



# **Billingshurst Primary School**

## **School Improvement Plan**

### **2022-23**

# Billingshurst Primary School: School Improvement Plan 2022-23

*At Billingshurst Primary School our ethos is key throughout the school;  
the **unique child; enabling environments; positive relationships**; children learn and develop at **different rates** and in **different ways***

## **Aims:**

- Inclusion underpins all strategies and actions to ensure all children are achieving; it is the core purpose of the school
- Excited, happy learners who achieve the very highest progress and attainment: above national attainment and progress;
- Leadership of BPS is supporting, and learning from, other schools
- All teachers see themselves, and act as, leaders with the established 'competence' and 'clarity of vision and purpose'; high quality teaching and learning is consistently producing strong outcomes for all pupils
- To ensure improvements leading to a 'good' judgement at the next Ofsted inspection

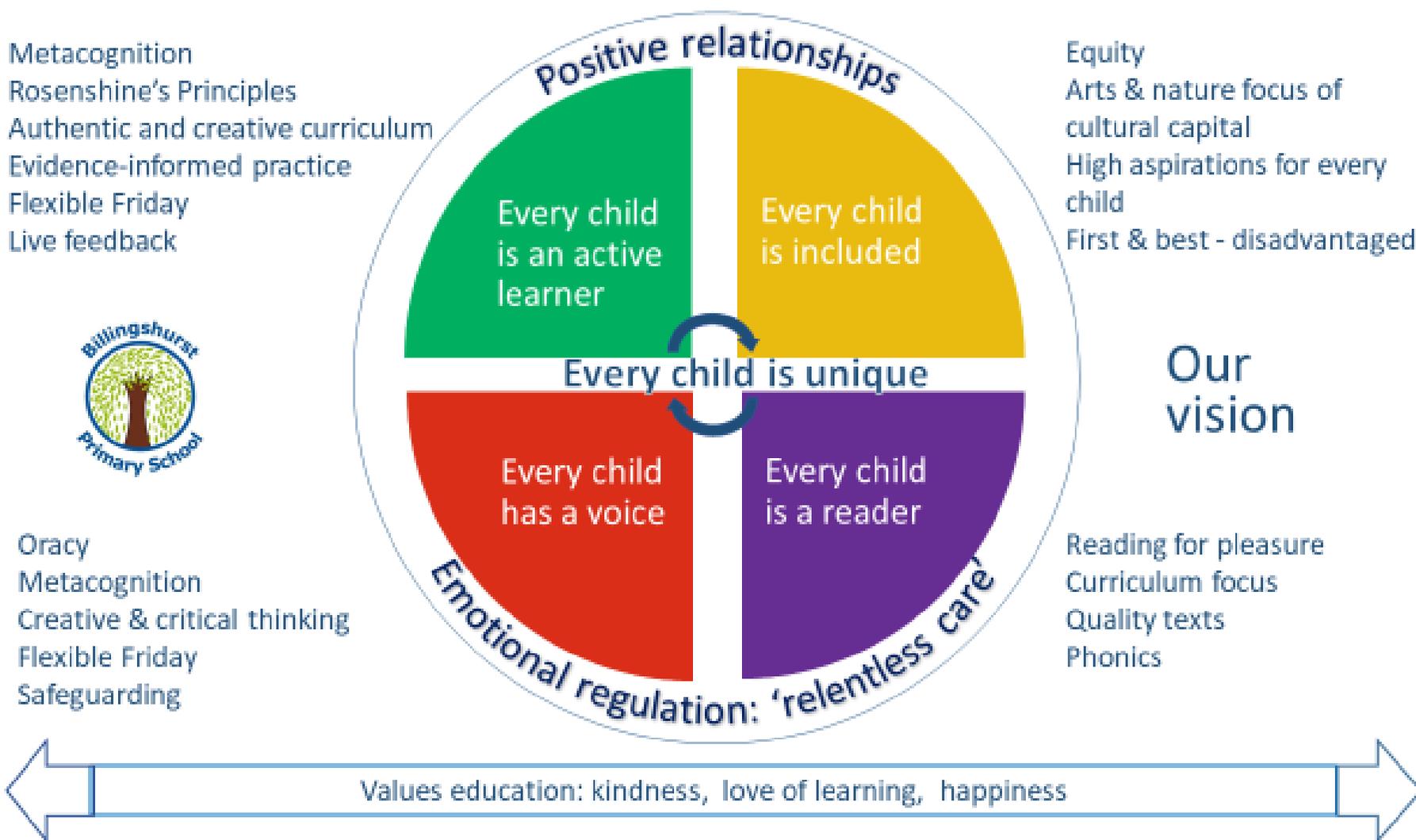
'**Disadvantaged**' includes at BPS: Pupil Premium, FSM, GRTBS, low-prior attainment, low socio-economic background (but not PP), children with EHP/CP/CIN plans and children joining the school, particularly since KS1 and any child identified by the school as requiring a specific intervention. It does not include SEND. All children identified or being identified as SEND will have personalised and specific support as determined by their needs. Quality First teaching and high quality specifically targeted provision ensures children with SEND make very good progress from their unique starting points.

This School Improvement Plan results from the analysis of outcomes in 2019 and 2022 and the recommendations of the 2019 Ofsted Inspection report.

## **School Improvement Targets:**

1. **Phonics/Early Reading**; ensure outcomes in phonics, early reading and reading comprehension are at/above national and reading attainment reflects the schools vision for 'every child a reader'
2. **Mathematics**; ensure outcomes in mathematics are at/above the national and children are making good progress; specific focus on gaining skills in fluency and problem solving
3. **Leadership**; continue to develop effectiveness of the Senior Leadership Team following significant staff changes and the impact of subject leads to ensure consistency of practice to ensure that all children have the knowledge and skills necessary for excellent attainment
4. **Disadvantaged children's attainment and progress**: to further improve outcomes for all disadvantaged children and narrow the gap between them and their more advantaged peers

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**Key area of school Improvement 1: Improve outcomes in Phonics and early reading at EYFS and KS1 and ensure high attainment in reading comprehension throughout the school**

Following a significant period without a substantive lead for phonics and early reading in EYFS and KS1, and following the disruption caused by the pandemic, outcomes for reading at KS1 and in the Year 1 phonics screening were below the national and a significant disappointment. Leadership are committed to ensuring this is rapidly addressed and reversed

**Expectations:**

- a sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate.
- all staff are skilled and confident in the teaching of reading and phonics and the use of Read Write Inc and the school has specialists who are able to support new and less confident staff members.
- All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- a rich diet of stories, poems, rhymes and non-fiction are used to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched to the school's phonics programme.
- teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The phonics lead and the English lead monitor delivery and ensure consistency of practice

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| <b>Intent</b><br><br><b>Target</b>   | <b>Implementation</b><br><br><b>Actions</b>   | <b>Monitoring</b><br><br><b>Milestones</b>  | <b>Impact</b>   |
|--|---|---|---|
| <p>To exceed national outcomes in phonics screening in Year 1 and Year 2 in 2023 and in word reading in EYFS</p> | <ol style="list-style-type: none"> <li>1. EYFS lead to undertake a full review of the teaching of phonics in EYFS, Year 1 and Year 2 with the local authority (5.10.22). Identify effectiveness of and fidelity to RWInc scheme and the quality of teaching including impact, gain in phonic knowledge, pace and interventions</li> <li>2. Ensure all staff receive refresher training in the implementation of the phonics scheme to ensure rapid gains in phonic knowledge for all children - RWInc training package (£4.170 Year 2022-23)               <ul style="list-style-type: none"> <li>• Face to face training for 2 leaders (AHT EYFS/KS1 and DHT) (6 days x 2 leaders)</li> <li>• Face to face training for all teachers and LSAs in RWInc scheme (20.2.2023)</li> <li>• Access to and use of online training materials to support teachers'/LSAs' knowledge and skills in implementing programme</li> </ul> </li> <li>3. DHT ensure that there are regular formative assessment of phonics progress is undertaken and additional intervention planned at pupil progress meetings</li> <li>4. Ensure use of effective intervention plan for all children at risk of not gaining phonic knowledge from entry in EYFS               <ul style="list-style-type: none"> <li>• Early identification</li> <li>• Use of NELI in EYFS to identify and intervene for children identified with Speech and Language deficits on entry to EYFS</li> </ul> </li> </ol> | <p>Governor attendance at the feedback for the Phonics Review.<br/>Feedback of outcomes via HT report to FGB</p> <p>Governors to attend whole school training.<br/>ERL/DHT to closely monitor and support the consistent implementation of effective RWInc scheme and report to SLT on a half termly basis</p> <p>ERL oversee training plan and ensure that less confident staff are provided with immediate support</p> <p>ERL to monitor interventions; correct children identified and strongest practitioners implementing interventions<br/>NELI entry and exit assessments monitored by SLT and EYFS lead</p> | <p>Areas of strength identified and areas for focus clear, targeted and improved progress in phonics is evident in children's progress<br/>All staff are trained and knowledgeable in the teaching of phonics.<br/>Fidelity to the scheme ensures all children are making good progress and interventions are providing effective catch up for identified children</p> <p>Analysis shows that children at risk of not gaining required phonic knowledge are making rapid progress. Outcomes in word reading at EYFS and phonics in KS1 are equal to or above the national</p> |



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| <b>Intent</b><br><b>Target</b>  | <b>Implementation</b><br><b>Actions</b>   | <b>Monitoring</b><br><b>Milestones</b>   | <b>Impact</b>   |
|---|---|--|---|
|   | <ul style="list-style-type: none"> <li>Planned and discrete interventions in additional time for children at risk of not making expected progress in phonics in EYFS, Year 1 and Year 2</li> </ul>  |  |   |
| <p>To exceed national reading outcomes at KS1 and KS2 in 2023</p> <p>KS2 progress is above 0 in DfE's Assessing School Performance data</p> | <ol style="list-style-type: none"> <li>English Lead ensure that all staff are using and promoting high quality and appropriate texts with the children to motivate them to become readers and extend their reading skills.</li> <li>Ensure all weaker readers practice with a trained adult daily: Use LSA's and Intervention teachers as well as the teacher; Train parent helpers/volunteers to support daily reading practice for weaker readers</li> <li>English Lead supported by other members of SLT to review the teaching of reading comprehension across the school (ER Lead, Eng lead, AHT KS2 and DHT) autumn 2022: <ul style="list-style-type: none"> <li>Effectiveness of book talk sessions in developing skills of comprehension</li> <li>Implementation of progression of reading skills and comprehension across KS1 and KS2</li> <li>Quality of children's recorded comprehension</li> <li>Use of Oracy skills to ensure high quality dialogic talk about reading</li> </ul> </li> <li>English Lead identify strengths and areas for improvement – deliver staff training</li> <li>English Lead- implement planned moderation to support accurate assessment in reading</li> </ol> | <p>Leaders to report outcomes of monitoring to SLT.<br/>HT to report to governors under Quality of Education in HT report.</p> <p>Report to governors by EL and in HT report to FGB<br/>EL to report main findings of moderation to SLT<br/>Year Leaders to monitor and track the access to daily reading for the weakest readers and report to EL</p> <p>EL to report revised curriculum map to SLT<br/>Use of library monitored through pupil voice by SLT</p> | <p>Outcomes at EYFS, KS1 and KS2 at ARE and GDS are at least in line with national. Progress at KS2 shows accelerated progress from prior attainment.<br/>Disadvantaged and SEND children are making accelerated progress and achieving better than disadvantaged and SEND children nationally and close to that of more advantaged peers.</p> <p>Pupil voice shows children are not only fluent de-coders but also read for pleasure. They are able to talk about books they have read and enjoyed, their use of the</p> |

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| <b>Intent<br/>Target</b> | <b>Implementation<br/>Actions</b>  | <b>Monitoring<br/>Milestones</b>  | <b>Impact</b>   |
|--------------------------|--|---|---|
|                          | <p>6. To ensure that our children develop a love of reading and read for pleasure as well as being fluent readers</p> <ul style="list-style-type: none"> <li>• EL to review texts across the curriculum to ensure engagement and challenge</li> <li>• Use of the school's two libraries to develop reading for pleasure and a love of books – children to visit at least weekly</li> <li>• Whole school book week to focus on development of one accessible text to drive curriculum from EYFS to Year 6</li> <li>• Reading for pleasure is rewarded and recognised as an achievement: weekly book raffle</li> </ul> | <p>Report outcomes to FGB. EL to collate outcomes of learning and present as par to report to FGB</p> | <p>library and books they have recommended to others. Disadvantaged and more advantaged children show no difference in their attitudes to reading</p> |

## **Success Criteria:**

All children, with a specific target on disadvantaged children, are making accelerated progress in gaining phonic knowledge from EYFS onwards. At a rate that is above the national, children are able to decode fluently by the end of Year 1 with specific interventions for those who are making slower progress and for those who are disadvantaged. Throughout the school children are reading a range of books, are reading for pleasure and are able to express articulately their comprehension of what they are reading. Children express their love of reading and books

## **Key area of school Improvement 2: Mathematics**

### **Expectations:**

- pupils understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points, including knowledge of efficient algorithms. This should also ensure that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage

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- the school's curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically and, over time, the curriculum draws connections across different ways of looking at mathematical ideas
- the curriculum divides new material into manageable steps lesson by lesson
- the school's curriculum identifies opportunities when mathematical reasoning and solving problems will allow pupils to make useful connections between identified mathematical ideas or to anticipate practical problems they are likely to encounter in adult life. Pupils have sufficient understanding of, and unconscious competence in, prerequisite mathematical knowledge, concepts and procedures that are necessary to succeed in the specific tasks set
- within the curriculum, there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, mathematical knowledge becomes deeply embedded in pupils' memories. This then allows rapid and accurate recall and frees pupils' attention so they can work with increasing independence, apply their mathematical knowledge to more complex concepts, procedures and opportunities for problem-solving, and gain enjoyment through a growing self-confidence in their ability

| Intent  | Implementation   | Monitoring   | Impact   |
|---|--|--|--|
| <p>To ensure outcomes at KS1 and KS2 are equal to or above the national with progress at KS2 being at or above 0 as identified in DfE's Assessing School Performance. In-school data analysis shows all children, including disadvantaged and SEND, are making good progress from starting points</p> | <ol style="list-style-type: none"> <li>1. The maths leaders to review and publish updated progression documents to ensure all teachers have the same expectations and access the highest quality resources (NCETM Professional Development and Curriculum Prioritisation materials and the DfE Mathematics). <ul style="list-style-type: none"> <li>• Staff meeting 27.9.22</li> <li>• Publish on website</li> <li>• ML to monitor implementation in planning and teaching</li> </ul> </li> <li>2. Staff training on further development of effective teaching of fluency in number, calculation strategies and problem solving <ul style="list-style-type: none"> <li>• Twilight training session 1.11.22</li> </ul> </li> <li>3. Daily fluency practice throughout the school <ul style="list-style-type: none"> <li>• Daily sessions timetabled and specific to identified focus in each year group (start 2.11.2022 following staff training 1.11.22)</li> </ul> </li> </ol> | <p>Progression documents monitored by DHT and uploaded to website<br/>ML to monitor implementation of planning in classrooms and children's work; report to FGB</p> <p>ML to monitor the effectiveness of the fluency sessions and report to SLT; triangulated by SLT observations<br/>ML to report to FGB</p> <p>TLR Lower KS2 to monitor the implementation of</p> | <p>The mathematics curriculum support good progress in mathematics, specifically in fluency and problem solving, and children are making good progress. End of year outcomes show all children have made good progress from starting points and the outcomes are in line with national at ARE and GDS.<br/>Children who are disadvantaged and children with SEND are making accelerated progress. The gap between disadvantaged children</p> |

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| Intent | Implementation   | Monitoring  | Impact  |
|--------|--|---|---|
|        | <p>4. Extend Mastering Number from its successful implementation in EYFS and KS1 to KS2 to support fluency</p> <ul style="list-style-type: none"> <li>• Year 3 staff to access training materials and resources to implement strategy with Year 3 children who experienced this in Year 2</li> <li>• Liaise with Year 2 to support implementation</li> <li>• Use of Mastering Number materials as an intervention where there is an identified need</li> </ul> <p>5. Revise assessment in mathematics to ensure that judgements are sound, evidenced and informing teaching effectively</p> <ul style="list-style-type: none"> <li>• ML to revise assessment focus and procedures at staff meeting 927.9.22) and twilight (1.11.22) to ensure assessment is evidenced, accurate and informing teaching</li> <li>• Introduce moderation of mathematics with external maths specialist to ensure standardisation, accuracy of assessment and monitoring of expectations and standards</li> <li>• DHT to lead revision of summative assessment strategy to ensure accurate, efficient data is available to SLT, ML and FGB</li> <li>• Use of standardised testing in Spring 2/Summer 1 to further support identification of progress and attainment</li> </ul> <p>6. Monitor children's progress in their books and the classroom with a focus on application of fluency skills and problem solving and with a clear focus on disadvantaged and SEND children</p> | <p>agreed strategies through Year 3 and 4. ML to triangulate and report to both SLT and FGB</p> <p>Moderation of mathematics, both in school and with external adviser, to monitor impact of assessment practices and consequential impact on progress and attainment. ML to report to SLT and to FGB</p> <p>HT to monitor school-wide data, supported by SLT's triangulation of children's work, to ensure outcomes are improving. Report to FGB by HT</p> | <p>and their peers is closed or narrowed significantly.</p> <p>Standardised scores show progress against 2021. The percentage of children at or above the standardised score of 100 is in line with or above the expected outcomes for KS1 and KS2 nationally.</p> <p>Children's work and pupil voice shows children are gaining the expected sequential knowledge and understanding of mathematics to progress. Interventions are well planned to ensure those children requiring catch up are making gains.</p> |

**Success Criteria:**

All children, with a specific target on disadvantaged and SEND children, are making accelerated progress in gaining skills and knowledge in mathematics, building on the success of mastering number in EYFS. Interventions are identified for children not making expected progress and there is an evident gain in their mathematical understanding. Specifically children are making progress in fluency and problem solving, areas identified for improvement from the outcomes in 2022.

**Key area of school Improvement 3: Leadership**

Following a period of instability of staffing in the senior leadership team in 2021-22, a newly established team is in place for September 2022.

**Expectations:**

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time

EYFS

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- leaders assure themselves that the aims of the EYFS are met and that it is sufficiently challenging for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured, as appropriate
- the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling
- children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS

| Intent                                 | Implementation   | Monitoring  | Impact   |
|--|--|---|--|
| To ensure effective leadership of EYFS | 1. To support the newly appointed EYFS Leader (AHT EYFS/KS1) to secure swiftly a detailed understanding of the strengths and weaknesses in EYFS, and provide external support to ensure rapid implementation of strategies for improvement: <ul style="list-style-type: none"> <li>• Support from LA adviser Helen Gillespie in reviewing provision in EYFS (28.9.22 and 13.10.22)</li> <li>• A targeted and clearly time scaled action plan for improvement in provision and outcomes</li> <li>• Support from DHT in first term to enable strategic direction to be secured</li> </ul> Identify further resources needed for financial year 2023-24 | EYFS report to FGB Autumn 2 2022<br>LA reports to governors following visits<br><br>Governors visit to EYFS Autumn 2022 to ensure the improvement programme is on track<br><br>SLT to monitor action plan: tracking of progress from baseline and report to HT. | The curriculum in EYFS supports children's early development. Outcomes in EYFS show an improvement in 2023 to at least in line with national. Children have secured the knowledge, skills and understanding to prepare them for their next steps. Interventions have been effective in closing the gap between children who are disadvantaged and their peers. |

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| Intent  | Implementation   | Monitoring  | Impact   |
|---|--|---|--|
| <p>Senior and middle leaders (TLRs) are able to evidence improvements in the quality of education and good progress towards targets for 2023 outcomes</p> | <ol style="list-style-type: none"> <li>1. To ensure that leaders are clear about the expected outcomes, their responsibilities and accountabilities:               <ul style="list-style-type: none"> <li>• Revise leadership structure and accountability chart: consult with leaders (Oct 22)</li> <li>• Ensure leaders have sufficient time to undertake the role. TLRs have regular non-contact time (£14, 828 Sept – July)</li> <li>• Leaders time focused on time in classrooms ensuring quality first teaching and consistency of practice, progress evident in children’s work, capturing pupil voice and overseeing assessment/moderation</li> <li>• Specific support programmes to be identified where underperformance is evident. Monitor and feedback to HT for acceleration of processes if improvement not evident and sustained</li> <li>• Ensure effective communication between and within teams – weekly meetings, specific agendas and time for feedback</li> </ul> </li> <li>2. Ensure leaders have the support and skills to complete the role effectively               <ul style="list-style-type: none"> <li>• HT and DHT to lead their performance management</li> <li>• Use of local authority resources to support leaders new to role (EYFS visit 28.9.22 and 13.10.22), phonics review (5.10.22), LA Progress review (7.11.22), RWInc training starting Oct 22,</li> <li>• Identify further support and training: NPQML, NPQSL through Teaching School Alliance</li> </ul> </li> </ol> | <p>Leadership structure shared with FGB at Oct 22 meeting<br/>SLT to monitor TLRs’ leadership time through reports at Half-termly SLT meetings.<br/>Minutes of weekly SLT meetings.</p> <p>HT to report on PM outcomes and identified areas for CPD at FGB.<br/>LA reports shared with FGB.</p> | <p>Leaders know what they are responsible and accountable for and they work purposefully to bring evidenced improvements to all areas of the curriculum. Outcomes at EYFS, KS1 and KS2 improve significantly on 2022 and are at least in line with national outcomes.</p> <p>Leaders report good levels of support and are confident in ensuring improved outcomes across their area of accountability. The LA and other external sources report good progress in ensuring improvements.</p> |

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| Intent   | Implementation  | Monitoring   | Impact  |
|--|---|--|---|
| <p>Subject leaders of the foundation curriculum subjects are effective in ensuring the intent is clear, implementation is reflecting the intent and evidencing impact in their subject areas</p> | <ol style="list-style-type: none"> <li>1. To ensure subject leaders have the required subject knowledge are well supported to have the impact identified: <ul style="list-style-type: none"> <li>• Dedicated time released from the classroom to monitor their subject across the school</li> <li>• Working groups to allow leaders to work with each other, for more experienced leaders to support less experienced leaders</li> <li>• CPD time to further develop skills and understanding of evidencing impact in their area</li> </ul> </li> <li>2. To ensure that each subject leader has clarity of progression from EYFS, linked to the EYFS leader's curriculum review in EYFS</li> <li>3. To ensure the quality of written and recorded outcomes reflects the intent of the curriculum and the progression of skills and knowledge. <ul style="list-style-type: none"> <li>• Joint scrutiny of Learning Journals (8.11.22)</li> <li>• Subject leaders have the time to collate an evidence file to support their monitoring, support and impact</li> </ul> </li> </ol> <p>To ensure that parents are fully informed of what children are learning: topic webs, support videos, curriculum maps and identified time in school to share children's learning (i.e. whole school book week)</p> | <p>SLT monitoring of the wider curriculum through book scrutines and lesson observations<br/>Minutes of curriculum group meetings and agreed actions.</p> <p>SLT monitoring progression documents across the curriculum: report to FGB and Governors visits for specific curriculum areas. Identified list of actions following scrutiny and DHT to monitor curriculum evidence files: report to FGB</p> | <p>The curriculum is well led in all subjects and children are gaining the knowledge, skills and understanding to progress. The quality of children's written work is high. End of year assessments are evidenced securely and show improved attainment that is in line with high expectations. Curriculum progression documents are clear, resourced and understood by all teachers. The planning is effectively implemented in classes resulting in evidential good progress in children's work and outcomes.</p> |

## Success Criteria:

Leaders at all levels are effective in raising standards through accurately identified improvement targets and an ambitious desire to ensure the highest standards for all children, especially those identified as disadvantaged, across the school in the core and foundation subjects. A newly established leadership team is showing impact against the targets for improvement, is tackling any underperformance and can evidence that the quality of education is good. Where areas are identified for development, evidence of progress is clear.

### **Area of school Improvement: Disadvantaged children**

We are proud of the progress our disadvantaged children made in Year 6 2022. In the cohort of 13, 5 had joined us since 2020, two with SEND and two GRTBS. Of the 8 who had been in the school from KS1, two had EHCPs and did not take the tests. Of the 6 children eligible for the test, 83% achieved Are in reading, in writing and in mathematics. There are many factors influencing attainment at BPS including SEND, mobility and attendance (GRT children) but we are ambitious to ensure that our disadvantaged children across the school make further improved progress so that their attainment is matching or closer to that of all our children and all children nationally. See our PPG strategy.

### **Expectations:**

- the school's curriculum is ambitious and designed to give disadvantaged children the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- Disadvantaged children:
  - acquire the knowledge and cultural capital they need to succeed in life
  - make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum
  - produce work of high quality
  - achieve well in national tests and examinations, where relevant
  - Teachers are aware of the disadvantaged children in their class and ensure that they are motivated, engaged and supported to do their best
  - Intervention teachers ensure that there are additional 'eyes on' disadvantaged children and provide a range of interventions to support their learning including: pre-teaching; scaffolding; increased practical activities to embed learning; individual and group tutoring; additional challenge for more able pupils. These interventions support accelerated progress

| <b>Intent</b>  | <b>Implementation</b>  | <b>Monitoring</b>  | <b>Impact</b>  |
|--|--|--|--|
| To ensure that disadvantage children, including PPG and those the school identify as | 1. Phase Leaders ensure that Quality First Teaching and a 'first and best' approach is supporting the rapid progress of identified disadvantaged children. They are making good progress in line or ahead of their peers | Termly monitoring of the progress and attainment data of disadvantaged children by HT/DHT. | The gap in attainment between disadvantaged children and their peers is narrowing across the curriculum. Children with |

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| Intent   | Implementation   | Monitoring   | Impact  |
|--|--|--|---|
| <p>disadvantaged, make accelerated progress from starting points and achieve good outcomes</p> | <p>2. Targeted interventions are supporting the accelerated progress of disadvantaged children</p> <ul style="list-style-type: none"> <li>• Specific teacher-led interventions at the point of teaching and in the review of learning on Fridays</li> <li>• Direct intervention with Intervention teacher to support progress and to ensure children are receiving dedicated time, including the use of the School-Led tutoring funding</li> </ul> <p>3. Disadvantage children are the focus of close monitoring including lesson observations, book scrutinies, tracking of assessment data and pupil voice at least half termly and further interventions planned where required.</p> <p>4. Specific project support children through an equitable approach: Booktrust’s Letterbox project, payment and support for visits including residential, focus projects on raising aspirations, work with Chichester Festival Theatre and early access, and funding, for after-school clubs.</p> <p>5. Our curriculum reflects the lives of children from a range of backgrounds and home lives and E4S (RSHE) takes into account the particular issues relevant to our children’s backgrounds (issues at home, GRT cultures, safeguarding)</p> | <p>Monitoring of quality interventions taught by inclusion teachers by SENDCo and HT (Dis Lead) Report to governors in HT report.</p> <p>Disadvantaged governor visits to monitor the implementation of the PPG strategy.</p> <p>Monitoring of disadvantaged children’s work at all scrutinies and discretely identified in reports to SLY and FGB.</p> <p>Pupil voice regarding impact of projects and their aspirations.</p> | <p>multiple vulnerabilities are making good progress from starting points.</p> <p>Interventions are having impact outside the intervention and in attainment across the curriculum. Disadvantaged children are able to articulate their views on how they are progressing and they have aspirations for themselves that are as strong as their peers.</p> |

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## **Success Criteria**

All our disadvantaged children are making very good progress from starting points and are achieving better than their disadvantaged peers nationally and closer to that of all children nationally and at BPS. The PPG strategy is having impact specifically in equity of access, oracy, metacognition, intervention and that specific projects are raising aspirations of disadvantaged children in our school.

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## **Glossary**

|        |  |     |   |
|--------|--|-----|---|
| PM     | Performance Management                                       | FGB | Full Governing Body                     |
| SEND   | Special Educational Needs/Disabled                           | TES | Traveller Education Support             |
| GRTH   | Gypsy Roma Traveller Heritage                                | LA  | Local Authority                         |
| PP     | Pupil Premium  | UPS | Upper Pay Scale                         |
| DHT    | Deputy Headteacher   | NLT | National Literacy Trust                 |
| HT     | Head Teacher   | ARE | Age Related Expectations                |
| SENDCo | Special Educational Needs/Disabled Co-ordinator              | V21 | Voice 21                                |
| SLT    | Senior Leadership Team                                       | OAP | Ordinarily Available Provision document |
| TLR    | Teaching and Learning Responsibility (usually a UPS teacher) |     |   |
| MSL    | Mathematics Subject Lead                                     |     |   |
| ESL    | English Subject Lead   |     |   |
| ERL    | Early Reading Lead   |     |   |
| FSL    | Foundation Subject Lead                                      |     |   |