

Burlington Junior School Development Plan 2018-2019

Whole school focus: Reading, Pupil Premium gap, SEN gap, increasing attainment of pupils entering the school as low attainers.

READ: Reading skills, Everyone achieving in all subjects, Attitudes, Developing handwriting across the curriculum

- To raise the attainment & progress of all pupils (boys in particular) in reading
- To close the Pupil Premium gap in all year groups
- To close the SEN gap in all year groups
- To ensure lower attainers make expected progress each year
- Handwriting and presentation is consistently high

Target	How will this be achieved
<p>To raise the attainment & progress of all pupils (boys in particular) in reading</p> <p>Boys reading and writing at greater depth in line with girls within the school</p>	<ol style="list-style-type: none"> 1) Each year group does GR at the same time following agreed planning format 2) Year leaders use data to set targets, explore trends and close gaps in reading, especially boys and low attainers 3) Power of Reading fully embedded across the school 4) Spelling homework: 6 weekly matrix, pick activities linked to current spelling focus/words 5) Monitoring by English leaders swiftly identify gaps /slow progress and measures put in place to improve outcomes 6) Planning shows challenge for all and reading activities relate to children's experiences and interests, esp boys. 7) Children making slow progress/not yet reading at ARE are heard to read by an adult 3 x a week. Stickers used in reading diaries to capture this, esp when GR 8) Book corners and library reflect a range of choice and are used regularly 9) Visit by each class to NM library at least once every half term 10) English homework has a reading focus 3x a year 11) Class story book at least 3 x a week 12) Governors question key priorities for improvement during school visits
Target	How will this be achieved
<p>To close the Pupil Premium gap in all year groups</p>	<ol style="list-style-type: none"> 1) Review PP audit from Spring term 2018 2) Individual plans for pupils not making expected or better progress 3) Teachers report half termly on numerical targets for pupils and set aspirational targets 4) Differentiation (planning) evident 5) Adults review the learning each lunchtime and same day interventions take place during assembly time 6) Use of teaching assistants - staff quickly assess pupil's work at end of lesson and TA used to reinforce the learning immediately. 7) Engagement with parents

Target	How will this be achieved
To close the SEN gap in all year groups	<ol style="list-style-type: none"> 1) Review interventions against cost and impact 2) Individual plans for pupils not making expected or better progress 3) Teachers report half termly on numerical targets for pupils and set aspirational targets 4) Differentiation (planning & flip charts) 5) Use of teaching assistants - staff quickly assess pupil's work at end of lesson and TA used to reinforce the learning immediately. 6) Engagement with parents
Target	How will this be achieved
To ensure lower attainers make expected progress each year	<ol style="list-style-type: none"> 1) Staff to track and monitor children who are low attainers because they have made slow progress from KS1 2) Staff quickly assess pupil's work at end of lessons and TA used to reinforce the learning within 24 hours. 3) Marking very heavy biased to spelling and grammar. Use the writing grids LO/ M C S to support marking comments to develop comprehension and handwriting.
Target	How will this be achieved
Handwriting and presentation is consistently high across all year groups	<ol style="list-style-type: none"> 1. Handwriting policy shared with staff and consistently applies in all books 2. Children know how to obtain their pen license and how to keep it 3. Targets /marking refer to handwriting and presentation