



## NESTON PRIMARY SCHOOL ACTION PLAN 2016 - 2017

<b>Area 1</b>	<b>Achievement of Pupils</b>	
<b>Purpose</b>	Ensure that all pupils make rapid and sustained progress from their starting points especially in maths and spelling but also in reading and writing	
	<b>Activity Focus</b>	<b>Success Criteria</b>
	<ol style="list-style-type: none"> <li>1. Ensure that all children make good progress in maths and that attainment is at least in line with national.</li> <li>2. Ensure accuracy of achievements of pupils through moderation across the cluster and school wide.</li> <li>3. Analysis of data by staff to ensure that outcomes at EYFS are understood and the transition between EYFS and KS1 data ensure that good levels of ARE are achieved. Also that staff understand high, middle and low attaining groups within their cohorts and that expectations are nothing less than high for all children.</li> <li>4. Raise the attainment of spelling through a whole school focus., including the marking of spellings and high expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. High levels of progress in maths across the school are evident and official data is at least in line with national. Progress and attainment in reading has been maintained</li> <li>2. An accurate and comprehensive system of recording and monitoring progress which is fed back to governors in termly reviews. Evidence is plentiful for Key stage 1 judgements to ensure that the moderation team are sufficiently convinced of outcomes</li> <li>3. Strengths and areas to develop have been identified through rigorous data analysis which are used to inform teaching and learning and specific groups of learners make expected progress from their starting points (High, mid low)</li> <li>4. Gaps in pupils' spelling knowledge have been identified and appropriate interventions used</li> </ol>



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	<p>5. Teach specific test skills to support exam resilience and stamina and ensure that answers are expanded upon and questions read clearly.</p> <p>6. Closely monitor the progress and attendance of children who are eligible for Pupil and Service Premium and provide appropriate support, intervention and enrichment</p> <p>7. Termly analysis of the SPTO data and objectives document by the SLT and SL which is feed into pupil progress meetings.</p>	<p>5. Children have received exam technique support and have built up exam resilience and stamina to attack the official tests with the same rigour as they do with the rest of their learning. Reasoning skills are a part of classroom practice.</p> <p>6. The progress and attendance of pupils receiving pupil or service premium is comparable to none service/pupil premium children.</p> <p>7. Progress is monitored termly and used to inform future planning and interventions</p>							
Actions in 2016/17	Start	Finish	Lead	Others	Resourcing and cost	Monitoring	Evaluating	Training	Review
1. Ensure that all children make good progress in maths and that attainment is a least in line with national.	9/16	7/17	PE and AH SLT Govs	All staff	NCT	CSSI, governor review meetings	1. High levels of progress in maths across the school are evident and official data is at least in line with national. Progress and attainment in reading has been maintained	Maths cluster meetings, LA leadership meetings	



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<p>2. Ensure accuracy of achievements of pupils through moderation across the cluster and school wide.</p>	9/17	7/16	As above	All staff	NCT	CSSI governor review meetings	2. An accurate and comprehensive system of recording and monitoring progress which is fed back to governors in termly reviews. Evidence is plentiful for Key stage 1 judgements to ensure that the moderation team are sufficiently convinced of outcomes	PDMs, New to year 2 and 6 courses Deputy/English/math s/ head group - 3 pms	
<p>3. Analysis of data by staff to ensure that outcomes at EYFS are understood and the transition between EYFS and KS1 data ensure that good levels of ARE are achieved. Also that staff understand high, middle and low attaining groups within their cohorts and that</p>	9/16	7/17	As above	All staff	X3 KSM Release time for Pupil Progress meetings X6	CSSI	3. Strengths and areas to develop have been identified through rigorous data analysis which are used to inform teaching and learning and specific groups of learners make expected progress from their starting points (High, mid low)	SPTO Sue Woods, PDMs, PPM	



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expectations are nothing less than high for all children. achieved.									
4. Raise the attainment of spelling through a whole school focus., including the marking of spellings and high expectations	9/16	7/17	PE and NP	All staff	TBA	Curriculum committee work scrutinies	4.Gaps in pupils' spelling knowledge have been identified and appropriate interventions used and pupils are able to spell age specific words accurately (see NC)	PDM	
5. Teach specific test skills to support exam resilience and stamina and ensure that answers are expanded upon and questions read clearly	9/16	5/17	SLT	KS2 teachers and TAs	N/A	CSSI. Analysis of tests	5.Children have received exam technique support and have built up exam resilience and stamina to attack the official tests with the same rigour as they do with the rest of their learning. Reasoning skills are a part of classroom practice	PDMs	



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6. Closely monitor the progress and attendance of children who are eligible for Pupil and Service Premium and provide appropriate support, intervention and enrichment	9/16	7/17	NP/HP/ JA/PE GOVS	All staff	X3 KSM  Release time for Pupil Progress meetings X6	CSSI	6. The progress and attendance of pupils receiving pupil or service premium is comparable to none service/pupil premium children.	N/A	.
7. Termly analysis of the SPTO data and objectives document by the SLT and SL which is feed into pupil progress meetings.	9/16	7/17	PE NP AH SLT GOVS	All teacher s	Test resources	CSSI	7.Progress is monitored termly and used to inform future planning and interventions	N/A	.