

Raising Attainment Plan 2019-20



CURY C OF E
PRIMARY SCHOOL

Priority	Actions	Key Lead	Timescale	Resources (time/cost)	Monitoring		Key performance indicators	
					What?	Who?	Mid-year	End of year
Priority 1 To raise standards in Mathematics so that attainment and progress levels meet or exceed the national averages for ARE or GD	The Maths curriculum and approach is developed and ensures mastery of all learning. Reflect on current provision.	EHT/ AHT/ Maths Lead	End of autumn term 2020	Time	Reflect on current practice and outcomes (including gap analysis) to draw up an improvement timeline. Lesson observations and book looks.	EHT/ AHT/ Maths lead/ Govs	School have reviewed current provision and approach to maths and changes have been implemented.	The math's curriculum is creative, exciting and ensures strong progress. Each meets or exceed the national ARE in Maths.
	Teachers to conduct a 'gap' analysis and plan for intervention in lessons.	EHT/ AHT/ Maths lead/T	Ongoing – start September 2019	Staff Meeting time	Staff meeting discussion, pupil progress reviews and lesson observations.	EHT/ AHT/ Maths lead/ Govs	Teachers have clear outline of where the class is not performing and is systematically teaching in these areas.	Maths results in both key stages are in-line or better than national for ARE or GD. Progress is strong.
	All children are challenged in each lesson including the most-able who go on to greater depth. Books show good progress. Topics close gaps and ensure greater depth.	EHT/ AHT/ Maths Lead	Spring term 2020	Time	Lesson observations, book looks and pupil conferences.	EHT/ AHT/ Govs/T	In most lessons there is clear evidence of learning at a greater depth. Data improves in GD	Our school have closed the gap with national averages at greater depth level
	Focus on the impact of guided maths/high expectations in books. Teachers are teaching groups directly.	EHT/ AHT/ Maths Lead	December 2019	Time and planning	Lesson observation and feedback from teachers.	EHT/ AHT/ Maths Lead/T	In most lessons teachers are guiding groups during lessons	In all lessons guided teaching is making a positive impact on pupil progress.
	Improve maths learning for HAPS and girls in KS2 and books show this.	EHT/ AHT/ Maths Lead	July 2020	Review and time	Lesson observations, book looks and pupil conferences.	EHT/ AHT/ Maths lead/ Govs	The progress and HAPS and girls is improving. Attainment gap is closing.	The progress of HAPS and girls is in-line with the national ARE or better. The attainment is in-line or better.
	Evaluate the Impact of Early morning maths on arithmetic skills. Consistency in schools and emphasis on depth in all areas.	EHT/ AHT/ Maths Lead	Dec 2019	Review and time	Observation of morning maths and impact on progress	EHT/ AHT/ Maths lead/ Govs	Early Morning maths takes place daily and develops arithmetic skills and number fluency.	Arithmetic skills and calculation fluency have improved. Rapid recall of maths fact is strong.
	Priority 2 To raise standards in Reading so that attainment and	Excellent teaching of early reading through systematic phonics (SSP) Strengthening Phonics sessions to ensure phonics is well taught. Training provided in systematic synthetic phonics for new staff. Review groupings following gap analysis.	EHT/ AHT/ Lit lead	Autumn 2019 Training booked for September 2019	Time Training – RWI for new staff Staff meetings	Observation of phonics sessions and training. Audit and purchasing of new reading materials linked to phonics. Data analysis – Gap analysis. Phonics tracker.	EHT/ AHT/ Lit Lead	Staff feel confident in teaching phonics and materials are consistently used.

<p>progress levels meet or exceed the national averages for ARE or GD Reading</p> <p><i>(Support from Kernow English Hub)</i></p> <p><i>Reading audit completed</i></p>	<p>Closing the word gap: excellent teaching of early language Have a consistent approach to developing vocabulary, including strategies used.</p>	EHT/ AHT /Lit lead	Ongoing	Time Training Staff meetings	Observations and training	EHT/ AHT/ Lit Lead	Staff feel confident is using agreed strategies and a consistent approach is used across the school.	Phonics/reading outcomes match or exceed the national ARE or better in all schools. Progress is strong.
	<p>Strengthening Guided Reading sessions to ensure reading skills are well taught. Training sessions used to support this. Staff training from the Teaching School (SLE)</p>	EHT/ AHT /Lit lead	Autumn 2019	Training time	Observation of guided reading sessions and training. Audit and purchasing of new reading material. Data analysis by cohort – Gap analysis.	EHT/ AHT/ Lit Lead	Staff feel confident in teaching guided reading and materials are consistently used.	Reading outcomes match or exceed the national ARE or better in all schools. Progress is strong
	<p>Teacher to conduct a ‘gap’ analysis and plan for intervention in lessons. Improve outcomes for HAPS and girls in KS2 through reading interventions and targeted guided reading sessions. Reading is taught well.</p>	EHT/ AHT /Lit lead/T	Ongoing – start September 2019	Staff Meeting time	Staff meeting discussion, pupil progress reviews and lesson observations.	EHT/ AHT /Lit lead/ Govs	Teachers have clear outline of where the class is not performing and is systematically teaching in these areas.	Reading results in both key stages are in-line or better than national for ARE and GD. Progress is strong.
	<p>Consider the expectation of reading at expected and greater depth. Comprehension undertaken regularly by all pupils</p>	EHT/ AHT /Lit lead	On-going	Training time	Pupil conferences and observation. Data analysis by cohort – Gap analysis.	EHT/ AHT/ Lit Lead/ Govs	Regular comprehension activities take place in all classrooms.	Reading outcomes match or exceed the national ARE or better in all schools. Progress is strong
	<p>Extension activities are used to ensure that pupils have better opportunities to examine comprehension and deduction and inference in reading.</p>	EHT/ AHT /Lit lead	On-going	Time	Pupil conferences and observation.	EHT/ AHT/ Lit Lead	Regular opportunities take place to develop deduction and inference skills.	Reading outcomes match or exceed the national ARE or better in all schools. Progress is strong
	<p>Encouraging a love of reading Book/reading events held that promote a love and passion for reading.</p>	EHT/ AHT /Lit lead	Spring 2020	Supply cover for Leader £1000	Observation and pupil conferences.	EHT/ AHT/ Lit Lead	Pupils read daily both in and out of school. Parents support reading at home. Staff read to pupils daily.	Pupils achieving outcomes at expected and greater depth improves and is in-line or exceeds the national average. Progress is strong.
	<p>Priority 3</p> <p>To continue to further improve levels of attainment and rates of progress in writing and SPAG so that all school meet ARE</p>	<p>Audit current provision for writing and agree the way forward. Ensure clear differentiation and levels of challenge. Staff training from the Teaching School (SLE)</p>	EHT/ AHT /Lit lead	July 2020	Release time to share Staff training Staff meetings	Lesson observations and books looks	EHT/ AHT/ Lit Lead/ Govs	Writers are challenged and are making rapid progress.
<p>Teachers to conduct a ‘gap’ analysis in SPAG and writing composition and plan for intervention in lessons.</p>		EHT/ AHT /Lit	Ongoing – start September	Staff Meeting time	Staff meeting discussion, pupil progress reviews and lesson observations.	EHT/ AHT/ Lit Lead	Teachers have clear outline of where the class is not performing in	SPAG results in both key stages are in-line or better than national for ARE and GD.

in both	SPAG is taught well, teacher's subject knowledge is strong.	lead	2019				SPAG and is systematically teaching in these areas.	Progress is strong.
	The teaching of spelling is systematic and consistent. Review current provision, especially in KS2. Ensure agreed approach is used fully and phonic teaching continues to embed.	EHT/ AHT /Lit lead	Ongoing - start September 2019	Staff training Staff meetings	Phonic and spelling session observations, test results and pupil conferences.	EHT/ AHT/ Lit Lead	Spelling is systematically taught across the school. Tests show improvements.	Spelling has improved and writing and SPAG outcomes are moving toward the national average in both key stages.
	Teachers ensure that in their shared writing that aspects of SPAG and spelling are emphasised and taught.	EHT/ AHT /Lit lead	Ongoing	Staff training Staff meetings	Phonic and spelling session observations, test results and pupil conferences.	EHT/ AHT/ Lit Lead	In most lessons this is clearly observed and is making an impact on pupils understanding and progress.	Spelling has improved and writing and SPAG outcomes are moving toward the national average in both key stages.
	Handwriting and presentation continue to be taught and high expectations are expected. Review current provision.	EHT/ AHT /Lit lead	Ongoing - start September 2019	Staff meeting	Book looks and discussion with pupils.	EHT/ AHT/ Lit Lead	This is taught regularly and improvements are clear.	This is strong feature of our books and most children from Year 4 have a consistent joined and neat handwriting.
	Regular moderation of writing is undertaken in school and across schools/MAT. SPAG is tested regularly and interventions put in place for areas of weakness.	EHT/ AHT /Lit lead	Ongoing	Partnership schools and MAT staff meeting per term.	Observation and feedback from moderations.	EHT/ AHT/ Lit Lead/ Gvs	Moderation takes place at least termly and has confirmed accuracy of our teacher's judgements.	Writing outcomes to be at least in-line with the national average. Progress is strong.