

**Aim:** While we learn from the past, we fix our gaze firmly on the future; advances made in maths and reading are applied consistently & with fidelity; we become experts in these foci. As a result, pupils and staff continue to succeed & thrive

**Monitoring & evaluation:** We will maximise the effectiveness of this plan by making sure that its objectives & actions are clear, shared & consistently referred to. The HT & governors will review progress against the plan in line management, LT meetings & LGB meetings

## Embed & Sustain Maths EDP


**Aim: To embed and sustain provision developed as a result of the Maths Educational Development Priority.**

Objectives	Actions	When	Who	Outcomes
To sustain excellence in the teaching of maths across the school.	Ensure the consistent delivery of weekly mastering number maths sessions across all phases.	Weekly	AA & CTs	All children make excellent progress in maths from relative starting points.
	Ensure pacers align with the White Rose planning scheme & PKS.	Termly	AA & OW - Planning Leads	
	Continue the teaching of times tables in all year groups. (check in through pacers and pupil progress meetings)	Termly	AA & Phase Leaders	
	Develop the subject knowledge of new teaching staff and staff who have changed roles, through year group planning meetings & line management.	Autumn Term	AA, YPLs & Leaders	90% of children meet age related expectations in maths in Year 6.
	Ensure all planning teams are using the correct planning document that include problem solving/hinge questions in all lessons and adaptations.	Weekly	AA	All staff are confident in planning, adapting and delivering maths lessons.
	Ensure the CPA approach is consistent in all units of maths across the school.	Termly	AA & OW	
	Ensure maths displays are supporting the learning by embedding previous learning.	Termly	AA & FD	
	Continue to promote and celebrate achievement in Mathematics through whole school prizes and recognition in assemblies.	Weekly	AA & CT	
	Carry out quality assurance activities such as maths healthchecks and book looks to ensure high quality maths provision across the school.	Termly	AA & FD	

	Ensure best practice is continually shared through INSET, phase meetings and TA training.	Weekly Termly	AA
	Ensure consistent use of end of unit assessments to highlight gaps in learning and next steps.	Half Termly	CT
	Monitor planning to ensure that adaptations are in place & there is fidelity to the maths curriculum.	Weekly	AA & OW
	Use pupil data from pupil progress meetings to identify and discuss next steps.	Termly	AA
	Deliver parent workshops to support parents to understand how their child learns in maths.	Termly	AA

High Quality Reading Provision				
Aim: To ensure that all staff have the knowledge, skills & understanding to deliver a high quality reading provision from Nursery to Year 6				
Objectives	Actions	When	Who	Outcomes
To ensure excellent reading outcomes for children through high quality provision.  NOTES: Bygrove Primary Au...	Quality assure the reading provision to identify strengths & areas for development. Reading Health Check.	23.09.24	IJ, ML, AA & FD	All children make excellent progress in reading from relative starting points.
	Identify adults who require phonics training across the school. and organise training with the THEP phonics consultant.	Aut 1	IS, Phase Leaders & NG	
	Check for alignment of phonics programme across Stebon and Bygrove.	Termly	IS, ML, BF & ST	
	Ensure there are timely and regular assessments in EYFS for Phase 1 phonics and KS1 for end of set assessments.	Half termly	IJ & ST	At least 80% of children meet age related expectations in reading.  90% of children meet age related
	Use data from termly pupil progress meetings to inform reading interventions for groups & individuals.	Half termly	All Leaders	
	Ensure reading interventions are impactful, consistent & high quality.	On-going	IJ & Phase Leaders	
	Ensure new staff have DDR and Shared Reading training through opportunities to observe and staff meetings.	Aut 1	IJ, ML & Phase	

			Leaders	expectations in reading in Year 6.  All staff are confident in planning, adapting and delivering phonics, DDR & shared reading lessons.
	Ensure Key Stage 2 staff and pupils have access to Accelerated Reader and Star Reader.	Aut 1	IS	
	Share expectations of how to make use of Accelerated Reader effectively.	Aut 1	IS	
	Monitor progress through Star Reader Tests.	Aut 1	IS - MB, ZS, AB & AM	
	Monitor timetables to ensure the correct amount of time is allocated for reading - phonics, DDR & shared reading.	Termly	AA, IS & Phase Leaders	
	Quality assure reading provision through 'health checks' and provide feedback to staff.	Spring & Summer	IS	
	Identify gaps and plan interventions through pupil progress meetings including Year 6 following mock SATs.	Half-termly	Leaders	
	Reading to be included as an agenda for discussion in 1:1s.	On-going	CTs, SS & Leaders	
	Audit resources to ensure there are sufficient resources to teach effectively and with fidelity to programmes.	Termly	IS	
	Provide workshops for parents to support reading at home through modelling.	Aut 1	IS, ST, BF & AM	
	Provide opportunities for family reading through parent workshops, library sessions and class story time.	On-going	IS	
	Raising the profile of story time with a 'Reading Corner' on the school website with videos for reference.	Ongoing	IJ	
	Re-establish library borrowing systems & introduce pupil leadership.	Spring Term	IS, ST & JS	
	Promote reading through whole school events - World Book Day, Travelling Book Fair.	Aut, Spr	IS	
	Promote fundraising opportunities for reading resources.	On-going	Leaders & Steve	
Monitor reading corners and ensure expectations are clear and consistent.	Autumn Term	IJ & AA		
Conduct pupil voice to ascertain pupil views about reading & representation in the books available to them in book corners and the library.	On-going	IJ & CTs		

The 1st 20%				
Aim: We pull all the levers at our disposal so that all pupils get what they need to be ready for the next stage in their education; nobody is left behind.				
Objectives	Actions	When	Who	Outcomes
<p>To ensure that all pupils get what they need to be ready for the next stage in their education.</p> <p> Bygrove Specialist Learning ...</p>	Identify children who are in the 1st 20% <ul style="list-style-type: none"> <li>· disadvantaged</li> <li>· vulnerable (including SEND and new starters)</li> <li>· lowest attaining</li> <li>· pupils who have fallen most behind</li> </ul>	Autumn1	Teaching teams & Leaders	Pupils who need to catch up most do so because the right systems, structures & staff are in place to support them.
	Use data from termly pupil progress meetings to inform interventions for groups & individuals.	Termly	Phase leaders, INCo & subject leaders	
	Ensure that interventions happen consistently & are prioritised.	On-going	Class teams, Leaders & INCo	At least 80% of children are at or above ARE in every year group in R, W, M & phonics.
	Review regularly the effectiveness of intervention strategies, particularly in reading & maths - pupil progress meetings, 1:1s & SEND HL meetings.	On-going	All staff	
	Induct new INCo into role.	Autumn Term	FD & Leaders	All pupils are exp+ in reading, writing & maths by the end of KS2 in preparation for secondary school.
	Provide CPD for new staff & refresher training for existing staff on high-quality interventions.	Autumn Term	Leaders & INCo	
	Ensure adaptive teaching is discussed in weekly YG planning meetings.	Weekly	YG Planning Leads & Teachers	
	Quality assure adaptive teaching through planning, health checks & book looks.	On-going	All leaders	
	Embed the use of INSIGHT by training staff to use this to assess children's attainment and progress.	On-going	AA	
	Be clear with families about the amount of progress their child needs to make & about the difference their engagement & support makes.	On-going	All staff	

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	Continue to promote ways of involving families more in the life of the school - 'Marvellous Maths', open the school library, workshops with CTs & SLs.	On-going	Leaders & SG
	Follow-up with parents who do not attend parent consultations & ensure a meeting takes place.	Autumn & Spring	Phase Leaders & CTs
	Review the use of technology to support catch-up learning at home e.g. Mathletics & Google Classroom - are the 1st 20% accessing this successfully? BF to explore new technology.	Autumn term & on-going	Bradley & CTs
	Ensure access for identified children to appropriate intervention including ELSA support, school-based social worker intervention, home school liaison officer, Early Help & CAMHS referrals.	On-going	All staff
	Analyse behaviour data to identify and provide support for children who regularly struggle with their emotions.	Half-termly	INCo & Leaders
	Leaders to analyse behaviour data & explore strategies to support boys to have successful playtimes & afternoons. What does the research say?	Half-termly	INCo & Leaders
	Staff training on PSteps in order to assess children accurately.	6th Jan	Phoenix & INCo
	Quality assure quality of provision in SLS through learning walks.	On-going	HT, IJ & MD
	Plan collaboratively with the Hermitage team for SLS provision.	On-going	INCo & Hermitage leaders
	SLS & EYFS teams work closely to share excellent practice to support children with SEND.	On-going	IJ, ST, CS
	Ensure that parents are well-informed about their children's learning through communication books, special books & parent consultations	On-going	IJ & CS
Class teachers to work closely with SLS link adults to understand the provision, planning & outcomes for children in SLS.	On-going	CTs, IJ, CS & Phase Leaders	

Staff Development				
Aim: To induct & train staff new to Bygrove & those in new roles to ensure all staff are able to carry out their roles effectively.				
Objectives	Actions	When	Who	Outcomes
To ensure all staff attend and participate in identified CPD,	Identify areas for development for all staff.	Aut	LT & BS	Staff are clear on the expectations of their roles and the outcomes expected of pupils.
	Ensure new staff attend relevant training e.g. phonics, White Rose, DDR, SaLT interventions	Aut 1	Phase Leaders & AHTs	
	Ensure staff are completing continuous safeguarding CPD via EduCare.	Half Termly	FD, office team & Phase Leaders	
	Ensure ECTs and trainees attend INSETs.	Weekly	Phase Leaders	
To induct new starters to the school.	Provide all new staff with the Bygrove induction pack.	Start of the year	Phase Leaders	Staff are confident in delivering all aspects of their roles.
	Provide new classroom staff with the Pedagogy Playbook.	Start of the year	Phase Leaders and YGPLs	
	Provide new classroom staff with WalkThrus.	Start of the year	HT	Staff are able to share ideas and support each other to deepen their understanding.
	Train safeguarding team and class teachers in the use of CPOMS.	Start of the year	Phase Leaders	
To support ECTs to develop their practice and pass their ECT year,	Provide coaching & mentoring through consistent weekly 1:1s for all ECTs.	Weekly	Phase Leaders	Pupils receive high quality practice in all areas of their learning.
	Organise cover so that ECTs can attend ECT training.	On-going	Phase Leaders	
	Pair ECTs with a mentor and an induction tutor.	Start of the year	HT	
	Provide opportunities for ECTs to observe excellent practice across Bygrove & Stebon.	On-going	AA & Phase Leaders	
	Support ECTs to complete all assigned UCL course learning.	On-going	Phase Leaders	
	Ensure observations take place consistently through subject health checks and ECTs are given feedback.	Half Termly	AA & Mentors	
	Ensure a consistent approach to assessing subjects through support via Insight.	Half Termly	Phase Leader & Subject Leads	

	Provide subject planning support from subject leaders.	On-going	AA & SLs	
To support those current staff who are in a new role.	Provide coaching & mentoring through consistent weekly 1:1s.	Start of the year	Line Managers	
	Provide continuous professional development through phase meetings, staff INSETs and training.	On-going	Line Managers	

Attendance				
Aim: To improve whole-school punctuality & persistent absence so that every child can thrive.				
Objectives	Actions	When	Who	Outcomes
To ensure that all children get to school on time every day & have excellent attendance. (Reduce PA)	Continue to develop a whole-school approach to attendance with regular updates & communication about data & follow-up actions.	On-going	Leaders, office team & SG	All children arrive on time for school & access a full day of learning.
	To frequently analyse attendance & identify groups & trends using the DfE portal.	On-going	SG, office team & FD	
	EYFS attendance to be reviewed frequently & discussed in weekly 1:1s.	Weekly	EYFS Lead, YN teacher, SG, office team & FD	Attendance in EYFS is excellent.
	Review punctuality & PA processes, communication, role & responsibilities to ensure clarity & maximise effective management of attendance - focus on EYFS.	Autumn 1	FD, ST, SG & office team	Persistent absence is low.
	Continue to deem all holidays/trips made during term time as unauthorised absence & to refer all unauthorised attendance to the LA for a fine.	On-going	SG	Attendance has a positive impact on achievement & pupil wellbeing.
	Monitor punctuality closely & consider onwards referrals - Early Help & FPNs.	On-going	SG	Attendance is well above national figures.
	Ensure families understand the impact of work missed when children are late, even by a short amount of time.	On-going	Teachers, Leaders, SG & office team	All children meet the Bygrove attendance target of 97%.
	Hold attendance panel meetings with parents who have been flagged by attendance analysis. Leaders to support	On-going	SG, office team &	

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	when required. SG to communicate with parents in advance. Office team to support.		Leaders	
	Run parent workshops for those struggling with punctuality & attendance. Include an EYFS workshop.	On-going	SG, office team & ST	
	Review rewards & incentives to include punctuality.	Autumn term	SG	
	Refer children who are at risk of PA or with poor punctuality to school-based social worker. (Early Help Team)	On-going	SG & SY	