



Ashby Willesley School Core Plan 2019-20

Approved by the Local Governing Body
Presented to Trustees of Symphony Learning Trust

September 2019
October 2019

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Overview

| KPI | Result | Comment |
|--|--------|---|
| Attendance | 97.1% | Down slightly on previous report by 0.2% I am concerned by the amount of application for holiday during October due to our shift in holiday pattern. This will significantly alter our attendance |
| NOR | 422 | Pending appeals |
| SEN % | 7.5% | |
| Pupil Premium | 10.7% | Although well below NA a slight increase on the previous figure. |
| Fixed Term Exclusions | 1 | No incidents currently requiring exclusion |
| Permanent Exclusions | 0 | No comment |
| Near Misses | 0 | No comment |
| Reportable Accidents | 0 | No comment |
| Lateness | 0.2% | A slight decrease on the previous report. This figure is well below NA. |
| Latest KS2 RWM Combined Attainment Summer 2019 | 76% | 2% down on previous year although the cohort was not as strong year. Progress is better than the previous year |
| Predicted KS2 RWM Combined Attainment 2020 | 78% | Very early to make accurate predictions about the end of year data. Early indications show we will better this year's results. This should also be stronger the NA |
| | | |
| No. of Child on SS Risk | 7 | Has decreased by 1 child. No national data to compare this to. |
| No. receiving Multi agency Support | 16 | Has increased by 1 child who has received an EHCP |
| Pupil to Teacher Ratio | 26.01 | This should remain stable now as we have reached our 420 census mark. No major staffing changes are expected in the coming months |

Symphony Learning Trust Key Objectives

| Object Focus | Ref: | Outcomes | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|------|----------|-----------|-----------|-----------|-----------|-----------|
|--------------|------|----------|-----------|-----------|-----------|-----------|-----------|

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|--|----|---|-----------|-----------|-----------|-----------|-----------|
| 1. Leadership and Management | 1a | Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment | Implement | Implement | Embed | Embed | Embed |
| | 1b | Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice' | Develop | Implement | Implement | Embed | Embed |
| | 1c | Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools | Develop | Implement | Embed | Embed | Embed |
| 2. Teaching, Learning and Assessment | 2a | Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward | Implement | Implement | Embed | Embed | Embed |
| | 2b | Develop projects to improve pedagogy across the MAT | | Develop | Implement | Implement | Embed |
| | 2c | Develop and implement systems of cross-MAT moderation and quality assurance | Develop | Implement | Embed | Embed | |
| 3. Behaviour, Safety and Welfare of Pupils (including mental health) | 3a | Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools | Develop | Implement | Implement | Implement | Implement |
| | 3b | Implement the highest expectations of Behaviour for Learning in all classes | Implement | Embed | Embed | Embed | Embed |
| | 3c | Embed a strong ethos in each school by promoting British Values and global citizenship | Develop | Implement | Implement | Embed | Embed |
| | 3d | Develop systems for schools in supporting children's mental health and well-being | Develop | Develop | Implement | Implement | Embed |
| 4. Outcomes for Pupils and groups | 4a | Year 6 – above national average for progress and for standards in all schools | Implement | Implement | Embed | Embed | Embed |
| | 4b | Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence | Develop | Develop | Implement | Embed | Embed |
| | 4c | Outcomes for disadvantaged groups above national to help close the gap | Develop | Implement | Implement | Embed | Embed |
| 5. Outward Looking (Teaching Schools) | 5a | Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust | Implement | Implement | Implement | Embed | Embed |
| | 5b | Develop and Implement an appropriate professional development curriculum for staff | Develop | Implement | Embed | Embed | Embed |
| | 5c | Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways) | Develop | Implement | Embed | Embed | Embed |
| | 5d | Implement School to School Support where needed | Develop | Implement | Embed | Embed | Embed |

Ashby Willesley Staff Structure

Senior Team

| Name | Key Responsibility |
|-----------------|--|
| Matthew Brookes | Executive Head, Safeguarding, School Performance |
| Chloe Dilks | Head of School, Pedagogy, Safeguarding |
| Sue Rainbow | Deputy Headteacher, Computing Lead, Safeguarding |
| Rachel McKeown | Senior Teacher, EYFS Leader, History Lead |
| Lisa Watson | School Business Manager, Trust Lead Head Hub Manager |

Teaching Team

| Name | Key Responsibility |
|----------------------------|---|
| Louise Hunt | SENDCo |
| Gill Woodworth | SENDCo Liaison, PSHE, Well-being and Mental Health lead |
| Emma Sturgess | KS1 Leader (Job Share) Art Lead, SATs, Lead Y2 |
| Sarah Hender | KS1 Leader (Job Share) Music and Performing Arts, SATs, Lead Y2 |
| Sally Tabberer | Maths Lead, SLE |
| Heidi Elliott | PE Lead, SLE |
| Alison Wilder | Y6 SATs lead, English Lead |
| Linda Blackburn | Forest Schools Lead, Job Share Y4, EVC |
| Dee Dixon Smith | RE and Collective Worship Lead |
| Jessica Milldoon-Callaway | D&T Lead |
| Alison Freeman (Maternity) | International Schools Lead |
| Ashleigh Dowell | Geography Lead, Pupil Premium |
| Alex King | Science Lead |
| Martha Daly | NQT |
| Kathryn Buckley | NQT |
| Jill Edwards | NQT |
| | |

Long Term Development Plan

| Key priorities | 2018-19 | 2019-2020 | 2020-21 |
|---|--|--|--|
| Leadership and management (including governance) | Re-organisation of leadership team based head of school model | Review of the leadership team structure | Review of the leadership team structure |
| Teaching and Learning | Improve writing outcomes for all groups of pupils | Ensure Maths calculation is in line with national trends | Introduce Reading Project (through Symphony Teaching School) |
| Standards in Core subjects | Increase SATS results at the end of KS2 | Increase SATS results at the end of KS2 | Increase SATS results at the end of KS1 and 2 |
| Standards in Foundation subjects | (From data analysis) Focus on Science – increase results in KS1 and 2 Improve the standards of writing in foundation | Review of curriculum themes | Introduce any changes from the review findings |
| Standards in EYFS | (From data analysis) Improve outcomes in literacy for boys across all groups of learners | Explore the possibility of running a preschool setting | Explore the possibility of running a preschool setting |
| Progress of different groups of learners | (From data analysis) Focus on gender imbalance in KS2 Improve the attainment and progress of PP and SEN children | Focus as per data analysis for 2017-18 | Focus as per data analysis for 2018-19 |
| Behaviour | Continue to improve BfL | Review of Behaviour Policy | Review of Behaviour Policy |
| Attendance | Above 97% | Above - 97% | Target - 98% |
| Inclusion | Continue to support and champion the needs of children with SEND and their parents (From data analysis) Increase | Continue to support and champion the needs of children with SEND and their parents | Continue to support and champion the needs of children with SEND and their parents |

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| | the attainment of children with SEN at the end of KS1 and 2 | | |
| Safeguarding | All staff have full training in Safeguarding and Prevent | All staff have an update in Safeguarding and Prevent | All staff have full training in Safeguarding and Prevent |
| Health | To implement new strategies for tackling mental health and well being | To implement new strategies for tackling mental health and well being | Review of procedures to support children with health conditions |
| Parents and the Wider Community | Improve communication through all parents using earwig and Otrack | Investigate other electronic means to involve parents | Investigate other links with the community |
| British Values | Continue to have celebration of British events | Investigate new ways to promote British Values | Investigate new ways to promote British Values |

Review of Priorities for 2018/19

Achievement and Standards

| Objective | Deadline | Success Criteria | Evidence/Monitored By | Cost |
|---|-----------------|---|---------------------------------------|-----------------------------------|
| Remodel strategic vision with regards to being an academy lead hub school | Spring 2018 | The school to have a new strategic plan to reflect its lead position in a MAT. This plan should outline school to school support for growth within it's MAT hub | Govs, OFSTED, Symphony learning trust | £3000 School to school support |

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|--|------------------------|--|--|---|
| To improve the KS2 progress measure from minus to zero or above | Autumn 2018- July 2019 | Further accelerate the progress of pupils in KS2 and demonstrate that previous KS1 APS have been inflated. Look within groups of learners for quick progress wins and think smarter about intervention and use of TA | Graph packs, 2017 ROL, and internal data. A lot will hinge on KS2 secondary ready data (Summer 2017). Monitored by SLT and LGB | £0 |
| Subject co-ordinators to be given greater autonomy and ownership of curriculum subjects. Including monitoring of data and liaising with link governors | Autumn 2018 onwards | To develop portfolios of subject areas that include all relevant information including an action plan and budget. | Subject Governors to inspect evidence during visits and to ask questions about pupil tracking in non-core subjects. | £1000 Release time TA cover supervisor costs |
| All teaching is good and up to 50% outstanding | Summer 2019 | To ensure that no teaching falls below this standard and the number of outstanding sessions increases towards 50% | Lesson observations, learning walks and book monitoring through the SLT and governors | Release time |
| To improve standards in writing with regard for KS1 | Summer 2019 | To ensure that spelling and handwriting do not remain a limiting factor to the number of greater depth/ exceeding writers that we may have. The results at KS1 SATs 2018 will reflect this | KS1 SATs scores, possible LA moderation, SLT and FGB monitoring | £0 |
| To work towards our gold sportsmark and consolidate our Science Silver PSQM mark | Spring- Summer 2019 | Good practice to be disseminated across the school so there is greater consistency in science. Sports apprentice to be embedded further into the delivery of the PE curriculum | External accreditation for gold sportsmark. Work sampling by Science co-ordinator as well as CPD | £1000 for release and accreditation |
| Mid term reporting to be used to form better communication and partnerships with parents prior to Spring parents' evenings | Spring 2019 | Mid term reports to be altered to become more parent friendly and to also form learning conversations for parents evenings | All teaching staff and SLT | £0 |
| Standards of behaviour to be deemed outstanding. And to continue to be. | Spring 2019 | Levels of disruptive behaviour to be extremely rare. Children to be polite and great advocates inside and out of the school. | SLT and Purple Parliament to monitor. Less incidents of rough play and bullying. Chd feel safer. | £0 |

Learning and Teaching

| Objective | Deadline | Success Criteria | Evidence | Cost |
|--|-------------|---|--|----------------------------------|
| To implement the use of a spelling programme | Autumn 2018 | To create and implement a spelling programme similar to strawberry jam and lemon curd which will improve the standard of spelling especially across KS2 | Spelling of high frequency words to improve across the school and this to be reflected in book trawls and spelling tests | £500 for creation of a programme |
| To use the Earwig system of evidence capturing to help co- | Spring 2019 | Earwig academic timelines to be created to use as subject progression evidence in all subject areas. | ICT co-ordinator and LGB to monitor through subject reviews | £1500 for Earwig |

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|--|---------------------|---|---|---|
| ordinator evidence files. | | Parents to be able to access their children's timelines remotely | | |
| To continue to ensure that curriculum coverage is current and broad | Summer 2019 | Curriculum statement and web to be published on the website. Staff to ensure that coverage is in line with the national curriculum. | Books reflect up to date topics and topic webs are published on school website | £1000 extra resources |
| To move towards attaining sports gold mark | Spring 2019 | Ensure that PE staff are fully utilized in the expert delivery of PE. Ensure that clubs are introduced to be inclusive. To move towards having full time PE coach | Increased participation in sporting clubs. Even greater success in sporting events. Gold mark achieved | Upto £14000 for PE provision and salary |
| More children will undertake 2 hours of PE per week and regular activity outside school hours as indicated by curriculum coverage and club registers | Summer 2019 | PE apprentice to be employed and to run before school, lunchtime and after school sporting clubs with an inclusive rather than competitive preference. | More pupils from outside of sports clubs participate in extra sporting activities. To be monitored by HE and LB | £5000 Apprenticeship salary |
| Further embed British Values by continuing to celebrate UK themed events in school | Autumn 2018-Ongoing | To continue to promote Citizenship and British Values by taking part in themed celebrations, Royal celebrations, Saints' days, May day etc | Promoting and monitoring number of events and using social media to publicise Willesley's British Character | £1000 |
| Pupils will monitor our school's Code of Conduct and Behaviour Policies | Autumn 2018 | Purple Parliament to work on school rules and to see if they are fit for purpose. Purple Parliament to carry out work into 'How safe do pupils feel?' | Rules may change or be adjusted according to the Purple Parliament. RMcK to monitor | £PP budget £300 |
| Purple Parliament will play an economic role in the school. Job Centre will be embedded for all pupils | Autumn 2018-Ongoing | Purple Parliament will implement their budget to try and improve school development. Job Centre will continue to run to meet ECM agenda | Jobs centre will be bigger and better. More jobs for more children keeping them active at breaks and lunchtimes | £150 Release |

Enhancing and Enriching the Curriculum

| Objective | Deadline | Success Criteria | Evidence/Monitoring | Cost |
|---|----------------------|---|--|-------------------------------------|
| To ensure that quality performance becomes a greater part of Willesley's success | Autumn 2018 on going | Better quality class assemblies, school productions and musical performances through more time spent on them. High expectations for all class assemblies. Speaking and Listening to improve as a result | Better parental and governor feedback about performances | £1500 for technical equipment |
| CPD to still be at the forefront of staff development to targeted through performance management and appraisals for support staff | Autumn 2018-Ongoing | Subject leaders to acquire relevant CPD through Symphony Primary Partnership and further afield | Performance Management and appraisals. Monitored by SLT and Govs | £1000 Supply cover + £500 for HT PM |

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| To continue to enhance the school environment both internally and externally | Spring 2019-onwards | Continue with the programme of refurbishment across the school to maintain and improve the learning environment. To improve outdoor provision for pupils at breaktime and lunchtime by adding to resources | Better quality environment to foster better results across the school. | £15000 |
|--|---------------------|--|--|--------|

Partnerships with Parents and the Community and School to School Support

| Objective | Deadline | Success Criteria | Evidence/Monitoring | Cost |
|---|---------------------------|--|--|------------|
| Raise awareness of Cultural difference and diversity through an international visit | Spring 2019 | To have an international visitor or to set up more permanent links with another school internationally. Epals projects. | Children have a greater understanding of differing cultures. | £0 |
| To start to share OUR expertise and become a more prominent school in supporting others | Autumn 2018 Continuous | Support other schools with L&M and T&L with our outstanding elements. Through teacher exchanges, demonstration lessons and CPD. Willesley sharing best practice. To work alongside the Regional Commissioner's Office. | GB to monitor as well as Symphony Learning Trust | RSC Funded |

Headline Results

Headline Results July 19

| Key | Below NA | Approx at NA | Above NA | |
|----------------------|----------|-------------------------------------|---------------------------|------------------|
| GLD | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
| | 86% | +6% | 72% | +14% |
| Phonics screening y1 | School | Difference from previous | National (when available) | Difference (+/-) |

| | | | | |
|--|-----|-------------------|-----|-----|
| | | year (+/-) | | |
| | 81% | -3% | 82% | -1% |

KS1

| KS1 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
|----------|---------------|--------|-------------------------------------|---------------------------|------------------|
| Reading | EXP and ab | 83% | -1.4 | 75% | +8% |
| | Greater depth | 37% | -0.7 | 25% | +12% |

| KS1 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
|----------|---------------|--------|-------------------------------------|---------------------------|------------------|
| Writing | EXP and ab | 75% | -5% | 69% | +6% |
| | Greater depth | 13% | -14% | 15% | -2% |

| KS1 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
|----------|---------------|--------|-------------------------------------|---------------------------|------------------|
| Maths | EXP and ab | 85% | 0 | 76% | +9% |
| | Greater depth | 27% | -9% | 22% | +5% |

| KS1 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) |
|----------|---------------|--------|-------------------------------------|---------------------------|------------------|
| Combined | EXP and ab | 72% | -1% | 65% | +7% |
| | Greater depth | 13% | -5% | 11% | +2% |

KS2

| KS2 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score | Difference from previous year (+/-) |
|----------|---------------|--------|-------------------------------------|---------------------------|------------------|-----------------|-------------------------------------|
| Reading | EXP and ab | 81% | -2% | 73% | +8% | 106 | -1 |
| | Greater depth | 38% | -3% | 27% | -11% | | |

| KS2 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score | Difference from previous year (+/-) |
|----------|------------|--------|-------------------------------------|---------------------------|------------------|-----------------|-------------------------------------|
| Writing | EXP and ab | 92% | +2% | 78% | +14% | NA | NA |

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|---|----------------------|---------------|--|----------------------------------|-------------------------|------------------------|--|
| | Greater depth | 37% | +6% | 20% | +17% | | |
| KS2 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score | Difference from previous year (+/-) |
| Maths | EXP and ab | 87% | +4% | 79% | +8% | 107.1 | +2.4 |
| | Greater depth | 27% | +5% | 27% | 0% | | |
| KS2 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | Av scaled score | Difference from previous year (+/-) |
| GAPS | EXP and ab | 87% | +6% | 78% | +9% | 108.5 | +2.3 |
| | Greater depth | 46% | -9% | 36% | +10% | | |
| KS2 SATs | | School | Difference from previous year (+/-) | National (when available) | Difference (+/-) | | |
| Combined | EXP and ab | 77% | -1% | 65% | +12% | | |
| | Greater depth | 18% | +6% | 11% | +7% | | |
| Progress scores (end of KS1-KS2) | | School | | | | | |
| | Reading | +1.00 | | | | | |
| | Writing | +2.62 | | | | | |
| | Maths | +1.62 | | | | | |

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| Plan title | To improve the percentage of children working at greater depth across all subjects (including foundation subjects) | Leader(s) | Senior Leaders and All Subject Leaders |
|-------------------|---|------------------|--|

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|--------------------|--------|--------------------|---------------|-------------------------|--------|
| Start Date: | 2/9/19 | Mid-Review: | February 2020 | Evaluation Date: | 8/7/20 |
|--------------------|--------|--------------------|---------------|-------------------------|--------|

this is a working document

| What needs to change? What is the problem we are trying to address, from the perspective of: | | |
|---|--|---|
| Teachers: | Pupils: | Attainment: |
| <ul style="list-style-type: none"> Planning to challenge the MAPs across all subjects Greater understanding of broadening and deepening subject areas Ensuring that MAPs get access to classroom support to enhance their learning Making sure that resources are available to stimulate and challenge learners appropriately across the curriculum | <ul style="list-style-type: none"> Improved mindset through use Route to Resilience about meeting challenges 'head on' Greater understanding of broadening and deepening knowledge of curriculum areas Increased confidence in all subjects An improved thirst for knowledge | <ul style="list-style-type: none"> Greater % of children achieving GDS based on prior outcomes in national tests Greater % achieving a higher standard in Foundation Subjects across the curriculum Numbers of children performing/ participating in out of school day activities remaining high |

| Intervention Description | Research links | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
|--|---|---|---|---|
| What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and staff behaviour will you see when it's working? | What successful research exists? | How will it be done? Training, resources, monitoring, coaching, incentives | How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance | How will the children benefit? What will be the measurable outcomes for children? |
| <ul style="list-style-type: none"> Explicit teaching of greater depth content across all subjects Regular and thorough evidence in all books to show challenge (silver stars) Teachers to use non-core trackers with Otrack to provide measurable data Borderline EXS/GDS pupils to be actively targeted | EEF Improving challenge in the classroom EEF Broadening the Whole Child Symphony Trust Coordinator groups | Staff INSET into developing GDS across the new curriculum Time to monitor progress and to populate non-core trackers Resources purchased to enhance provision Staff meetings to discuss implementation and findings R2R assemblies and classroom work | Books across all subjects will demonstrate greater challenge with an increased number of pupils accessing challenging activities. Silver Stars will be evident in non-core books. | <ul style="list-style-type: none"> Greater % of GDS in all national testing (based on prior pupil attainment) Pupil's books will show increased number of GDS activities and opportunities via 'Silver Star' approach Pupils will have increased confidence in subject areas. This will be verified by pupil interview/ surveys Gender gap between GDS achievements will narrow even further Pupils will show an added thirst for knowledge-reflected in homework activities |

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|--------------------|---|----------------|--------------------|---------------|------------------|--|--------|--|
| Plan title | To improve the percentage of children working at greater depth across all subjects (including foundation subjects) | | | | Leader(s) | Senior Leaders and All Subject Leaders | | |
| Start Date: | 2/9/19 | | Mid-Review: | February 2020 | | Evaluation Date: | 8/7/20 | |
| Activity | Resources | Release | Research | Otrack | | | | |
| Cost | £1500 | £1000 | £500 | £750 | | | | |



Implementation Plan / Logic Model



| | | | | | | | | |
|-------------------|-------------------------------------|--|--|--|------------------|------------------------------|--|--|
| Plan title | To improve phonics knowledge in KS1 | | | | Leader(s) | Senior Leaders and KS1 staff | | |
|-------------------|-------------------------------------|--|--|--|------------------|------------------------------|--|--|

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|--------------------|--------|--|--------------------|---------------|--|-------------------------|--------|--|
| Start Date: | 2/9/19 | | Mid-Review: | February 2020 | | Evaluation Date: | 8/7/20 | |
|--------------------|--------|--|--------------------|---------------|--|-------------------------|--------|--|

this is a working document

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| What needs to change? What is the problem we are trying to address, from the perspective of: | | |
| Teachers: | Pupils: | Attainment: |

| | | | |
|-------------------|-------------------------------------|------------------|------------------------------|
| Plan title | To improve phonics knowledge in KS1 | Leader(s) | Senior Leaders and KS1 staff |
|-------------------|-------------------------------------|------------------|------------------------------|

| | | | | | |
|--|--------|--|---------------|--|--------|
| Start Date: | 2/9/19 | Mid-Review: | February 2020 | Evaluation Date: | 8/7/20 |
| <ul style="list-style-type: none"> Planning to challenge and extend all pupils phonics knowledge Ensure that pupils needing extra phonics support have access to additional adult support Making sure that resources are available to stimulate and challenge learners appropriately across the curriculum Monitor number of pupils working at the expected level in phonics | | <ul style="list-style-type: none"> Improved phonics knowledge and confidence Able to blend and segment Enjoyment of phonics and keen to challenge themselves Good knowledge of tricky words and common exception words | | <ul style="list-style-type: none"> Greater % of Y1 children working at the expected phonics level (above 2019 school data of 81%, national of 81.9% and local of 81.9%) % of children in Year1 at expected level is above national average | |

| Intervention Description What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and staff behaviour will you see when it's working? | Research links What successful research exists? | Implementation Activities How will it be done? Training, resources, monitoring, coaching, incentives | Implementation Outcomes How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance | Pupil Outcomes How will the children benefit? What will be the measurable outcomes for children? |
|--|---|--|--|---|
| <p>High quality teaching of phonics on a regular basis from EYFS to Year2.</p> <p>Regular assessments of pupil progress and appropriate challenge provided.</p> <p>Early identification of target pupils and timely intervention in place</p> <p>Provide opportunities to develop speaking and listening skills to enhance phonics and reading skills.</p> | EEF | <p>Provide training for staff new to Letters and Sounds and those who need refreshing</p> <p>KS1 leaders to monitor provision of phonics – learning walks, pupil interviews, book scrutiny.</p> <p>Employ additional staff with phonics expertise to provide early quality intervention</p> <p>Subscribe to phonics play</p> | <p>Children will be able to confidently blend and segment unfamiliar words and apply skills to their reading.</p> <p>Children will be able to apply phonics skills to their writing.</p> | <ul style="list-style-type: none"> Increase in number of pupils passing phonics screening in Year 1 (above 2019 data of 81%) Number of pupils passing phonics screening is above National Average (2019 81.9%) Most children have phonetic knowledge to be able to read the majority of and orange level book by the end of Year 1 and the majority of gold level books by the end of Year 2 |

| Activity | Resources | Release | Research | Otrack | | | | |
|-----------------|------------------|----------------|-----------------|---------------|--|--|--|--|
| Cost | £1500 | £1000 | £500 | £750 | | | | |



Implementation Plan / Logic Model



| | | | |
|-------------------|---|------------------|--|
| Plan title | To have a clear curriculum intent and to improve the implementation and impact of the whole school curriculum | Leader(s) | Senior Leaders and All Subject Leaders |
|-------------------|---|------------------|--|

| | | | | | |
|--------------------|--------|--------------------|---------------|-------------------------|--------|
| Start Date: | 2/9/19 | Mid-Review: | February 2020 | Evaluation Date: | 8/7/20 |
|--------------------|--------|--------------------|---------------|-------------------------|--------|

this is a working document

| What needs to change? What is the problem we are trying to address, from the perspective of: | | |
|--|---|---|
| Teachers: | Pupils: | Attainment: |
| <ul style="list-style-type: none"> • INTENT Clarity of our curriculum intent – what do we want our pupils to know, understand and do at key points? Clear progression of knowledge and skills. • Ensure that pupils understand the purpose of what they are learning. • IMPLEMENTATION Make sure that opportunities to develop links within the community are explored • Ensure key learning is deepened to ensure challenge • Consider who the audience for pupil's work is – is it authentic and inspiring? • IMPACT – pupils leave Willesley as well-rounded individuals. • Use SAS to inform judgements | <ul style="list-style-type: none"> • INTENT - Improved understanding of the purpose of what they are learning and how it builds on previous learning. • IMPLEMENTATION - Pupils challenged by new learning and encouraged to question to deepen knowledge • IMPACT – Increased confidence, knowledge and understanding in all curriculum areas | <ul style="list-style-type: none"> • Greater % of pupils achieving expected and above in all curriculum areas • Number of opportunities to link with the local community has increased. |

| | | | |
|-------------------|---|------------------|--|
| Plan title | To have a clear curriculum intent and to improve the implementation and impact of the whole school curriculum | Leader(s) | Senior Leaders and All Subject Leaders |
|-------------------|---|------------------|--|

| | | | | | |
|--|--|---|---|--|--------|
| Start Date: | 2/9/19 | Mid-Review: | February 2020 | Evaluation Date: | 8/7/20 |
| Intervention Description What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and staff behaviour will you see when it's working? | Research links What successful research exists? | Implementation Activities How will it be done? Training, resources, monitoring, coaching, incentives | Implementation Outcomes How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance | Pupil Outcomes How will the children benefit? What will be the measurable outcomes for children? | |
| <ul style="list-style-type: none"> Clear curriculum intent identified and communicated for every curriculum area Clear progression map for each curriculum area produced Community link opportunities clearly identified on planning R2R identified on planning Impact measured regularly (SAS, book trawl, interviews, community feedback) | Mary Myatt – The curriculum – Gallimaufry to coherence Community research links. Symphony Trust Coordinator groups TWINKL EEF Key Leaders | Involvement of all staff and stakeholders (governors, parents, local businesses) to identify curriculum intent that reflects the local community. Staff INSET into developing new curriculum Allocated time to monitor non-core subjects Staff meetings to design new curriculum together R2R assemblies and classroom work | Pupils will be able to explain what they are learning and WHY. Subject co-ordinators are clear about the intent of their subject and can explain how it progresses across the school. Clear plans and evidence in books shows progression and enjoyment | Pupils will have increased confidence, enthusiasm and understanding in curriculum areas (interviews/surveys) Pupils will understand the purpose of their learning and how it is relevant to their lives (interviews, books) Pupils will have an added thirst for knowledge – reflected in quality of work produced and homework activities | |

| | | | | | | | | |
|-----------------|------------------|----------------|-----------------|---------------|--|--|--|--|
| Activity | Resources | Release | Research | Otrack | | | | |
| Cost | £1500 | £1000 | £500 | £750 | | | | |

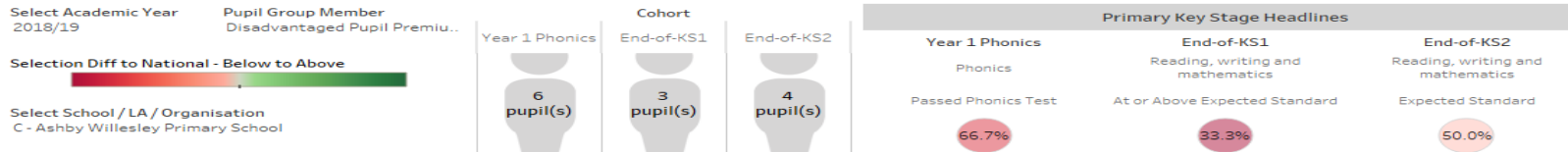
Pupil Premium

Primary Key Stage Headlines 2018/19: Disadvantaged Analysis for selection: Ashby Willesley Primary School (8552167) All Pupils

Source: School and LA data provisional as at 10/09/2019. National Key Stage 2 data from DfE SFR, as at 03/09/2019, National data for all other Key Stages from NCER Emerging as at 03/09/2019 (approx. 100% coverage for all except FSP approx. 96% coverage). NCER Emerging National pupil characteristics coverage is approx 95%.
Please Note: 2018/19 National comparisons based on the emerging National picture must not be made available for public consumption.



SEN Unit Filter (Not National data)
All Pupils



Key Stage 2

| | | | 2018/19 Ashby Willesley Primary School | | | Change from last year | |
|-----------------------------------|-----------------------------------|--------------------|--|------------------|----------|-----------------------|--------------|
| Expected Standard | Subject | Assessment | Selection | Diff to National | National | Selection YoY | National YoY |
| Expected Standard | Reading, writing and mathematics | Hybrid | 50.0% | -1.3% | 51.3% | ▼ -21.4% | ▲ 0.6% |
| | Reading | Task/Test | 100.0% | 37.9% | 62.1% | ▲ 28.6% | ▼ -2.3% |
| | Writing | Teacher assessment | 50.0% | -17.8% | 67.8% | ▼ -35.7% | ▲ 0.4% |
| | Maths | Task/Test | 75.0% | 7.6% | 67.4% | ▲ 3.6% | ▲ 3.5% |
| | Grammar, punctuation and spelling | Task/Test | 75.0% | 7.6% | 67.4% | ▲ 32.1% | ▲ 0.4% |
| Above Expected Standard | Science | Teacher assessment | 50.0% | -22.5% | 72.5% | ▼ -21.4% | ▲ 0.7% |
| | Reading, writing and mathematics | Hybrid | 0.0% | -4.7% | 4.7% | ► 0.0% | ▲ 0.3% |
| | Reading | Task/Test | 25.0% | 16.8% | 16.8% | ▲ 10.7% | ▼ -1.0% |
| | Writing | Teacher assessment | 25.0% | 11.3% | 11.3% | ▲ 25.0% | ▲ 0.1% |
| | Maths | Task/Test | 0.0% | 15.6% | 15.6% | ► 0.0% | ▲ 1.9% |
| Average Scaled Score | Grammar, punctuation and spelling | Task/Test | 0.0% | 24.4% | 24.4% | ► 0.0% | ▲ 0.8% |
| | Reading | Task/Test | 107.5 | 5.6 | 101.9 | ▲ 5.9 | ▼ -0.7 |
| Key Stage 1 to 2 Average Progress | Maths | Task/Test | 102.8 | 0.2 | 102.5 | ▲ 4.5 | ▲ 0.6 |
| | Grammar, punctuation and spelling | Task/Test | 102.0 | -1.8 | 103.8 | ▲ 3.7 | ▲ 0.1 |
| | Reading | Task/Test | 9.43 | 10.04 | -0.61 | ▲ 8.55 | ▼ -0.01 |
| | Writing | Teacher assessment | 2.96 | 3.47 | -0.51 | ▼ -0.29 | ▼ -0.11 |
| | Maths | Task/Test | 3.55 | 4.27 | -0.72 | ▲ 5.01 | ▼ -0.12 |

Key Stage 1

| Expected Standard | Subject | Assessment | Selection | Diff to National | National | Selection YoY | National YoY |
|-------------------------|----------------------------------|--------------------|-----------|------------------|----------|---------------|--------------|
| Expected Standard | Reading, writing and mathematics | Teacher assessment | 33.3% | -16.5% | 49.8% | ▼ -33.3% | ▼ -0.4% |
| | Reading | Teacher assessment | 33.3% | -28.6% | 61.9% | ▼ -66.7% | ▼ -0.6% |
| | Writing | Teacher assessment | 33.3% | -21.4% | 54.7% | ▼ -33.3% | ▼ -0.7% |
| | Maths | Teacher assessment | 66.7% | 4.5% | 62.2% | ▼ -33.3% | ▼ -0.6% |
| | Science | Teacher assessment | 66.7% | -3.8% | 70.5% | ▼ -33.3% | ▼ -0.5% |
| Above Expected Standard | Reading, writing and mathematics | Teacher assessment | 0.0% | -5.1% | 5.1% | ▼ -16.7% | ▼ -0.2% |
| | Reading | Teacher assessment | 0.0% | -13.8% | 13.8% | ▼ -16.7% | ▼ -0.3% |
| | Writing | Teacher assessment | 0.0% | -7.2% | 7.2% | ▼ -16.7% | ▼ -0.6% |
| | Maths | Teacher assessment | 0.0% | -11.7% | 11.7% | ▼ -33.3% | ▼ -0.1% |

Year 1 Phonics

| Passed Phonics Test | Phonics | Assessment | Selection | Diff to National | National | Selection YoY | National YoY |
|---------------------|---------|------------|-----------|------------------|----------|---------------|--------------|
| | | Task/Test | 66.7% | -4.0% | 70.7% | ► 0.0% | ▼ -0.9% |

Foundation Stage Profile

| Selection YoY | National YoY |
|---------------|--------------|
| | |