

# Alltwen Primary School Development Plan

Sept. 2022 - July 2023

Priority 3	To continue to improve pupils literacy skills, in particular phonics and reading																									
Why is this a priority?		Success Criteria – What will success look like?																								
<p>Following the implementation of the Read, Write Inc programme in March 2022 monitoring has highlighted how in just a short time, nearly all pupils have made significant progress with their literacy skills, particularly with their phonics and reading.</p> <p>Progress Evidence</p> <table border="1"> <thead> <tr> <th>% of pupils at expected level or above</th> <th>March 22</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0%</td> <td>53%</td> </tr> <tr> <td>Year 1</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Year 3</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Year 4</td> <td>29%</td> <td>62%</td> </tr> <tr> <td>Year 5</td> <td>59%</td> <td>88%</td> </tr> <tr> <td>Year 6</td> <td>80%</td> <td>94%</td> </tr> </tbody> </table> <p>As a result of high quality professional learning provided last year, the school is developing a comprehensive and consistent approach to the teaching of phonics that ensures pupils make effective progress in their literacy skills. However, the school needs to build on the work already undertaken; further embed the systems and processes of Read, Write Inc and continue to invest in high quality professional learning. This will support all teachers to continually strengthen their teaching of literacy to ensure pupil progress is maximized and that pupils develop the key literacy skills needed to become ambitious, capable learners.</p> <p>Furthermore, for those pupils who have now exited the programme we need to develop the use of the Language and Literacy programme to strengthen their ability to apply their literacy skills across a range of contexts and genres.</p>		% of pupils at expected level or above	March 22	July 22	Reception	0%	53%	Year 1	0%	7%	Year 2	0%	25%	Year 3	0%	33%	Year 4	29%	62%	Year 5	59%	88%	Year 6	80%	94%	<p><b>Pupil-centred Success Criteria</b></p> <p><b>End of year 2</b> (% of pupils at the expected level or above): Reception Pupils – 53% Year 1 Pupils – 88% Year 2 Pupils – 60% Year 3 Pupils – 75% Year 4 Pupils – 80% Year 5 Pupils – 88% Year 6 Pupils – 92%</p> <p><b>Provision focused Success Criteria</b> Most staff will deliver highly effective teaching of phonics.</p> <p>Most staff will ensure pupils make effective progress in the development of their literacy skills.</p> <p><b>Pupil-centred Success Criteria</b> Many pupils on the Language and Literacy programme will make effective progress in their ability to write in a range of contexts and genres</p>
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### Year 3 High Level Targets

Year 3	<p><b>End of year 3</b>                  (% of pupils at the expected level or above):                  Reception Pupils – 50%                  Year 1 Pupils – 80%                  Year 2 Pupils – 90%                  Year 3 Pupils – 100%                  Year 4 Pupils – 92%                  Year 5 Pupils – 94%                  Year 6 Pupils – 95%</p>
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p><b>Vision</b>                      Whole staff meeting to discuss this SDP target; share the data from last year; remind staff of why it is a priority? Further develop a shared understanding and vision for effective teaching of literacy skills, particularly reading through a high quality, consistently taught and comprehensive phonics programme.</p>	All staff	Sept 22	Sept 22	Nil
<p><b>Curriculum Development</b>                      Pupils will have daily access to high quality, consistently taught phonics provision to support their development of their key literacy skills, including oracy, reading and writing.</p> <p>Pupils will have daily access to a Language and Literacy programme which will strengthen their oracy, reading and writing skills and enable them to apply these key literacy skills across a range of contexts and genres.</p> <p>Pupils will receive access to daily storytime sessions to foster their love and enjoyment for reading and will take home a Read, Write Inc book; a story bag book and a classroom library book on a weekly basis.</p>	SLT	Sept 22	Ongoing	£2500

<p><b>Professional Learning / Evolving Teaching</b></p> <p>HT and Reading leader to continue to receive a development day from the programme consultant to ensure the programme is implemented successfully and led and managed effectively in the long term.</p> <p>All staff to continue to receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress.</p> <p>School 'Reading Leader' to continue to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme.</p> <p>Opportunities to be provided for staff to observe effective practice in the delivery of high quality phonics teaching through observing model lessons on the Read, Write Inc. portal.</p> <p>Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'.</p> <p>Reading Leader and relevant staff to visit Waunceirch to observe effective practice in the use of Language and Literacy.</p>	<p>GH &amp; DM</p> <p>SLT</p> <p>HH</p> <p>DM</p> <p>DM</p> <p>HT</p>	<p>Sept 22</p> <p>Sept 22</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Costs for professional learning included in the cost of the programme (see above)</p> <p>Appointment of Level 3 TA to aid the release of DM Half the cost split between PDG and Triple R grant £7000</p> <p>Supply cover to release teachers to share practice £740 = 1 day supply for 4 teachers</p>
<p><b>Parents &amp; Carers</b></p> <p>Senior leaders and programme consultant to continue to provide information to parents and carers on the school's new approach to the teaching of phonics and to share strategies on how they can support their child's progress at home.</p>	<p>SLT DM</p>	<p>Sept 22</p>	<p>Ongoing</p>	

<p><b>Performance Management</b>  Teachers and TA's to be provided with performance management target linked to the provision of highly effective delivery of phonics and pupils progress in developing their phonological awareness and reading skills.</p>	<p>SLT</p>	<p>Oct 22  May 23</p>	<p>May 23</p>	<p>In house cover</p>
<p><b>Monitoring</b>  Learning walks, work scrutiny, pupil progress meetings and listening to learners' activities with members of the governing body to evaluate:</p> <ul style="list-style-type: none"> <li>A. How effective is classroom provision of phonics?</li> <li>B. Do learners make effective progress relative to their starting point?</li> <li>C. How effective is provision for writing using the Literacy and Language programme?</li> <li>D. Do learners make effective progress in Language and Literacy relative to their starting point?</li> </ul> <p>Revise action plan based on areas identified for improvement.</p>	<p>GH  DM  Governors</p>	<p>Oct 22  Mar 23</p>	<p>Mar 23</p>	<p>In house cover</p>
<p style="text-align: right;"><b>Total Cost £10,240</b></p>				