



## Tower Hill Primary School Improvement & Development Plan 2024 - 25

<b>Key Area for Development (KAD 2) – English</b>	<b>Develop oracy, fluency, stamina and flair in English to ensure a bridge is strong between word recognition and comprehension leading to outstanding outcomes for both Reading and Writing across all phases.</b>
<p><b>Context &amp; Rationale</b></p> <p>Reading fluency is defined as reading words with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).</p> <p>We continue to experience a large number of pupils with paucity of language on entry to school. 20% of the 23/24 YR cohort were flagged as concerns on the NELI assessment scale. In order for them to achieve academically later on in English it is vital that speech and language skills and language understanding is embedded as soon as possible. Having had our Pre-school link worker move on in the Summer 24 we need to ensure sufficient staff are trained in the delivery of NELI and Communication skills to allow pupils the opportunity to practise these vital skills to continue to be in-line with the outstanding progress made by these pupils in 23/24 (52% ARE in Sept to 87% ARE in June 24)</p> <p><b>EARLY YEARS Data:</b> GLD was significantly lower this year due to the composition of the cohort. TH GLD 63%; LA 72%; NAT 68%. It is imperative that we focus on this cohort to ensure accelerated progress allows them to 'catch up' as they move through the school.</p> <p><b>WHOLE SCHOOL:</b> As an average across Y1-6 at end of year 23.24 Girls attained significantly better than boys in both Reading and Writing: Reading ARE Girls 80% compared to 71% Boys; Writing ARE Girls 74% compared to 64% Boys. To achieve higher outcomes overall the focus must be on <b>boys</b> attainment in both key subjects.</p> <p><b>END of KS2 data:</b> Outcomes for Reading were broadly in line with National and LA averages with 75% ARE TH: 74% NAT &amp; LA. Writing outcomes were above with 76% ARE TH compared to 72% LA &amp; NAT. Key focus will be on ensuring outcomes for Reading at the end of KS2 out-perform both NAT and LA in 24.25</p> <p><b>DISADVANTAGED Data:</b> Outcomes for Dis at the end of KS2 23.24 fell below LA and NAT: Reading – TH 55% ARE; LA 58% ARE; NAT 62%. Writing – TH 55% ARE; LA 54% ARE; NAT 59%. RWM Combined score was also lower for DIS: TH 27%; LA 39%; NAT 45% - There will continue to be a focus on disadvantaged pupils in Year 6 to improve headline outcomes for 24/25</p>	
<p><b>Overarching Key Aims</b></p> <ul style="list-style-type: none"> <li>❖ Maintain a high focus on teaching communication and language skills in the Early Years to 'close the gap' on entry.</li> </ul> <p><b>TARGET:</b> 86% + to attain GLD in communication language and literacy. GLD to exceed both NAT and LA.</p> <ul style="list-style-type: none"> <li>❖ Ensure the Year 1 cohort of pupils make accelerated progress to close the gap with the end of year R outcomes and to closer to historic Year 1 outcomes and phonics results (end of Year 1 23.24: Reading 77% ARE, Writing 67% ARE. Phonics pass: 92%)</li> <li>❖ To increase boys attainment in Reading and Writing in order to close the gender gap through identification of pupils and barriers to learning.</li> </ul> <p><b>TARGET:</b> An average of 75% of boys from Y1–6 to attain ARE in Reading (this equates to one more boy per year group than this year) – <i>it is important to bear in mind this includes a cohort of lower attaining boys moving into year 1 and is therefore an aspirational target.</i></p> <p><b>TARGET:</b> An average of 70% of boys from Y1-6 to attain ARE in Writing.</p> <ul style="list-style-type: none"> <li>❖ To improve Reading outcomes at the end of KS2.</li> </ul> <p><b>TARGET:</b> 80% of the cohort to attain ARE in Reading in the KS2 SATs.</p> <ul style="list-style-type: none"> <li>❖ A higher percentage of Disadvantaged pupils to leave the school attaining the combined RWM score at ARE to ensure outcomes are above 23.24 LA and NAT figures.</li> </ul> <p><b>TARGET:</b> 67% of Disadvantaged pupils to attain RWM combined.</p>	



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### Governor Monitoring:

**Autumn:** Visit to explore the approach to teaching reading across the school

**Spring:** Observation of speech and language interventions in early years and Year 1

**Summer:** Review of the impact of the school's work on culture of reading for pleasure, especially for boys, post transition to KS2.

Intent	Implementation	Intended Impact	Resources/CPD	Monitoring (who/when how)
Explore ways to build reading stamina and fluency leading to improved comprehension skills.	PDM 12 - Explore the approach of 'Readers Theatre' and embed it into practice in the classroom as part of a reading skills lesson. Explore other ways to ensure reading is 'free from technicalities' to help support reading fluency.  Ensure high quality texts and time for shared reading aloud (separate from Reading skills sessions) is embedded in to Literacy planning and forms part of Units of work leading to linked Writing outcomes.	To support pupils in lessening the cognitive load of decoding moving to high skill in the comprehension aspects of VIPERS.  Children's exposure to quality texts within "Literacy lessons increases their stamina and ability to use their reading in their writing	EEF 'Readers Theatre'	SLT & Reading Leader Learning walks  SLT & Reading Leader Learning walks
Ensure pupils in early years and Year 1 are given support for speech and language and to improve paucity of language.	Train a member/s of staff in NELI. NELI interventions to take place consistently and regularly. Continue to embed good practice for improving and supporting pupils with speech and language needs across EY/KS1. ER to be trained in liaising with SALT agencies and CPD opportunities to support staff and pupils. ER liaise with EMTAS where appropriate support with EAL pupils.	Pupils attain well in speaking and literacy assessments. With outcomes in YR in line with previous two years at 86% attaining the Early Learning goal in Communication and Language.	Free training	SENDCo to observe NELI interventions to analyse the effectiveness of the approach
Ensure new reading leader is skilled and leads the subject with growing excellence.	Provide training for reading leader to attend including English Core Provision from County. Promote good communication with previous Eng Lead and with the DHT to ensure drive is in line with school focus.	New Reading Leader is able to drive the KAD well with support from SLT. They demonstrate a good understanding of how children learn to read across the primary range.	Core provision and training costs.	DHT & Reading leader liaison – half termly
Embed the culture of reading for pleasure, especially for boys, post transition to KS2.	Identify boys from prior attainment and/or attitude towards reading for 'in focus support' which may involve additional individual reading with and adult or inclusion in a targeted reading group, carefully choosing 'boy friendly' literature.	Staff aware of target/focus boys and adapt their practice to engage and focus on this group of learners. Attainment for this group of boys increases throughout the year as a result of intended interventions.	Purchase boy friendly texts	Pupil Progress, performance management reviews and pupil parliament.
Increase the amount of books the pupils are reading and encourage enjoyment of reading.	Develop a system to increase the number of books read using the AR system alongside a 'reward' or 'roll-call' of successful readers in the school. Ensure the roll-call features less confident readers. Pupils to have a voice to review the books they have	There is a measurable data point for embedding a culture of reading for enjoyment. Children are able to articulate how the scheme works and how it has helped their reading.	AR costs/ staff meeting time	DHT – termly



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	read through recording a video of themselves to be shared in assembly or on website.			
Further embed the high profile of reading at school.	Set up a group of 'reading ambassadors' in the school who are able to lead key events such as reading week and book fayres.	Pupil voice demonstrates that the reading ambassadors have ownership of their events and that children have made reading choices based on their peers' reviews and activities.	English Leader management time	Reading leader management time
Extend pupils capacity for speaking and listening successfully through expressing themselves coherently, with increasingly rich and appropriate vocabulary.	Design CPD to support CTs and LSAs in the sequential development of Speaking and Listening skills, highlighting its impact on success in written phraseology: teaching children to 'hear what they say' then 'hear it again' when they write.	Children's writing reflects vocabulary choices made through their exposure to high quality spoken vocabulary and their ability to use various strategies/apps to help them structure syntax and sentence structure.	Staff meeting time/ pupil progress meetings DHT/AHT/ SENCo management time.	Writing leader management time/ moderation sessions staff meeting time
Improve outcomes in writing with a focus on accelerating the progress of those pupils, especially boys who are 'close to'.	Support practitioners through CPD in developing own subject knowledge of grammatical construction so that pupils can be supported in standard English. Model the grammar through contextually rich stimuli so that outcomes are still purposeful and 'real' for the pupils. Share strategies and approaches to teaching the structure of writing e.g. Pie Corbett and ISPACE.	Children's books will show a range of rich stimuli for the targeted group alongside improved data outcome for boys in Writing.	Staff meeting time/ pupil progress meetings DHT/AHT/ SENCo management time	Writing leader management time/ Pupil Progress, performance management reviews and pupil parliament.



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**November Review:**

