

WRENINGHAM CE VC PRIMARY SCHOOL

SIDP 2023-2024



**1 Corinthians 12:12,
*"There is one body, but it
has many parts. But all
its many parts make up
one body."***

Together Everyone Achieves More

SCHOOL CORE VALUES - Stewardship, Courage, Hope, Forgiveness, Friendship, Compassion, Thankfulness, Kindness, Respect, Love, Service, and Perseverance.

SIDP Plan updated 29/10/23

VISION STATEMENT

The school motto Together Everyone Achieves More is central to our vision: Wrenningham Primary serves its community with children, parents, staff and governors working together so that all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school.

CONTENTS

Long Term Strategic Plan 2023-2027 Page 2-3.

School Improvement & Development Plan Page 4-17.

Appendix 1 School SATS Data Page 18-20.

Appendix 2 Staff Meeting Schedule Page 21.

Appendix 3 Monitoring Timetable Page 22.

LONG TERM STRATEGIC PLAN 2023-2027

Quality of Education	2023-2024	2024-2025	2025-2026
	Ensure conditions for learning are the best possible and teaching is consistently good or better - pupils make EXP or better progress, closing any gaps.	Teaching continues to be consistently good or better across all year groups; all pupil groups make EXP and better progress.	Teaching continues to be consistently good or better across all year groups; all pupil groups make EXP and better progress.
	Establish a good, well-taught curriculum so that pupils know more and are able to do more. Focus - Foundation Subjects Art & Design, Geography, Music, Design Technology, and Science	Evaluate and refine the curriculum as needed. Focus - Foundation Subjects RSHE, History, MFL, PE and Computing.	The curriculum is a good, well-taught curriculum so that pupils know more and are able to do more. Focus year – Art & Design, Geography, Music Design Technology, and Science
	Review the reading spine so the school has high-quality texts for each class, encouraging pupils to develop positive attitudes to reading.	Continue to develop the existing approaches to further engage all children in reading.	The school has a high-quality reading culture that supports the development of pupils' reading stamina, accuracy, enjoyment and confidence.
	Ensure Teachers and TAs delivering LW with confidence, consistency, and fidelity.	Phonics results strong and above Nat; pupils making EXP and better progress with the vast majority scoring highly in phonics screening check.	Phonics results continue to be strong and above Nat with the vast majority scoring highly in phonics screening check.


	Timetable daily catch-up phonics lessons for any child in Year 2 or 3 who has gaps in their phonic knowledge.	Pupils with gaps in their phonics knowledge make accelerated progress.	Pupils with gaps in their phonics knowledge make accelerated progress.
	Complete REQM accreditation to achieve the RE Gold Award.	School REQM reflects the high quality RE in school.	School REQM reflects the high quality RE in school.
	Improve writing standards across the school as a priority.	The % of pupils achieving ARE+ in writing in KS1 and in the Y3 cohort is increased.	Results show nearly all pupils make EXP+ progress in writing
	Develop a classroom culture and attitude to mathematics to support a teaching for mastery approach.	Maths mastery supporting pupils to develop their fluency and a deeper understanding of mathematical concepts.	Maths mastery supporting pupils to develop their fluency and a deeper understanding of mathematical concepts.
	Complete Green Flag accreditation to retain the ECO Schools award so that pupils have good awareness of environmental issues and are making a difference in the school, local community and beyond.	Renew the Eco-Schools Green Flag Accreditation.	Renew the Eco-Schools Green Flag Accreditation.
Behaviour & Attitudes	Have a strong focus on attendance and punctuality, supporting pupil's achievement.	Good attendance and punctuality established and remain a school priority.	Good attendance and punctuality established and remain a school priority.
	Pupil leadership roles make a significant contribution to the school (e.g., school council, peer mediators, school eco, school librarians etc.).	Pupil leadership roles make a significant contribution to the school (e.g., school council, peer mediators, school eco, school librarians etc.).	Pupil leadership roles make a significant contribution to the school (e.g., school council, peer mediators, school eco, school librarians etc.).
	Review the behaviour policy, setting clear expectations for behaviour, ensuring pupils continue to behave exceptionally well and demonstrate the school's core values of respect, and forgiveness.	The school continues to have high expectations for behaviour and attitudes.	The school continues to have high expectations for behaviour and attitudes.
	Re-establish growth mindset learning powers so that pupils demonstrate resilience and positive, 'can do' attitudes to their learning.	All pupils maintain outstanding attitudes to learning and are motivated to succeed. Re-establish the four learning powers.	All pupils maintain outstanding attitudes to learning and are motivated to succeed. Re-establish the four learning powers.
	Introduce CPOMS to support the school in recording and monitoring concerns securely and responding rapidly.	Safeguarding policies and procedures in school support keeping children safe and ensure all staff know what to do when there are concerns about a child's safety or wellbeing.	Safeguarding policies and procedures in school support keeping children safe and ensure all staff know what to do when there are concerns about a child's safety or wellbeing.
Personal Development	Develop an outdoor area in class 2 so pupils have access to their own space that supports their social skills, motivation, well-being and learning.	The increased space support the children's well-being, improved mental health and motivation leading to higher standards in learning.	The increased space supports the children's well-being, improved mental health and motivation leading to higher standards in learning.
	Continue to ensure the distinctive character and effectiveness of the school as a Church school, supporting pupils SEMH.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.	Continue to ensure the distinctive character and effectiveness of the school as a Church school.
	Ensure a consistent school approach to mental health and wellbeing. SEMH is a strength with all staff skilled to manage these needs and with 2 ELSA leads trained within in the school.	SEMH is a strength within in the school with all staff skilled to manage these needs and 2 ELSA leads in school. A consistent whole school approach to mental health and wellbeing exists.	Continue to ensure a consistent whole school approach to mental health and wellbeing exists.

	Ensure RSHE curriculum is embedded and supporting children's confidence, resilience, and knowledge so they can keep themselves mentally healthy and have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.	RSHE curriculum embedded and supporting children to have positive healthy relationships.
	Continue ensuring excellent PE provision for all pupils with ample opportunities for pupils to be active during the school day and through extra-curricular activities and sporting opportunities.	Excellent PE provision continues for all pupils and the school retains its School Games mark.	Excellent PE provision continues for all pupils and the school retains its School Games mark.
Leadership & Management	Invest in CPOMS safeguarding to support the school in the secure storage of information and to enable it to be analysed and shared quickly.	Safeguarding practices in school are robust and a safe environment exists for all children to thrive.	Safeguarding practices in school are robust and a safe environment exists for all children to thrive.
	Secure high-quality teaching with effective continuing professional development linked to performance management, and including courses, membership of professional networks, and mentoring.	Monitor effectiveness of performance management so that staff continuously develop, refine and improve their teaching depending upon analysis of observations.	Performance management is effective, supporting staff motivation, improving individual performance and is aligned with the school's SIDP.
	Ensure effective Governance in place that provides strategic leadership and accountability, oversight and assurance for educational and financial performance.	Effective Governance continues, supporting the school to have a positive impact and better outcomes for all its pupils.	Effective Governance continues, supporting the school to have a positive impact and better outcomes for all its pupils.

SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN 2023-2024

Priority 1	Ensure conditions for learning are the best possible, so that pupils' attainment, progress and outcomes are optimised.						
Rationale (Why are we doing this?)	<p>-From September Local Authority procedures re. Fixed Penalty Notices FPN will be adopted. Attendance is closely monitored and whole school attendance 2/9/22 to 15/5/23 was 94.83%- unauthorised absence was 1.03%. The school has an ambitious attendance target. Research has shown the negative impact of low attendance.</p> <p>-'Non-negotiable' teaching strategies implemented by teachers to help ensure a consistent pedagogical approach to teaching in all classes. Learning is a change in long-term memory and teaching is designed to help the children remember what they have been taught in the long-term. For pupils to benefit, their learning needs to be built on prior knowledge; this is supported by a consistent approach to teaching year-on-year.</p> <p>-The school continues to build a culture of teamwork and collective accountability.</p> <p>-Evidence indicates outdoor learning activities can enhance children's wellbeing and' motivation to learn.</p>						
Success Criteria	<p>Teaching is consistently good or better and high standards of teaching and learning are evident in every class, so pupils make EXP or better progress, closing any gaps.</p> <p>Staff continuously develop and refine their teaching and are reflective practitioners.</p> <p>A safe, calm, orderly and positive environment exists in the school to enable pupils to access meaningful learning opportunities.</p> <p>A positive and respectful school culture exists in which staff know and care about pupils.</p> <p>Clear and effective behaviour and attendance policies in place with clearly defined consequences that are applied consistently and fairly by all staff.</p> <p>There are improved outcomes for all pupils.</p> <p>The school is a place in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.</p> <p>Children can explain how they keep themselves safe including online.</p> <p>CPOMS supports the school in recording and monitoring concerns securely and responding rapidly.</p>						
Intended Outcomes	Actions				Timescale	Monitoring By	Evaluated By
							R

			Who is Responsible	Resourcing/ Finance				A G
1a	A consistent approach to teaching, improving learning and wellbeing for all pupils is evident across the school.	<p>All teachers to use the established nine 'non-negotiables' in their classroom practice:</p> <ul style="list-style-type: none"> Retrieval practice should be a feature of every lesson, helping reduce children's cognitive load. TAs planned into lessons to be most effective in supporting all pupils' learning. English and maths working walls to include key vocabulary and models of worked-out problems etc. I do We do You do - Model of Teaching. Core subject words listed and displayed. Pupils' knowledge and understanding of core subject words checked at the end of a unit. A Worry Safeguarding Box accessible in each class. A 'Meet Greeter' in each class to welcome visitors; 'Today we are learning...' A chapter book read ongoing to pupils. 	<p>All teaching staff</p> <p>Ongoing support</p>	<p>£2,200 VNET Budget Line E28</p>	Ongoing	<p>-Ruth McGlone Principal Consultant VNET 29/10/23 Lesson Observations✓</p> <p>-Termly pupil progress meetings; review EXP progress</p> <p>-completed FADE sheets of Book Looks held last Monday each month</p>	<p>HT report to governors re. pupil outcomes</p> <p>Govs RS committee - summary report on the progress of the SIDP</p> <p>Govs monitoring</p>	
		<ul style="list-style-type: none"> Ensure staff have access to high quality CPD. All staff have performance management to identify training priorities and attend relevant courses throughout the academic year. Join professional teaching networks including VNET continuous provision network/ EYFS Communication Hub - The South Norfolk Hub. ✓ Mentor Early Careers Teacher LW – Enrol on ECF lead provider Ambition Institute ✓ ECT weekly mentoring Parents able to look at their child's books in school once/month. 	<p>All teaching staff.</p> <p>EYFS/KS1 teachers</p>	<p>-6 teachers at £200 training days £1200.</p> <p>-TA training - £700. E09</p> <p>-H Jones C1 Wed PM covering PPA/mentor time</p>	<p>-CPD is ongoing -PM Aut w/b 2/10/23</p> <p>-Parents book look once/ month</p>	<p>H/t Programme Leaders and Lead Tutors</p>	<p>Course feedback</p> <p>Governors via HT report</p>	
1b	A safe, calm, orderly and positive environment exists in school.	<ul style="list-style-type: none"> Review school behaviour policy and update setting clear routines and expectations for the behaviour of pupils. ✓ 	All staff	<p>Staff meeting time 20/9 / INSET day September</p>	Aut term 1	<p>HT/ all staff Gov monitoring Pupil surveys questionnaires.</p>	<p>Behaviour incident and records</p> <p>Pupil voice</p>	
1c	Establishing the highest possible levels of attendance and punctuality, so supporting pupil's achievement.	<ul style="list-style-type: none"> Monitor and analyse pupil attendance data. Regularly review attendance data with the governing body member leading on attendance. Take part in Termly Targeting Support Meetings (TSMs) ✓ Update the school's Attendance Policy Continue to actively promote the importance and value of good attendance to pupils and their parents e.g., newsletters, Home School Agreements. 	<p>HT</p> <p>HT/Gov</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>-TSMTEAMS 18/ Sept 11 -12.30PM</p>	<p>Attendance Policy Aut. 2023</p> <p>Home School Agreement</p>	<p>-Pupil progress meetings</p> <p>-Review attendance data ongoing</p> <p>Teams meeting time.</p>	<p>-Attendance data to Governors via HT report</p> <p>-Policy adopted by gov</p>	

		<ul style="list-style-type: none"> Develop individual action plans for pupils causing concern and offer support, guidance and advice. Ensure first day calling procedures are adhered to if a child is absent from school without contact from parents. Refer to the Local Authority to consider issuing a penalty notice when all other interventions have failed, or an unauthorised leave of absence has been taken. Send the NCC Warning Letter informing parents of the process. 	School Office HT HT	-Ongoing	completed Aut. 2023	-Home School Agreements signed by Parents		
1d	Improved safeguarding monitoring for teachers to ensure concerns are spotted early and logged promptly.	<ul style="list-style-type: none"> Purchase CPOMS safeguarding software and introduce to support the process of recording concerns securely and monitoring and responding rapidly. ✓ Train staff in staff meeting 4/10/23 ✓ Complete online safety risk assessment 	DSL and Alternate DSL RJ/JL/All staff 4/10/23	CPOMS £720	-CPOMS online demo Wed 13/9	HT	Safeguarding Gov TW Govs via HT report	
			RH Computing Subject Lead	E20 -Release time RH £200	-Th 23 Nov RH release time – online risk assessment	Completed Risk Assessment		
		<ul style="list-style-type: none"> Train an additional teacher to be an Alternate DSL, ensuring safeguarding cover Thursdays and Fridays. Training booked 	Rob Hodge 1/10 & 2/10	£330	October	HT		
1e	Children understand that challenge, mistakes, grappling with concepts, are an inherent part of learning and develop resilience.	<p>- Children identify with our four learning powers, developing perseverance and resilience as learners</p> <p>-Talk about the learning pit, marvellous mistakes and the idea of 'yet'! (I can't do this <i>becomes</i> I can't do this <i>yet!</i>!).</p> <p>- Displayed 'learning powers' in each class.</p> 	Teachers/ TAs	Class time	Ongoing Re-visit learning powers in Mental Health week 5-11 February 2024	Ht/ Senior Teacher Learning Walk Pupil Discussions Pupil surveys questionnaires	Gov monitoring visit	

Priority 2	Accelerate progress of vulnerable groups across the school
Rationale (Why are we doing this?)	<p>-Close monitoring of pupil data enables teachers to intervene early, track progress and change approaches when necessary.</p> <p>-Vulnerable children can face a wide range of emotional needs including low self-esteem, poor social skills, anger management loss and bereavement; the school provides support through ELSA (Emotional Literacy Support), attendance plans, signposting families to Just One Norfolk, enhanced transition, health care plans, Intervention Plans.</p> <p>-Pupil premium funding enables the school to target support to specific pupils and groups.</p> <p>-According to the mental health foundation, mental health issues affect 1 in 10 children.</p> <p>-Safeguarding is a key school priority</p>
Success Criteria	<p>-Good and EXP and EXP + progress for vulnerable groups including children with SEN additional needs and children tracking Just Below Exp in Maths Reading and Writing.</p> <p>-Improve provision for vulnerable groups including disadvantaged, SEN groups, and children Just Below Exp in core subjects.</p>

Intended Outcomes		Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
2a	Ensure each classroom is organised to support children with additional needs e.g., dyslexia, ASD	<ul style="list-style-type: none"> Visual timetable displayed in every class. Ensure the class environment is well organised and resources clearly labelled. Ensure clear rules that are agreed and displayed. Continue use of concrete / manipulatives to support teaching and learning. Classrooms remain calm environments. Children with dyslexia - the majority of text is presented in a dyslexia friendly format. Dyslexic pupils are placed near the front and positioned so that they have a clear view of the board. Clear objectives are stated at the start of the lesson and links to previous learning are made. Organise staff training ASD friendly class Investigate Zones of Regulation to help children understand their feelings and help them to manage uncomfortable feelings and self-regulate. e.g., Blue Zone. Sad • Tired; Green Zone. Happy • Focused; Yellow Zone. Worried • Frustrated; Red Zone Panicked • Angry. 	<p>All teachers All teachers/TAs</p> <p>All teachers All teachers/TAs</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Band 4b £19,000 (22/23 & 23/24)</p> <p>Band 4b £12,000</p> <p>Band 4a £8,000</p> <p>Total £39,000 I03</p>	<p>6/9/23 Staff meeting Nicola Finch Autism Support Team - EPSS</p> <p>✓</p>	Learning Walks and book Look to monitor maths / writing progress of vulnerable groups	Gaps in progress Govs data vulnerable groups (boys/SEN /FSM) are narrowed.	
2b	Improved capacity to support vulnerable children	<ul style="list-style-type: none"> One TA undertaking ELSA work providing social, emotional, and mental health support to targeted pupils (pupils feel supported, develop greater self-awareness, develop coping strategies, talk about difficulties). ELSA attending supervision. Zones of regulation developed in classes. Art therapist supporting targeted pupils. Funding is used to target pupil premium children to most effectively support their progress 	<p>ELSA TAs AB</p> <p>KR AB Teachers</p>	<p>ELSA supervision £200 E09</p>	<p>-Ongoing ELSA work</p> <p>-Ongoing ELSA Supervision Aut term 23</p>	Feedback from ELSA to HT & SENCO	Governors via HT Report	
	Pupils with additional needs make good rates of progress, supported by individual provision	<ul style="list-style-type: none"> Ensure effective use of TA to support pupils with additional needs. QFT – Adapt tasks in the curriculum effectively for pupils with SEND. Structured conversation/ meeting held with parents, pupil and teacher for pupils on the SEN register. Intervention Plans written termly and reflect clearly targeted strategies. Precision teaching is used to support individual pupils. SEN register to be updated and checked at least termly. Pupil progress meetings use school data to identify pupils in risk of falling behind and actions are agreed to accelerate progress. Identify children for 1:1 tuition. 	<p>Teachers/TAs</p> <p>Teachers Teachers</p> <p>Teachers/TAs SENCO Teachers</p>	<p>Education Support Staff E03 £109,637</p> <p>Pupil Premium I05 £27,1580</p> <p>SENCO release time E03 £228</p>	Ongoing	HT/ SENCO lesson obs; Pupil Asset data. Pupil progress meeting notes. IP meetings	Governors via HT Report	

Priority: 3		Ensure all pupil groups progress rapidly in writing across the school						
Rationale (Why are we doing this?)		<p>See School data appendix 1</p> <p>School data highlights a need to focus on KS1 writing.</p> <p>Key issues include lacking stamina, poor handwriting, and weak grammar and spelling.</p> <p>-Pupils are often not forming their letters correctly when they enter year 1.</p> <p>*No results for 2020/2021 partial lockdown March 2020 – Reception 1/Y6 re-open June and re-open fully September; Jan 2021 – closed-re-open Feb half term</p> <p>-Current 23/24 Y2 cohort scored below Nat in EYFS 58.8 Writing 2022</p> <p>-Pupils entering school at a lower level and their fine motor skills, strength and coordination are significantly lower than previous years.</p> <p>-LW SSP is predominantly a reading programme. From Sept 2023, Year R and Year 1 pupils will be on track re. the teaching programme and will move onto the spelling programme sooner. Pupils on LW scheme are not having time to practice <i>writing</i> their spellings and pupils are not always transferring the phonics skills into their writing. The school's previous phonics scheme, Sound Discovery, focussed on reading and writing with equal weighting.</p> <p>KS1 Main problem was spelling – 4 children poor spelling would have made the standard</p> <p>Now purchased Spelling Shed so spelling shed 4/days week – 1h 50mins over the week and homework and log on at home.</p> <p>**Wreningham Primary selected for KS2 statutory moderation</p>						
Success Criteria		<p>The % of pupils achieving ARE+ in writing in KS1 and in the Y3 cohort is increased.</p> <p>Children writing for pleasure with a sense of purpose, the expectation of a response, to share something they are proud of and discovering their own writing voice.</p> <p>Children across the school writing independently for an extended period.</p> <p>Children across the school, and especially KS1, have improved stamina in writing.</p> <p>Handwriting across the school is improved.</p> <p>Children's knowledge and understanding of grammar and spelling is enhanced.</p>						
Intended Outcomes		Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evidenced Evaluated By	R A G
3.1	Writing assessed accurately and consistently across the school	<ul style="list-style-type: none"> Pupils across the school complete a termly piece of writing in their purple progress books; a writing standardisation activity is completed. Review use of Ros Wilson Big Write to assess children's writing. 	-All teachers	-One staff meeting per term 13/11	-Termly	-HT- Review Pupil Progress bks	-Govs RS committee	
		<ul style="list-style-type: none"> Writing scrutiny completed half termly. Staff share examples of children's writing and check children are embedding their phonics skills in writing etc. Mini-grammar assessment once a half term (y2-4) to identify gaps in grammar vocabulary/concepts e.g., Adjectives, adverbials etc 	-Eng Lead BF	-Staff meeting	-Aut term 1	-HT	-Govs RS	
			All teachers	Half termly staff meeting	-Half termly	HT	Govs RS committee	
3.2	Higher standard of handwriting, neat and fluent,	<ul style="list-style-type: none"> A focus on handwriting in the autumn term – in years 1/2 and 3/4 daily practice in the autumn term e.g., early morning work – 15/20 minutes. 	-Y2/3/4 teachers	-Release time Aut term Eng Subject Lead	-Grammar Bitesize 6 weeks extra focus 4/1 to 16/2	HT/ Subject Lead BF Aut term Book Look	Gov RSC monitoring with HT/ JL	

	evident through the school.	<ul style="list-style-type: none"> Handwriting skills taught explicitly and consistently though the school using the Charles Cripps scheme. Pupils taught to write both fluently and legibly - ongoing. 			21/10 Nelson	Handwriting 25/9		
		<ul style="list-style-type: none"> Handwriting policy updated✓ Squiggle while you wiggle handwriting programme – pre-writing skills including gross motor movements✓ 	HT	-Staff meeting 25/9	Aut term	HT	-Policy adopted by Govs RS committee	
		<ul style="list-style-type: none"> Ensure pupils are using suitable pencils (e.g., dark enough). Children practice in handwriting books with the handwriting lines. EYFS and year 1 to include activities that develop their fine motor skills. 	-All teachers/TAs -EYFS teachers		Ongoing	HT		
		<ul style="list-style-type: none"> Handwriting pens awarded to pupils in assembly. A handwriting competition held. 	Eng Subject Lead BF	-Budget TBC	-Ongoing -Aut Term	HT	HT report to Govs	
3.3	Enhanced transfer of spelling skills from Little Wandle phonics and Spelling Shed to independent writing.	<ul style="list-style-type: none"> Pupils in year 2 still on the Little Wandle scheme will write the sentence with the sounds being taught every day -currently they read it only (rather than only Friday as the scheme recommends). Teachers to raise the profile of the tricky words. Tricky words being taught each week must be displayed in class. Tricky words being taught sent home for homework and for children to practice at home. All children to start Spelling Shed from Y1 Spelling shed taught 4 times/week – 20 minutes daily Spelling Bee competition SWST baseline in Oct before half term, and late June 	Teachers/TAs Teachers/TAs Teachers Teachers/TAs Teachers/TAs Eng Subject Lead Teachers	-Ongoing -Ongoing -Ongoing -Ongoing Aut Term Aut term 1	Spelling tricky words Bitesize 6 weeks extra focus 31/10 to 16/12 List of Y5/6 words Oct/June	Eng Subject Lead/HT Monitor the effectiveness of the spelling programme and its impact on standards in writing.	Phonics scores Review SWST data	
3.4	Developing continuous provision so that pupils have meaningful writing opportunities, improving the quality of work, their writing stamina and independence.	<ul style="list-style-type: none"> Pupils in class 2 have access to their own new outdoor area. In class 1 and class 2 provide more opportunities to practise children's writing in continuous provision e.g., always a writing provision in all areas with pens, pencils, clipboards available. Children in Reception start writing from day 1, holding a pencil, writing their name (e.g., could be the first letter), holiday news (emergent writing, marks on paper), focus in on specific words, build on this. Learning walks to look at how these writing opportunities are being incorporated into daily lessons. Continuous provision enhanced by linking to topic and learning and could include challenges e.g., Edith Cavell – info book and fact file templates; booklets to encourage writing. In the book corner, poetry and reading recommendations - children writing a version of a story. Enhanced provision with activities based on a subject e.g., science – tadpoles, observation of a diary. 	EYFS & KS1 teachers Eng Subject Lead Teachers/TAs Teachers/TAs Teachers/TAs Teachers/TAs	School Fund Additional Funds added to budget from FOWS. £19 £200 EYFS outdoor area Ongoing Release time EYFS budget	-Ongoing -Ongoing -Ongoing -Ongoing From start of Aut term	-HT/ ST Eng Subject Lead monthly writing book looks. -Planning scrutinised to monitor planning of these opportunities. -Learning Walks	-Governors Raising Standards Review of monitoring records -Pupil voice: surveys	

		<ul style="list-style-type: none"> Literacy planning is based on good quality texts and used to plan high quality activities and challenges in the continuous provision. Class 2 to develop peer assessment – provide a checklist, focus on steps on the ladder. EYFS and KS1 teachers engage with the VNET continuous provision network/ EYFS Communication Hub - The South Norfolk Hub 	EYFS/KS1 teachers	VNET subscription	-16/11/23 VNET Continuous Provision network Spring/Sum			
3.5	Class 1 parents informed about the early stages of writing	<ul style="list-style-type: none"> Writing workshop for parents of pupils entering school in class 1 to describe the stages of emergent writing - held in pre-school. 	JL EYFS teacher		Autumn term – new intake	HT receiving feedback from parents attending workshop		
3.6	Develop staff subject knowledge	<ul style="list-style-type: none"> Arrange whole staff training in writing subject knowledge – include grammar subject knowledge to ensure consistency in line with the national curriculum Emma Adcock/Beth Furness 7/11/23 Focus: mapping the writing curriculum with a focus on purpose and audience. 	Teachers	CPD budget line VNET Subscription	Autumn Term 2 writing staff meeting 30/10/23	Eng Subject Lead	Training Feed back	

Priority: 4 Ensure an excellent English Reading curriculum for all pupils is at the centre of the school's curriculum.								
Rationale (Why are we doing this?)	<p>See School data appendix 1</p> <p>The school wants to continue promoting reading, building on the strong culture of reading that exists throughout the school, and encourage reading at home and the completion of the online Boom Reader reading diary in class 1, class 2 and class 3.</p> <p>2023 KS2 Reading Progress Overall 1.7</p> <p>*KS2 All Reading EXS are securely EXS.</p> <p>KS2 Reading 108ss mean (excluding absent child)</p> <p>The school's Reading Focus Time initiative, with the objective of ensuring all children have an adult reading with them at least once/week, was impactful (KS2 Reading VA +0.23) and will continue in the autumn term.</p>							
Success Criteria	<p>All pupils, including the weakest readers, make progress towards meeting or exceeding age-related expectations and so allow them to access the full curriculum offer.</p> <p>Pupils improve reading stamina, accuracy, enjoyment and confidence.</p> <p>Reading remains a high priority and is celebrated and modelled throughout the school.</p> <p>An excellent range and quality of fiction/non-fiction books, including a variety of genres and authors that appeal to both genders, exists in the school library and in classrooms.</p> <p>Books are shared with the children in a variety of ways both directly as part of English and guided reading lessons, and also read to the pupils for pleasure.</p> <p>Reading for pleasure is strongly influenced by the relationship between teachers and children and their families.</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.</p>							
Intended Outcomes	Actions		Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G

4a	Develop reading fluency in all pupils, supporting pupils to become more proficient readers.	<ul style="list-style-type: none"> Reading Focus Time initiative to continue with the objective of ensuring all children have an adult reading with them at least once/week- 45 minutes individual reading during class time once a week -focus on reluctant and below EXP readers. Ensure lowest 20% of readers are identified and read regularly with by TAs, teachers, HT and Norfolk reading project volunteers in school (Everyday Readers). Guided reading is timetabled weekly, focusing on prosody, fluency and comprehension. 	Teachers Teachers Teachers	Timetabled regular reading opportunities including guided reading at least 40 minutes/ week.	Ongoing	HT/ Reading Subject Lead BF Termly Data report Guided reading obs.	Govs via data feedback	
		<ul style="list-style-type: none"> Reading for Pleasure: Transforming your school's reading culture YARC – Run once training completed (Reading Fluency Project) Pupils use dictionaries to check the meaning and spelling of words 	Reading Subject Lead BF Reading Subject Lead BF	Free – funded by Wensum English Hub	YARC Project 8/1/24 to 25/3/24	HT HT		
4b	The school has an extensive list of high-quality books with different narrative styles, rich language.	<ul style="list-style-type: none"> Audit library books including against curriculum subject plans. Expand the range and quality of fiction/non-fiction books ensuring a variety of genres/authors that appeal to boys and both genders. Library visit every week – staff to discuss books, recommend etc. 	Library Lead LW	Budget Line £19 £400 TBC	Ongoing	Reading Subject Lead BF	Govs Raising Standard	
4c	Increased engagement of parents in reading	<ul style="list-style-type: none"> Each class to lead Reading Cafes – FS/KS1 termly KS2 2 across the year. 	Teachers	Timetabled class time	Ongoing each term	HT	Parent feedback	
4d	Continue to develop and embed a whole school approach to phonics teaching and reading through Little Wandle SSP.	<ul style="list-style-type: none"> Timetable daily keep up/catch-up phonics lessons for any child in Year R, 1, 2 or 3 who has gaps in their phonic knowledge or has not passed the Phonics Screening Check. Continue to teach Little Wandle daily in R/Y1 and Y2 Aut term. All children to progress onto banded books after LW. Run LW update training throughout the year. 	Reading Subject Lead BF EYFS/ KS1 Teachers Reading Subject Lead BF	Timetable	-Ongoing LW update 9/10 staff meeting	HT/ Eng Subject Lead BF Phonics data	Govs via HT Report to include phonics data	
		<ul style="list-style-type: none"> Assess children's progress half-termly and track YR/Y1/Y2 pupils' phonics acquisition. Audit phonic resources e.g., flash cards, word cards, pens etc. 	Reading Subject Lead BF TA JoL	Release time £19 £400 English phonics	Ongoing each half term	Phonics tracking sheet shared with HT half termly	Govs RSC	
4e	Embed a 'reading for pleasure' culture across the whole school.	<ul style="list-style-type: none"> Purchase high quality non-fiction books KS2 for class libraries. Ensure chapter book is read daily - timetabled. Run parents reading session on the importance of reading / Little Wandle. Teachers as readers – 'Shelfie' display to encourage discussion. Staff to complete teachers' summer reading challenge. 	-Teachers/lib lead -Teachers -Reading Subject Lead BF -All staff -Teachers/TAs	£19 £300 Guided Reading £19 £400 Library	-Ongoing -Ongoing -Parents session wb 11.09.23 - September	Reading Subject Lead BF HT		

		<ul style="list-style-type: none"> 24 hour/48 hour read poster – September – Whole school record everything they read over a weekend. Share with staff in Staff Meeting – how to focus in on reluctant readers. 						
--	--	--	--	--	--	--	--	--

Priority: 5		Develop a classroom culture and attitude to mathematics to support a Teaching for Mastery approach						
Rationale (Why are we doing this?)		See School data appendix 1 The school wants to promote a deeper understanding of maths encouraging pupils to think critically and solve problems independently. Ensure the school has a well-sequenced maths curriculum. *Maths 107ss mean excluding absent child on holiday. 3 pupils scored 109ss (i.e. 1 scale point from 110)						
Success Criteria		Maths mastery supporting pupils to develop their fluency and a deeper understanding of mathematical concepts. The range of elements of classroom practice and school organisation needed to support a Teaching for Mastery approach is developed. An improvement in arithmetical proficiency. Children accurately assessed at working at a higher standard in maths in Year 2 continue to work at a higher standard at the end of KS2. Well planned lessons support pupils to build their mathematical understanding, improve fluency, build problem solving capacity and develop mathematical reasoning skills.						
Intended Outcomes		Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
5a	Build a sustainable, teaching for mastery approach to mathematics teaching and learning. Increased consistency and confidence across the school in teaching maths	<ul style="list-style-type: none"> Enrol on the Angles Maths Hub on Primary Mastery Readiness programme. ✓ 	Ht		Four-year programme	Ht		
		<ul style="list-style-type: none"> Participate in 1:1 school visits with a Mastery readiness Lead, which provide bespoke support, working on the school's own action plan. Attend half-termly, Work Group sessions to develop effective leadership, classroom culture and attitudes to mathematics that will support a Teaching for Mastery approach 	NCETM trained Mastery Specialist Lead	Training time Year 1 School visits each half term. Three school visits by Mastery Lead	Ongoing over the year - Th 23/11/23 EmilyAdams Deputy H/t The Oaks Primary School	Ht	Govs via HT Report	
5b	Teaching of maths across the school is consistently good, leading to raised standards of attainment and	<ul style="list-style-type: none"> Complete termly assessment sheets, tracking pupil progress, and use to identify gaps in pupils' attainment. Gaps are addressed. Maths intervention used, targeting identified pupils, supporting pupils to catch up. Teachers use models, images and manipulatives effectively, helping pupils build their understanding of mathematical 	Class teachers Teachers/TAs Teachers	Termly assessment sheets on SharePoint Termly Pupil	Ongoing Ongoing Ongoing	Maths Subject Lead CD HT Lesson obs.	-Updated headline data summary to be shared with Govs	

	achievement in Maths.	concepts and move their understanding from the concrete to the abstract. <ul style="list-style-type: none"> Maths words identified on plans and displayed on working walls in classrooms, supporting pupils' mathematical understanding. Use White Rose to support reasoning and problem solving in all maths lessons. All maths lessons start with a retrieval of previous learning and include reasoning and problem. Display maths words on working walls. EYFS teachers to be part of the Early Maths consortium led by Alison Borthwick 	Teachers Teachers Teachers EYFS Teachers JL/LW	progress meetings Maths Subject Budget CD £19 £200 Budget TBC £936	Ongoing Ongoing Ongoing 6/10/23 9/2/24 10/5/24	Training feedback	-Gov monitoring Govs via HT report	
5c	Pupils have an improved arithmetical proficiency	<ul style="list-style-type: none"> Teach fluency in arithmetic daily and with intent – 10/15 minutes 	All staff	All staff	Ongoing	Maths Subject Lead CD HT		

Priority: 6 Deliver a good, well-taught curriculum so that pupils know more and are able to do more.								
Rationale (Why are we doing this?)		One cycle of the curriculum has been completed and subject curriculum maps need to be amended and updated. Staff have developed subject assessment sheets, used by class teachers and subject leads to measure attainment and progress of pupils, and this needs fully embedding. Ensure the school's values are golden threads that run through the curriculum and help the school meet its stated vision.						
Success Criteria		The school has a good, well-taught curriculum providing rich learning experiences so that pupils know more and are able to do more. Raised attainment: pupils making good, or better than EXS, progress. Learners remember more of the content they have been taught in the long term. Curriculum expertise develops across the school with ongoing professional development. A spiral curriculum in place in which pupils revisit 'big ideas' several times throughout the key stage. New learning builds on old learning and is put in context with the old information. A balanced, broadly based and ambitious curriculum to every child is delivered across the school. Pupils' knowledge and understanding of sustainability and global citizenship is enhanced. A science, Geography, Art, Music and D&T curriculum in place with progression of skills, knowledge and concepts including end points the curriculum is building towards, that engages, inspires, and challenges pupils, so that pupils learn more and remember more.						
Intended Outcomes		Actions		Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evidenced Evaluated By
	Pupils develop detailed knowledge and skills across the geography curriculum and	<ul style="list-style-type: none"> Amend and update Geography curriculum map - ensure Geography is being taught in sequence to the plan and that it fulfils National Curriculum requirements. Revisit the golden threads that run through the Geography curriculum. Ongoing completion of Geography School Assessment Sheets, tracking pupils' learning across the subject. 		HT/ Subject lead BF Teachers	Geography Budget TBC Staff meeting time	Staff meeting Geog subj. map. 11/9/23 -Ongoing in Aut Term	HT/ Subject lead BF HT/Subject Lead BF	-Updated map shared- RS govs -Assessment sheets shared with RS govs

FOCUS – GEOGRAPHY ACTION PLAN	consequently achieve well.	<ul style="list-style-type: none"> Update Geography subject word lists and check usage in class. Monitor pupil assessment tasks being used to assess the pupils' knowledge at the end of a Geography unit. Start the autumn term with Fair-Trade September 6-8 Teachers/TAs have access to high-quality professional development 	-Subject Lead -HT Teachers	Staff Meeting 11/9	Aut term Ongoing Sept 6-8 Ongoing	HT	-Govs via RS Committee -Pupil Voice -Course feedback	
	Resources to support the school curriculum in school and are well-organised	<ul style="list-style-type: none"> Update Geography resources including up-to-date Atlases 35 - Collins; 6 Reception binoculars; 6 KS2 binoculars; Outdoor UK map; Quadrats for sampling plants (x6); 4 new globes; Ordnance survey maps. 	Subject Lead BF	Geography Budget TBC	Ongoing	HT-Learning walk to look at use of these resources	-Gov monitoring	
FOCUS - MUSIC ACTION PLAN	Increase the variety of music children are exposed to, and develop their listening appreciation skills (oracy)	<ul style="list-style-type: none"> KS1 & KS2 Teachers access the new Model Music Curriculum playlists (YouTube) 	Class teachers	Youtube Charanga New Model Curriculum	Ongoing	Subject Lead JL/HT	-Staff feedback	
		<ul style="list-style-type: none"> Music subject lead to attend expertise in primary music series and training and disseminate to staff 	Subject Lead JL	VNET – virtual Budget TBC	27/9 7/11 16/1/24	Music Subject Lead JL	-Course feedback	
		<ul style="list-style-type: none"> Create an appropriate playlist for EYFS children and re-write school music curriculum for EYFS & KS1 Begin assemblies with a wide range of music 	Subject Lead JL Jo L Teachers	New Model Music Curriculum Charanga active listening section	Ongoing term by term – completed Sum 2024 Ongoing	Music Subject Lead/ HT	-Updated map shared with RS govts	
	Provide performing opportunities and introduce music outings and visiting musicians	<ul style="list-style-type: none"> Harvest festival – each class performs a harvest song. ✓ Christmas nativities, Christingle service, carol concert for elderly Easter service Musical concert led by peripatetic teacher and including pupils learning an instrument. Investigate local musicians including parents to share their music with the pupils. 	HT Subject lead JL Teachers/ HT HT Subject Lead JL Amir Javal Subject Lead JL		Autumn 1 Autumn 2 Spring 2 Summer 2 Ongoing	HT	Pupil voice Parents questionnaire Govs via HT Report	
	Ensure effective use of sketch books, using the books to document the creative art process.	<ul style="list-style-type: none"> Sketch books used to gather information/ ideas for use on a larger piece of work, practice drawing techniques such as shading, perspective etc. 	Teachers	Art Budget £400	Ongoing	Subject Lead/ HT completed FADE sheets of Book Look held last Monday each month	Pupil voice Govs monitoring – look at sketch books	

FOCUS _ ART & DESIGN ACTION PLAN	Expose the children to a wide selection of artwork.	<ul style="list-style-type: none"> Build a selection of artist's work covering a range of styles for children to discuss e.g. use of colour 	Subject lead JL	Art Budget	Ongoing	HT	Gov Monitoring	
	Pupils develop detailed knowledge and skills across the Art curriculum and consequently achieve well.	<ul style="list-style-type: none"> Amend and update Art curriculum map - ensure art is being taught in sequence to the plan and it fulfils National Curriculum requirements. Revisit the golden threads that run through the Art curriculum. Art School Assessment Sheets are being filled-in across the school, tracking pupils' learning across the subject. 	Subject lead JL Subject Lead JL Subject lead JL Teachers	Staff meeting Subject Lead	22/11 JL staff meeting Art subject map -Ongoing in Autumn Term	-Art Subject lead JL -Art Subject Lead JL	-Updated map shared-RS govs -Assessment sheets shared with RS govs	
FOCUS – DESIGN TECHNOLOGY ACTION PLAN	High quality, enjoyable D&T provision with clear curriculum coverage across all year groups in place and evidenced in books and around school in a 3D form where relevant.	<ul style="list-style-type: none"> Subject lead to lead CPD to staff disseminating VNET subject Co-ordinator refresh training. Amend and update school DT map e.g., Technology strand needs enhancing – use of ICT, simple electronics. 	Subject Lead RH Subject Lead RH	Staff Meeting time 17/1/24 Subject Lead Release Day/	Spring term Spring term	HT HT	Govs via HT Report	
		<ul style="list-style-type: none"> Establish a rationale when designing and making and ensure focus on 'bigger idea' – relevant to current world issue/ environment/ humans need. Undertake D&T projects that will enrich the children's learning and progression of D and T skills and knowledge. More focus on setting a contemporary problem, design a solution and relate to the current world – eco focus would fit in with green school ethos and allow exploration of design solutions to world eco problems on a micro scale in school. Ensure element of problem solving with the task Embed 'meta-design' explicit lesson in how to design at outset of task. Ensure a balance of 'marquee-bigger world' design unit, along with 'smaller scale', daily life/useful product-based tasks. 	Subject Lead RH Subject Lead RH	Co-coaching and upskilling with D&T subject lead in Key Stages 1 & 2.	Ongoing Ongoing	Subject Lead/ HT completed FADE sheets – Book Look	-Pupil voice -Gov monitoring	
		<ul style="list-style-type: none"> Explore equipment requirements/audit – e.g., oven availability, tools. Establish a clear progression in range of skills required: Cooking – hygiene, cutting/chopping/heating; Design – sketching, annotating, evaluating, cutting, folding, attaching/fixing/securing, manipulation of materials. 	Subject Lead RH	DT Budget £400 Subject release day £200	Spring term RH release day	RH HT	-Updated DT map shared-RS govs	
		<ul style="list-style-type: none"> Explore opportunities for engagement with local High school. 	RH link with Claire Taylor WHS Academy	Transport & cost	Dependent on WHS availability	RH		

	Essential weighting of 'cooking and food' within the D&T subject established – including importance of health and nutrition	<ul style="list-style-type: none"> Subject lead to refocus weighting and importance of Cooking and Food with D&T Clarify links to science, FS topics to enhance rationale. Essential focus on fresh/ healthy /nutritious food along with reasons and knowledge behind the importance of this. Review kitchen facilities - be creative: cold foods (salads / fruit / healthy wraps) 	RH	Subject release day – Costs arising to be met in part by contributions from PTA, D&T budget	Aut term RH release day	HT	-Updated map shared- RS govs	
Focus – SCIENCE ACTION PLAN	A science curriculum in place that engages, inspires, and challenges pupils, so that pupils learn more and remember more.	<ul style="list-style-type: none"> Ensure teachers assess a science unit of work by tasks, quiz/challenges that capture pupils' knowledge/ understanding of core concepts/vocabulary in science 	-All teachers	Ongoing	Ongoing	Science lead HT Book Look Spring 24	Curriculum Governors	
		<ul style="list-style-type: none"> Ensure pupils' progress is captured by end of subject unit assessments. Any gaps are identified and addressed. Five minutes spent at the beginning of each lesson to recap previous learning. 	-All teachers		Ongoing	Science lead HT	-Pupil voice	
		<ul style="list-style-type: none"> Teachers supported through training and INSET so they feel confident teaching science. 	-Subject lead	Science staff meeting Spring	Ongoing	Science lead HT	Teacher PM	
		<ul style="list-style-type: none"> Ensure the updated curriculum is fully implemented and embedded across the school by completing science book look, planning, pupil voice. Support teachers to be confident in delivering practical science sessions. 	-Subject Lead -Subject Lead	E19 £200 Science Subject leader time	Ongoing	Science lead Science lead	Curriculum Governors	
	Resources to support the science curriculum in school are well-organised	<ul style="list-style-type: none"> Audit subject resources and identify gaps in science. Amend and update school Science map. 	-Subject lead	Ongoing	Ongoing	Science Lead	Curriculum Governors	
	Pupils develop awareness and knowledge of ecological issues, sustainability, and global citizenship.	<ul style="list-style-type: none"> School to have identified ECO council School's Reps. ECO council to lead the school on various initiatives e.g., Energy Busters, Switch Off Fortnight, composting, bird feeders, litter picking, walk to school week. School apply for ECO school's Green Flag mark Aut Term 2023 to start with a whole school Fair Trade focus 	CC/KF CC/KF CC/KF Teachers	Ongoing E19 £200 Green Flag	Ongoing TBC September 2023	HT HT HT HT	Green Flag status	

Priority: 7		Maintain the distinctive character and effectiveness of the school as a church school.						
Rationale (Why are we doing this?)		<p>The school plans to achieve the RE quality mark REQM 2023/24 as a measure of the quality of RE provision in school.</p> <p>The school foundation is CEVC, Church of England Voluntary Controlled, and this is integral to the school's character.</p> <p>RE is at the heart of our school and helps promote pupils' spiritual, moral, social and cultural development</p>						
Success Criteria		<p>School attains the Religious Education Quality Mark</p> <p>Children think critically, able to explore spiritual themes and reflect on their big questions about life and existence.</p> <p>Children recognise the influence that religious and non-religious worldviews have had on human development and cultures.</p> <p>Pupils become more literate in their theological knowledge with a deeper understanding of belief across Christianity and the other world faiths.</p> <p>Respect those of all faiths in their search for God and recognise that faith is a particular way of understanding and responding to God and the world.</p> <p>Pupils develop the skills to analyse, interpret and apply the Bible text.</p> <p>Develop a sense of themselves as significant, unique and precious.</p> <p>The curriculum includes space for responses to national and global issues.</p>						
Intended Outcomes		Actions	Who is Responsible	Resourcing/ Finance	Timescale	Monitoring By	Evaluated By	R A G
7a	Pupils flourish through the provision of high-quality religious education and a curriculum that is innovative and creative.	<ul style="list-style-type: none"> Complete school internal RE audit record and consider actions. Complete REQM. 	HT/JL	E19 RE Subject £100	Aut	HT	REQM achieved	
		<ul style="list-style-type: none"> Ensure teachers receive professional development in RE and have appropriate professional knowledge. Ensure RE working walls used to support pupils' knowledge. 	HT Teachers		-Ongoing -RE week TBC	HT	Gov deep dive	
		<ul style="list-style-type: none"> A prayer space used in school to provide opportunities for children to discuss feelings, consider their values and beliefs, provide moments of stillness and reflection. Continue to strengthen links with the local church, attending a service and holding Advent, Easter services in Wrenningham All Saints. Regular opportunities for pupils to plan, lead and evaluate whole-school collective worship 	HT HT/JL HT	Budget £50	Staff Meeting 27/11 Ongoing			

Appendix 1

Wreningham VC CE Primary School									
General Information									
School URN	121095			Local authority	Norfolk			Pupil premium (%)	10.8% (including Post LAC pupils)
Reading Results									
KS1 SATs Reading EXS Results 18- 2019	82%	KS1 SATs Reading GDS Results 18-19	35%	KS2 SATs Reading EXS Results 18-19	88%	KS2 SATs Reading Higher Results 18-19 Reading progress -1.6	38%	PSC result 2019 Phonics Screening Check	81%
KS1 SATs Reading EXS Results 21- 2022 16 pupils	56%	KS1 SATs Reading GDS Results 21-22	31%	KS2 SATs Reading EXS Results 21-22 (11 pupils)	81.8%	KS2 SATs Reading Higher Results 21-22 Reading progress -0.45	36.4%	PSC result 2022 Phonics Screening Check Average Mark	86.7% 36.1
*KS1 SATs Reading EXS Results 22 – 2023 (*16 pupils includes Hugo M-K who started June)	81.3% (Nat 68%)	KS1 SATs Reading GDS Results 22 – 23	31.3% (Nat 19%)	**KS2 SATs Reading EXS Results 22-23 (18 pupils) All Reading EXS are securely EXS KS2 Reading 108ss mean (excluding absent child)	77.8% (rises to 82.4% excluding pupil on holiday)	KS2 SATs Reading GDS Results 22 – 23 KS2 Reading progress 1.75	44.4%	PSC result 2023 Phonics Screening Check Average Mark	94.1% 36.5
KS1 SATs Reading EXS Results 22 – 23 (15 pupils excludes HM-K)	86.7% 13/15 pupils	KS1 SATs Reading GDS Results 22 – 23	33.3%	*2023 KS1 results 16 pupils including one pupil who only started Y2 Wreningham VC CE in June 2023			**2023 KS2 SATs 1 pupil absent on holiday Y6 2022 - 2 pupils with significant SEN were not entered into the Y6 tests.		

Writing Results									
KS1 SATs Writing EXS Results 18- 2019	76%	KS1 SATs Writing GDS Results 18-19	18%	KS2 SATs Writing EXS Results 18-19	88%	KS2 SATs Writing GDS Results 18-19	63%		
KS1 SATs Writing EXS Results 21- 2022	50%	KS1 SATs Writing GDS Results 21-22	0% (Nat 8%)	KS2 SATs Writing EXS Results 21-22	81.8%	KS2 SATs Writing GDS Results 21-22	36.4%	KS2 WRITING Progress Overall 5.28	
KS1 SATs Writing EXS Results 22- 2023 (*16 pupils includes Hugo M-K)	50%	KS1 SATs Writing GDS Results 22-23	0% (Nat 8%)	KS2 SATs Writing EXS Results 22- 2023 (18 pupils)	88.9% (Nat 72%)	KS2 SATs Writing GDS Results 22-23	33.3% (Nat 13%)	KS2 WRITING Progress 3.81 KS2 Writing Statutory Moderated June 2023	
KS1 SATs Writing EXS Results 22 – 23 (15 pupils excludes HM-K)	53.3%	KS1 SATs Writing GDS Results 22-23 8/15 pupils	0%						
Mathematics Results									
KS1 SATs Maths EXS Results 18- 2019	82%	KS1 SATs Maths GDS Results 18-19	24%	KS2 SATs Maths EXS Results 18-19	88%	KS2 SATs Maths HIGHER Results 18-19	50%	2019 KS2 MATHS PROGRESS -0.8	
KS1 SATs Maths EXS Results 21- 2022	56%	KS1 SATs Maths GDS Results 21-22	13%	KS2 SATs Maths EXS Results 21-22 (11 pupils)	73% (2022 One pupil Marking review held up)	KS2 SATs Maths HIGHER Results 22-23	18%	2022 KS2 MATHS progress Overall -1.4 (includes one pupil. who started in Y6: -7.1)	
KS1 SATs Maths EXS Results 2023 (*16 pupils includes Hugo M-K)	75%	KS1 SATs Maths GDS Results 22-23	18.8%	KS2 SATs Maths EXS Results 22- 2023	88.9% Maths SS 107	KS2 SATs Maths HIGHER Results 22-23	16.7% (Nat 24%)	2023 MATHS Progress 2.1 3 pupils scored 109 SS (1 scale pt from 110) Maths 107 SS	

KS1 SATs Maths EXS Results 22-23 (15 pupils* excludes HM-K)	80% 12/15 pupils	KS1 SATs Maths GDS Results 22-23 (15 pupils* excludes HM-K)	20%						
Grammar Results									
				KS2 SATS Grammar EXS 22-2023	72.2%	KS2 SATS Grammar GDS 22-2023	16.7%		

EYFS SUMMARY	2022			2023		
	National	Norfolk	School(s)	National	Norfolk	School(s)
% GLD	65.2%	63.9%	58.8%	67.3%	67.6%	76.5%
Average ELGs at Expected	14.1	14.4	16.1	14.1	14.5	15.1
% Listening, Attention and Understanding	82.1%	83.8%	100.0%	82.2%	84.2%	82.4%
% Speaking	82.5%	84.7%	100.0%	82.8%	84.9%	88.2%
% Self-Regulation	85.1%	86.2%	100.0%	85.2%	86.5%	88.2%
% Managing Self	87.0%	88.1%	100.0%	87.2%	88.4%	94.1%
% Building Relationships	88.5%	90.1%	100.0%	88.4%	90.3%	94.1%
% Gross Motor Skills	92.1%	94.4%	100.0%	92.1%	93.7%	100.0%
% Fine Motor Skills	85.8%	87.7%	100.0%	86.0%	88.1%	88.2%
% Comprehension	80.2%	83.2%	100.0%	80.7%	83.6%	94.1%
% Word Reading	74.7%	76.4%	82.4%	76.2%	77.1%	76.5%
% Writing	69.5%	70.5%	58.8%	71.1%	71.9%	76.5%
% Number	77.8%	78.9%	94.1%	78.9%	80.1%	88.2%
% Numerical Patterns	77.2%	78.4%	88.2%	78.4%	79.7%	82.4%
% Past and Present	81.6%	84.5%	100.0%	82.1%	84.8%	94.1%
% People, Culture and Communities	81.2%	83.8%	88.2%	81.8%	84.6%	82.4%
% The Natural World	85.2%	88.5%	100.0%	85.4%	88.6%	94.1%
% Creating with Materials	87.2%	90.4%	94.1%	87.5%	90.8%	94.1%
% Being Imaginative and Expressive	86.8%	90.2%	100.0%	87.0%	90.1%	94.1%

2022 Average Point Score 33.1 (Nat 31.4)

Appendix 2

AUTUMN 2023		STAFF MEETINGS	
INSET DAYS Mon 4 September Teachers: Behaviour Policy TAs/MSAs: First Aid Tues 5 September All Staff Safeguarding		Staff Meetings every week, Mondays, or Wednesdays Half Term Monday 23/10/23 to Friday 27/10/23	
Week	Date	Focus of Meeting	Lead
1	Wed 6/9	Autism Support Team - EPSS	Nicola Finch
2	Mon 11/9	Geography – amend and update subject map and subject words	Subject Lead BF/HT
3	Wed 20/9	Behaviour Policy	HT
4	Mon 25/9	Handwriting Policy & Writing scrutiny	HT/ Subject Lead BF
5	Wed 4/10	CPOMS	
6	Mon 9/10	Phonics LW	Subject Lead BF
7	Wed 18/10	Parents Meetings	N/a
		Half Term	
8	Mon 30/10	VNET Writing CPD – Emma Adcock Focus: Purpose and Audience	VNET
9	Wed 8/11	Horstead	CC
10	Mon 13/11	Writing Standardisation Activity	English Lead BF
11	Wed 22/11	Art – amend and update subject map	Subject lead JL
12	Mon 27/11	Share RE Books	All staff
13	Wed 6/12	Safeguarding – completing Wishes & Feelings	All staff/ JL
14	Mon 11/12	RSHE	

SPRING 2024		STAFF MEETINGS	
INSET DAY Wed 3 January 2024		Half Term 19/2/23 to Friday 23/2/23	
Week	Date	Focus of Meeting	Lead
1	w/b Thurs 4		
2	Mon 8/1	REQM	RJ
3	Wed 17/1	Design Technology – amend and update subject map	RH
4	Mon 22/1		
5	Wed 31/1	History - amend and update subject map	
6	Mon 5/2		
	Wed 14/2		
		Half Term	
7	Mon 26/2		
8	Wed/3	Aylmerton	
9	Mon 11/3	RE Books	
10	Wed 20/3		
11	Mon 25/3		
		Term ends 27/3/24	



CURRICULUM MONITORING - 2 Year Rolling Programme Wreningham VC CE Primary School 2023/2024

Year 1 Reading, Writing, Maths & Art & Design, Geography, Music, Design & Technology, Science, R.E.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Phonics/ check on delivery/ refresher for Teachers/TAs	English/Writing Focus: Curriculum Map for Writing - Writing for a Purpose VNET consultant: Emma Adcock 7/11/23	Maths Focus: Book Look Reasoning and use of models and images Subject Lead Release Day 26/1/24	Reading Focus: Guided Reading/ check on resources Subject Lead Release Day 13/2/24	English Writing Focus: Range of writing, evidence of progression Subject Lead	Maths Focus: Retrieval/ Vocabulary/ CPA/ Assessment Subject Lead Release Day
Lesson Observations Focus: Review of teaching across the school. VNET consultant: Ruth McGlone 19/10/23 Note of Visit	Science Focus: Book Look/ Pupil Voice/ Curriculum Coverage/ vocabulary/resources Subject Lead 6/11/23	D&T Focus: Review Curriculum Map/ Resources Subject Lead Release Day 17/1/24	Lesson Observations Focus: TBC VNET consultant: Ruth McGlone 28/2/24 Note of Visit	Science Focus: Book Look/ Pupil Voice use of scientific enquiry/ vocabulary Subject Lead	Music Focus: Review previous actions Lesson visits, skills, vocabulary Subject Lead Release Day
Learning Walk Focus: Learning Environment/ Non-negotiables Katie Burrell School Governor	English/Writing Focus: Writing Standardisation Activity Staff Meeting 13/11/23 Art & Design Review curriculum map Staff Meeting 22/11/23	History Review curriculum map Staff Meeting 31/1/24	Art & Design Focus: Book Look/ Pupil Voice: Sketch Books Look at progression and skills Subject Lead 26/2/24		Geography Focus: Review previous actions Review curriculum map Book Look/ Pupil voice Subject Lead 3/6/24 Subject Lead Release Day
	R.E. Focus: Book Look Work completed in R.E. week Staff Meeting 27/11/23 Pupil Progress meetings w/b 27/11/23		R.E. Focus: Book Look Work completed in R.E. week Staff Meeting 11/3/24 Pupil Progress meetings		R.E. Focus: Book Look Work completed in R.E. week Staff Meeting Pupil Progress meetings

A FADE sheet must be completed for all monitoring