

## Effectiveness of Early Years

- To reach target of 85%+ children attaining a Good Level of Development (GLD).
- Increase the percentage of children achieving 'Exceeding' in Personal Social Emotional Development (PSED) and Writing.
- To increase the attainment of boys in order to close the gender gap. (Girls out-performed boys by 21% in 2017/18).
- To close the attainment gap between disadvantaged and non-disadvantaged children.
- Close the gap between SEND learners and their peers.
- To improve the percentage of children achieving 'Expected/Exceeding' in Imagination, Speaking, Self-Confidence and Self-Awareness.
- To improve the fine motor control of all Year R children so that they are ready for Year 1.
- To improve the teaching of maths in order to raise attainment of boys.
- To raise the percentage of girls achieving 'Exceeding' in Number.

## Vulnerable Children

*Vulnerable children refers to different groups including:*

- *Disadvantaged children (children who come from a family in receipt of Free School Meals, 'looked after' children and adopted children).*
- *SEND children (children with an identified Special Educational Need or Disability).*
- *EAL children (children whose first language is not English).*

This year our targets are:

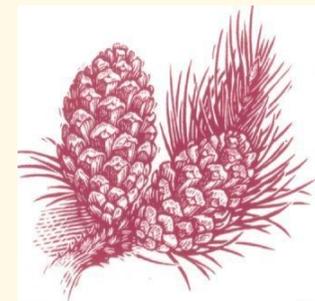
- To improve the attainment of Disadvantaged children.
- To narrow the difference in attainment between children with EAL compared with non EAL children.
- To improve the rates of progress of children with SEND.

*We are continuing our work on Character Education and embedding the principles of being a school of character. Our school's core virtues (Respect, Responsibility, Perseverance, Honesty and Kindness) are integrated into all areas of school life and help to promote a sense of happiness and high expectations of behaviour.*

***"Character Education is about the acquisition and strengthening of virtues; the traits that sustain a well-rounded life and a thriving society."***

*Jubilee Centre for Character and Virtues*

## **ELVETHAM HEATH PRIMARY SCHOOL**



- Respect
- Responsibility
- Perseverance
- Honesty
- Kindness

## **SCHOOL STRATEGIC PLAN 2018 - 2019**

### **Key Improvement Areas:**

English

Maths

Early Years

Vulnerable Children

## English

**To narrow the gender gap for both reading and writing by increasing progress for the lower attaining group**

### **Reading**

- Liaise with other local schools to moderate work and share best practice in order to address any gender gaps (through Core Provision, English conference and cluster meetings).
- Analyse the data, focussing on gender discrepancies and identifying specific children to focus on in order to close the gap.
- Look at planning and topics in more detail and discuss with Hampshire Inspector (24<sup>th</sup> Sept) any recommendations to address the gender imbalance.
- Meetings with Year Group Leaders (YGL) to discuss data and follow up actions, after each data drop, with SLT (Senior Leadership Team).
- Staff meeting to address the gender gap, following discussions with Hampshire Inspector of English.
- Pupil questionnaire to help ascertain what is holding the boys back and what might inspire them.

### **Writing**

- Focus on the quality of writing across the curriculum, particularly considering the new book format that has been agreed.
- Hampshire Inspector to work with key year group and English leads to ensure the writing curriculum is rich and engaging.
- Hampshire Inspector to advise on how to address the gender gap in writing.

## English *continued*

**To narrow the gap between disadvantaged and non-disadvantaged children by increasing progress for disadvantaged children**

- Additional support to be implemented where required.
- Strategic use of the school librarian to support learners.
- Pupil conferencing to identify barriers to learning – class teachers to ensure regular reading for disadvantaged children.

**To improve phonics attainment at the end of Year One and spelling across the school**

- Phonics intervention groups to begin earlier than last year (Autumn 1). Use year R data to identify children who need extra support, additional to phonics whole class lessons.
- Liaison between Year Group Leaders (YGL) of Year R and Year 1 to discuss phonics delivery and implement any necessary changes.
- Spelling support techniques delivered through staff meetings.

## Maths

**To narrow the difference in attainment between boys and girls by increasing rates of progress of girls at Greater Depth (GDS)**

- Liaise with other local schools to moderate work and share best practice.
- Analysis of data after every data drop.
- Regular meetings with YGLs and class teachers to discuss data and follow up actions.
- Monitor planning to ensure appropriate sequences of learning and opportunities for all children to complete reasoning tasks.
- Maths Leads to attend Core Provision and the Maths Conference to keep up to date with current advice.
- PUMA maths assessments (Summer term) to provide additional evidence.

**To narrow the difference in attainment between disadvantaged/ non disadvantaged by increasing rates of progress in KS2**

- Additional support to be implemented where required.
- Pupil conferencing to identify additional barriers to learning.

**To continue to move more girls to Age Related Expectations (ARE) in Y6**

- Booster groups to be planned and run by staff.