

## Summary of Key Areas for Improvement 2017 - 2018

(a more detailed plan is available upon request from office staff)

Senior Leadership Team/Local Authority Link Advisor/ Governors to monitor and measure the impact on learning.

Where	What	Actions
Whole school (no current gender gap Y3/Y6)	Boys writing, and in particular at higher levels. Boys GaPS (grammar, punctuation, spelling)	<ul style="list-style-type: none"> <li>• <b>Embed</b> 'Rainbow Grammar'</li> <li>• <b>Embed</b> spelling scheme with relevant rewards.</li> <li>• <b>Introduce</b> talk for writing</li> <li>• <b>Introduce</b> 'assertive mentoring grammar' resource.</li> <li>• Following success of trial in 2016 /2017 with Y5 /6, <b>introduce free write</b> half termly - own choice of genre/topic.</li> <li>• <b>Continue</b> with intervention 1:1/small group outside of literacy. KS2 qualified teacher for disadvantaged, for this purpose.</li> </ul>
Whole school	Disadvantaged writing progress and Gaps (pupils eligible to pupil premium)	<ul style="list-style-type: none"> <li>• <b>Ensure</b> knowledge of key vocabulary. <b>Introduce</b> maths flash cards.</li> <li>• <b>Embed</b> 'maths no problem scheme'</li> <li>• <b>Ensure</b> timely intervention where 'gaps' in knowledge/understanding occur.</li> <li>• <b>Utilise</b> small maths group tuition daily for disadvantaged, qualified teacher for this purpose.</li> </ul>
KS1 (infants)	Girls mathematics - ensuring ALL girls achieving good progress at end of EYFS achieve age expected (AE) at end of KS1	<ul style="list-style-type: none"> <li>• <b>Ensure</b> knowledge of key vocabulary. <b>Introduce</b> maths flash cards.</li> <li>• <b>Embed</b> 'maths no problem scheme'</li> <li>• <b>Ensure</b> timely intervention where 'gaps' in knowledge/understanding occur.</li> <li>• <b>Utilise</b> small maths group tuition daily for disadvantaged, qualified teacher for this purpose.</li> </ul>