will exceed the standards (Greater depth – based upon improvement of SATs 2016 – Reading - School: 6%; National: 19% (cohort) and County: 13%/ Writing – School: 9%; National 14% and County: 11%/ GPaS – School: 15%; National: 22% (cohort) and County: 14%/ Maths – School: 12%; National: 17% (cohort) and County: 9%/ Yr5 2016 pupils – Reading: 4%; Writing: 0%; Maths: 0% exceeded the expected standard) - Attainment will at least be in line with NARE - All disadvantaged pupils will make at least expected progress across the key stage (16 points) - 30% of Pupil Premium pupils will need to make more than expected progress - The progress and attainment for the boys will be in line with the girls - The progress and attainment of the disadvantaged pupils will be in line with National Expectations esp. more able 	<p>OUTCOMES for Teachers - by July 2017:</p> <ul style="list-style-type: none"> - 100% of teaching will be at least good - 30% of the teaching will be outstanding because teachers will have outstanding subject knowledge – relating to reading - Teachers will use assessment effectively to close gaps for under-achieving groups - All teachers will have a clear understanding of the needs of the disadvantaged pupils within their class/the school. - All teachers will have a secure knowledge of the intervention programmes used to accelerate progress (such as AfA) - All teachers will know how to deploy their teaching assistants effectively to maximise progress 	
SUCCESS CRITERIA to inform OUTCOMES:		
<p>Teachers will:</p> <ul style="list-style-type: none"> - Scrutinise their class data to identify children in need of accelerated progress. - Plan to provide suitable/flexible guidance to ensure that teaching assistants are used effectively. - Monitor the children against AWL targets. - Ensure the accelerated progress of the 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Take responsibility for their own learning by completing their red responses/purple polishing pens; by changing their reading books and accessing school support provision such as homework clubs, library time and Bug Club. - Check learning targets in line with their peers and ask for help when needed. 	<p>Leaders will:</p> <ul style="list-style-type: none"> - HT will ensure that the AfA lead will be appropriately trained/skilled to lead effectively. - SLT will monitor the provision for disadvantaged pupils through Pupil Progress meetings (CUPs). - SLT and AfA Lead will monitor and scrutinise the data to inform the RAP process/Gov

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<p>disadvantaged pupils especially boys. (AfA/Cross ref Reading RAP1).</p> <ul style="list-style-type: none"> - Engage in the Achievement for All programme and provide parent guidance/support. - Support the disadvantaged pupils in the completion of homework – such as directing them towards a club/contacting parents. - Ensure that pupils access basic maths skills support for disadvantaged pupils. 	<ul style="list-style-type: none"> - Complete their basic skills homework and practice times tables. 	<p>Body/teachers. As part of this the English and maths lead will liaise with AfA/Pupil Premium lead.</p> <ul style="list-style-type: none"> - SLT will ensure that all monitoring includes checking that Pupil Premium children are getting the same ‘deal’ and that books are in line with their peers. - SLT will ensure that the curriculum is suitably engaged for Pupil Premium pupils especially boys. Cross curricular links will be clear.
MILESTONES:		
<p>By the end of the Autumn term: Teachers will have:</p> <ul style="list-style-type: none"> - Attended Pupil Progress meetings (September) and included Pupil Premium pupils needing accelerated progress on their CUPs - (Where relevant) been trained in Fresh Start or RWI Catch Up (September) and children selected to begin the programme (x1 LTA Yr5/6; x1 Level 2 SEN TA Yr5/6; x1 HLTA Yr3/4; x1 SEN Level 3 TA Yr3/4; x2 2 Key teachers – one per phase) - Selected the AfA pupils EOY data and advice from previous teacher - Signed up for their structured conversations - Moderated books with their year group peers (Nov) to compare Pupil Premium books with those of the non-disadvantaged pupils - Selected pupils for times tables/basic skills support (September) - Undertaken assessments to inform planning and interventions (CUPs ready for start of Spring Term) - Provided all pupils with AWL levels in all subjects (September) - Used AWL to inform planning and next steps in learning - Provided opportunities through lessons for pupils to self-assess <p>Pupil Premium lead will have:</p> <ul style="list-style-type: none"> - Ensured that the gap between girls and boys is starting to close and readdress plans accordingly (closing in on 20%) 	<p>By the end of the Spring term: Teachers will have:</p> <ul style="list-style-type: none"> - Evidence in books and assessment data to show that the pupils are on track to meet their end of year targets (Spring 1) – at least 80% - CUPS which take into account Autumn data and provide targeted intervention for new pupils selected (Jan 2017) <p>Pupil Premium Lead will have:</p> <ul style="list-style-type: none"> - Monitored the assessment process within Reading, Maths, Writing and GPaS and liaised with SLT, Achievement for All lead and staff to inform next steps - Continued to ensure that the gap between girls and boys is starting to close and readdress plans accordingly (closing in on 20%) <p>All Disadvantaged Pupils in all classes will have:</p> <ul style="list-style-type: none"> - Completed their short term AWL target sheets in line with their peers – at least 8 (2 per half term per core subject) 	

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<p>- Monitored the assessment process within Reading, Maths, Writing and GPaS</p> <p>All Disadvantaged Pupils in all classes will have:</p> <p>- Completed their short term AWL target sheets in line with their peers – at least 2 per half term per core subject</p>	
Identified BARRIERS:	
<ul style="list-style-type: none"> • Teachers do not consistently or robustly use AWL targets to inform their daily planning, marking and feedback (Assessment for Learning) for disadvantaged pupils • Pupils do not have ownership of their targets and do not fully understand their role in moving their education forward • Teacher assessments and supporting test papers are not used effectively to inform and address gaps • The disadvantaged pupils do not achieve well – especially when they are ‘Pupil Premium Plus’ (i.e FSM plus SEN) and the more able • Not enough pupils achieve greater depth across English and Maths • Teaching assistants are not held to account over their contribution to pupil progress • There is less support at home from some Pupil Premium families 	

Scroll down for RAP 3 and additional school priorities.

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RAP 3: Ensuring Good Outcomes for All through Robust Tracking Systems		
Achievement:		
<p>OUTCOMES for Pupils – By July 2017:</p> <ul style="list-style-type: none"> • <u>Reading/ Writing/ GPAS/Maths Combined</u> – Target - 80% of all children will make ARE (based upon improvement of SATs 2016 – Combined - School: 50%; National: 52% and County: 57%/ Yr 5 2016 pupils – Combined – 56% securely met the yr5 standard). • <u>Reading/ Writing/ GPAS/Maths Combined</u> - Target - 25% will exceed the standards (Greater depth – based upon improvement of SATs 2016 – Combined - School: 6%; National: 5% and County: 8%/ Yr5 2016 pupils – Combined – 5% securely exceeded the expected standard) • Attainment will at least be in line with NARE • The progress and attainment for the boys will be in line with the girls 	<p>OUTCOMES for Teachers – by July 2017:</p> <ul style="list-style-type: none"> • 100% of teaching will be at least good • 30% of the teaching will be outstanding because teachers will have outstanding understanding of accelerated progress • Teachers will use assessment effectively to close gaps for under-achieving groups esp. boys; disadvantaged pupils and the more able (less than 20% gap) 	
SUCCESS CRITERIA to inform OUTCOMES:		
<p>Teachers will:</p> <ul style="list-style-type: none"> • Have secure knowledge of how to use tracking systems in order to - close gaps on learning for disadvantaged pupils (O Track/ AWL targets/ AfA) - plan the next steps in learning (Planning/ EBI's/ changing the course of the lesson) • Have clarity in knowing their Year Group's ARE • Use tracking to effectively monitor pupils in order to secure their pupils' end of year attainment goal (O Track – 9 point ladder M+) • Have a strongly rooted awareness of data and how it impacts on and shapes their teaching (TA against AWL/ Test analysis – NGRT/ Rising Stars: Progress) • Have a clear understanding of the assessment cycle and their accountability within it • Be proactive in addressing gaps in learning by 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Be responsible for – responding to feedback/ checking their targets (Red Response Pens 3/ 4 and Purple Polishing Pens 5/6) • Be able to talk confidently about their targets and know their next steps (Learning meetings) • Work on their long term targets at home (Interim Reports) 	<p>Leaders will:</p> <ul style="list-style-type: none"> • Assessment lead will provide an annual timetable of (formalised) assessments (Rising Stars: Progress/ Optional; NGRT; teacher assessment etc) • Assessment lead will collate and present data for scrutiny and discussion with SLT+ (On track to.../ end of year progress and attainment incl. class by class) • SLT will ensure that teachers are knowledgeable in how to assess and track the children • SLT will provide sufficient time and support for moderation activities (staff meeting/ cluster moderation) • HT will ensure that staff and all stakeholders are clearly informed about school priorities and the evaluations and progress towards them

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<p>tracking pupil progress regularly (feedback and marking/ Progress Tests/ Pupil books etc)</p> <ul style="list-style-type: none"> • Set lesson objectives against AWL targets (annotated AWL targets in books) • Mark and provide feedback in line with School Policy (Feedback Policy – response pens/ EBI comments/ highlighters through the LI) • Allow time for pupils to review targets (start of lesson – response time/ weekly target time/ end of unit) • Review pupil targets and use this information to inform CUPs (half termly CUPs) • Meet data submission deadlines 	<p>(Governors/ LA)</p> <ul style="list-style-type: none"> • English, Maths, SENCO and Pupil Premium lead will have a strategic responsibility for ‘drilling down’ and identifying specific issues and action planning accordingly (Pupil Progress meetings/ named pupils/ overseeing or coordinating interventions)
MILESTONES:	
<p>By the end of the Autumn term: All teachers (18 class based/ 22 incl. PPA) will have:</p> <ul style="list-style-type: none"> - Accessed training on the new target system and have the AWL targets in the front of pupil’s books (September) - Accessed training on the new target system for pupils and have the Pupil Target Sheets at the start of each unit throughout pupil books (September) - Attended Pupil Progress Meetings and set targets and interventions to close the gaps for all pupils not on track to meet (M at the end of previous year) - Attended Pupil Progress Meetings and set targets and interventions to close the gaps for all disadvantaged pupils not on track to meet (M at the end of previous year) - Completed Reading moderation to check progress against targets and ensure consistency (by Nov) - Completed end of unit Maths tests (at least 4) and (2) Reading Progress tests (Rising Stars) and used these to inform their teacher assessments - Prepared differentiated Interim reports for parents evening (Nov 10th) to inform parents’ of their children’s targets - Submitted end of term data in Reading, Writing and Maths (Dec 14th) 	<p>By the end of the Spring term: Teachers will have:</p> <ul style="list-style-type: none"> - Under taken summative assessments (Combined - 80% should be on track to meet/ 25% greater depth) and used these to inform planning and interventions (CUPs) <p>Assessment lead will have:</p> <ul style="list-style-type: none"> - Monitored the assessment process across Reading, Writing and Maths (Do books and formal data a line?) - Used data to inform SLT of issues arising and with them consider next steps (indicated specific pupils that are not on track to meet and scrutinise final CUPs) - Ensured that the gap between girls and boys is starting to close and readdress plans accordingly (closing in on 20%) - Ensured that disadvantaged pupils are making good progress in line with peers and that the gap is rapidly closing (100% make at least expected progress – 4 points) <p>All pupils in all classes will have:</p> <ul style="list-style-type: none"> - Completed their short term AWL target sheets – at least 8 (2 per half term)

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<p>All pupils in all classes will have:</p> <ul style="list-style-type: none"> - Completed their short term AWL target sheets – at least 2 per half term per core subject - Responded to feedback and completed their next steps 	<p>per core subject)</p> <ul style="list-style-type: none"> - Consistently responded to feedback and completed their next steps
Identified BARRIERS:	
<ul style="list-style-type: none"> • Teachers do not consistently or robustly use AWL targets to inform their daily planning, marking and feedback (Assessment for Learning) • Teachers do not use the capacity of the pupils to consolidate or drive new learning • Pupils do not have ownership of their targets and do not fully understand their role in moving their education forward • Teacher assessments and supporting test papers are not used effectively to inform and address gaps • The disadvantaged pupils do not achieve well – especially when they are ‘Pupil Premium Plus’ (i.e FSM plus SEN) • Boys achievement falls short of the girls – especially in English related subjects • Not enough pupils achieve greater depth across English and Maths 	

Scroll down for additional school priorities.

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Additional school priorities	Reason for priority	Actions	Planned Outcomes
<p>Improvement Plan 4: Developing the capacity of leadership at all levels – accountability (ASPIRE Rubric and Training Programme)</p>	<ul style="list-style-type: none"> • Preparing for Ofsted and ensuring outstanding practise. • New Leadership team – robust systems and accountability (knowledge for all stakeholders). • Environment – securing learning environments used to best capacity. • Develop Pupils as Leaders. • Develop extended family support. 	<ul style="list-style-type: none"> • SLT, UPS and subject leads to engage in the ASPIRE leadership programme. • Headteacher to establish new extended leadership structure and assign staff to ASPIRE leadership priority areas. • Headteacher to work with SLT and all stakeholders to secure new Vision, Values and Mission Statements. • Re-establish the school council to have a greater impact on Pupil Voice and Leadership. 	<ul style="list-style-type: none"> • The school will be able to show clear progress since the last Ofsted Inspection. • Increase in capacity of leaders through dispersed leadership and increased knowledge. • There will be clarity and ownership of the school’s Vision and Values by all. • There will be a school Parliament structure which includes a Head Boy and Head Girl.
<p>Improvement Plan 5: Improving Attendance and Persistent Absence for FSM and SEN pupils</p>	<ul style="list-style-type: none"> • Attendance for FSM, SEN and EHCP identified in Data Dashboard as an issue 2015. • Current attendance is below 96%. • Persistent absentees with FSM, SEND and EHCP are within the bottom 10%. • Lateness issue – persistent group of pupils. • Pupils later than 9.30am an issue. 	<ul style="list-style-type: none"> • Headteacher and Attendance lead to carry out an Attendance Audit. • Priority groups to be monitored and targeted with improvement actions. • Individual pupils to be tracked if below 90%. • Letters home to pupils below 95%. • Parents invited in to school for support – EHA offered as necessary. • ‘Text when they’re late’ initiative to be launched for immediate impact. • Liaison with SENCo and Pupil Premium lead. • Positive reward system for classes/ pupils. 	<ul style="list-style-type: none"> • School will achieve 96%+ attendance. • There will be a marked improvement in the number of: <ul style="list-style-type: none"> - late pupils - late after 9.30am - FSM persistent absence - SEND persistent absence - EHCP persistent absence • Priority individuals will be known to school and parental liaison will be in place • Pupils will understand the importance of attendance and enjoy striving towards their rewards.