

1) To continue to raise standards in writing across the school for all pupils with a particular emphasis on spelling, so that they are at least in line with national averages , with a significant proportion above by:

- reviewing the teaching of writing and its presentation across the curriculum through the use of editing and redrafting.
- using CPD to have high expectations and use challenges to raise the standard of writing in all classes.
- introducing and embedding a *whole school* approach to handwriting
- continue to raising standards of English grammar, punctuation and spelling across the whole curriculum.
- continue to embed the spelling programme from year 2 to year 6.
- to use every opportunity to practice spellings effectively and use spelling knowledge for new words.
- monitoring the progress of significant groups (boys and SEND) especially in reading and writing
- further embedding the broad and balanced curriculum to enthuse and engage all groups of pupils
- providing a variety of opportunities to widen the pupils' experiences both within the classroom and outside of it.

2) To ensure the phonics outcomes for all pupils in KS1 are back on track and continue to improve by;

- systematic and regular monitoring throughout the year.
- formally assessing and grouping pupils depending on their ability and skills.
- reviewing groups regularly.
- setting targeted phonics intervention groups
- observing and sharing good practice within school and in other settings.

3) To increase the proportion of pupils who are working at greater depth in reading, writing and mathematics so they are more in line with national by:

- ensuring a language rich curriculum with subjects to engage and enthuse all pupils and in particular boys to write
- raising the proportion of pupils *working* at greater depth in spelling, grammar and punctuation is above 2018 national average for Yr 2 and Yr 6.
- ensuring that there is an increased provision for pupils to apply their writing skills across all subjects.
- providing appropriately challenging interventions for the more able pupils to write at the greater depth.
- having consistently high expectations of presentation and quality of writing in all subjects.
- providing resources & opportunities for the more able readers to experience a wide range of authors' writing.
- providing more opportunities for pupils to use reasoning throughout the curriculum.
- planning for more opportunities for active and practical mathematics.
- further embedding skills of perseverance so pupils become more resilient when solving greater depth challenges.

4) To narrow the gaps in outcomes of disadvantaged pupils by:

- *improving the attendance for the disadvantaged children and all others across the school.*
- ensuring quality first teaching and learning throughout the school
- appointing a pupil premium provision lead teacher, ensuring strategic and focused actions to accelerate the progress of the disadvantaged pupils.
- using provision mapping to identify the extra effective provision for the disadvantaged pupils.
- ensuring that the pupil premium funding is used effectively to enable disadvantaged pupils to overcome their barriers
- ensuring that the disadvantaged pupils are challenged in reading, writing and mathematics to achieve higher standard in combined subjects.
- ensuring that the most-able and exceptionally able disadvantaged pupils read regularly and experience a variety of fiction and non-fiction books.
- providing essential and varied experiences for the disadvantaged pupils so that they can achieve their potential across all subjects.
- providing opportunities for parental involvement in school and their child's learning, particularly for the disadvantaged pupils.