



## Elmwood Infant School Improvement Plan 2023/24

### Whole School Key Priorities

Key Priority: 1	Improve the outcomes in reading for pupils achieving in the lowest 20%	
<p><b>Rationale:</b>  Rationale: to improve reading outcomes for all pupils as all pupils should leave EIS reading fluently. The definition of fluency is to be able to read 90 words per minute. Lowest 20% of pupils can decode securely to read words and simple sentences. All pupils learn to read in order to read to access the curriculum confidently (by age 6)  The teaching of Phonics through the Little Wandle program will ensure that our children develop the phonological skills to read fluently by the time they leave in at the end of Year 2. Our phonics scores for Year 1 have improved from 2022 to 2023. However, they are still 8% below the national average.</p>		
Key area of improvement	Financial Implications	Success Criteria
<ul style="list-style-type: none"> <li>• Reading lead to establish a plan of regular, targeted interventions to be funded in-part by the pupil premium grant (36%)</li> <li>• Reading practise sessions to start as soon as the Reception children are full-time.</li> <li>• Expectations remain high for all pupils to read by the time they leave EIS and that they keep up with their peers</li> <li>• Reading lead to monitor the impact of interventions on six-weekly basis through meetings with teaching assistants delivering reading interventions (Keep Up and rapid Catch up sessions)</li> </ul>	<p>Additional reading books (books to take home)  Reading Intervention (Reading Club) staff costs  Additional release for Reading and Phonics Leads to train, meet with English Hub lead, attend training and to analyse data</p>	<p>At least 80% of pupils leave Elmwood Infant School reading fluently. All children have engendered a love of reading across the school. At least 80% of pupils have developed their decoding and comprehension skills to at least age-related expectations  84% of pupils in Year 1 have passed the Phonic Check (2024)</p>

<ul style="list-style-type: none"> <li>• Reading lead/SLT to ensure that TAs delivering interventions are trained regularly to keep their skills sharp and to ensure quality delivery</li> <li>• Class teachers to plan carefully reading practice for lowest 20% of children in their classes</li> <li>• SLT to ensure that there are adequate reading resources for lowest 20% of pupils, especially books to take home to practice reading at home</li> <li>• Reading lead, in collaboration with year group leaders to keep parents informed of reading through regular parents meetings and through online (EvidenceMe) platform</li> <li>• Headship Team to scrutinise the progress of the lowest 20% at termly pupil progress meetings</li> <li>• SLT to analyse the progress of lowest 20%, ensuring that the gap is closing , termly following data input. Interrogate the data, ask questions if gap is not closing.</li> <li>• Report to governors on progress of lowest 20% and reading in general on a termly basis</li> </ul>		
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End of Term evaluation:

Key Priority: 2	To improve writing outcomes for all pupils	
<p>Rationale:  Rationale: Writing outcomes for pupils, although improving are still behind those in maths and reading. There is a need for a consistent approach to the teaching of writing which needs to be established. There is also a need for a consistent approach to the teaching of spelling and handwriting.  63% of pupils achieved age-related expectations in Year 2 in writing . whilst this is an improvement from 2022 outcomes, nearly 40% of pupils are leaving EIS below the expected standards in writing. The school is setting the same ambitious target of at least 75% of pupils achieving age-related expectations.</p>		
Key area of improvement	Financial Implications	Success Criteria
<ul style="list-style-type: none"> <li>• Writing lead to map out the writing skills necessary for each year , outlining when and how they are taught with reference to the national curriculum</li> <li>• Early years to continue to include focused early writing opportunities , including regular pencil grip and control practice</li> <li>• Writing lead to monitor children’s writing every half term for expectations against agreed writing standards</li> <li>• Writing lead to lead on CPD on whole school agreed writing approach</li> <li>• Class teachers to bring samples of writing for pupils at risk of not achieving age-related expectations in writing to pupil progress meetings for specific targets for improvement to be given</li> </ul>	CPD for Writing Lead	At least 75% of pupils leave Elmwood Infant School writing confidently at or above age-related expectations The percentage of pupils achieving greater depth in writing has improved

<ul style="list-style-type: none"><li>• Writing planning to be scrutinised routinely to ensure continuity and progression; in grammar, sentence structure and punctuation</li><li>• Writing lead to finalise writing progression map (Autumn 2023)</li><li>• Writing lead to liaise with Reading lead and Little Wandle to confirm whole school spelling and handwriting program</li><li>• Writing lead to ensure that all writing objectives are skill-focused and are not activities</li></ul>		
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Key Priority: 3	To improve children's subject knowledge through the specific teaching of vocabulary	
<p>Rationale:</p> <p>With a high number of pupils for whom English is an additional language, the teaching of subject specific vocabulary is imperative in improving their access to the curriculum and building their personal vocabulary.</p> <p>The Word Aware approach promotes vocabulary in the context of the curriculum. New vocabulary is taught daily phonologically, semantically and syntactically and reviewed within the learning environment</p>		
Key area of improvement	Financial Implications	Success Criteria
<ul style="list-style-type: none"> <li>• DHT to enrol on Word Aware training to increase her subject knowledge</li> <li>• One teacher from year group to attend Word Aware training and act as Word Aware champion for each year group to support with the implementation of Word Aware in each year group</li> <li>• DHT to deliver Word Aware training to teaching staff, then wider staff team</li> <li>• Planning to include key vocabulary that will be taught for the following subjects; Science, Geography and History, introducing other subject areas across 24/25</li> <li>• New vocabulary is shared with pupils, the grammatical derivatives are explored with children in lessons and for home learning. Teachers to check pupils understanding of new</li> </ul>	Word Aware training and resources	Pupils' subject knowledge has improved across the curriculum. They can talk more fluently and coherently about what they have learned in and beyond school.

<p>vocabulary in subsequent weeks after it is introduced through home learning.</p> <ul style="list-style-type: none"><li>• New vocabulary to taught to pupils with SEND through pre-teaching strategies eg precision teaching</li><li>• DHT and Word Aware champions to lead staff meetings (termly) on the implementation of Word Aware in the above subjects</li><li>• SLT to monitor the impact of Word Aware through pupil conferences, work scrutinties, learning environment walks and planning</li><li>• SLT to evaluate the successes of Word Aware and plan the implementation of Word Aware across the curriculum for the academic year 2024/25</li></ul>		
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Key Priority: 4	To improve outcomes in Communication and Language for children in the early years.	
<p>Rationale:  Communication and Language is one of the key skills our children need to access learning as they move through their education. A rich armoury of language and vocabulary provides cultural capital our children need to be successful in education. Research shows us that if children do not have a strong foundation , their achievement in future years is adversely affected</p>		
Key area of improvement	Financial Implications	Success Criteria
<ul style="list-style-type: none"> <li>• EYFS staff to carry out baseline assessment of children’s communication and language with the support of the EAL lead (which tool? Primary Language record?)</li> <li>• EYFS staff to ensure that observations of children’s talk is captured both indoors and outdoors , before making judgements</li> <li>• All EYFS staff to have clear expectations of children’s communication and language at the end of the EYFS. Staff need to be introducing new words all the time , continuing to read stories and rhymes.</li> <li>• EYFS leads to ensure that the Nursery focus should be on language and communication</li> <li>• EYFS staff to incorporate within continuous provision, and more specifically for enhanced provision , planned opportunities to develop children’s communication and language</li> <li>• EYFS staff to be trained and supported to extend children’s talk , by modelling standard English and re-phrasing when necessary</li> </ul>	Additional release for Early Years Lead to train staff team, attend Early Communication course with the English Hub.	All children can communicate (speak) in complete sentences. The percentage of children achieving the early learning goal in CLL has increased in 2024

<ul style="list-style-type: none"><li>• EYFS Word Aware champion to develop the approach across the EYFS and report to SLT on its progress and future planning</li><li>• EYFS leads and SENDCO to identify those children with significant communication and language delay/difficulties and plan, through support plans, actions to improve communication and language</li><li>• EYFS leads to analyse Autumn Term summative data (on Target Tracker) to inform provision for those children who are working below age-related expectations</li><li>• Ensure that Nursery focus is on language and communication</li></ul>		
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Key Priority: 5	To improve attendance	
<p>Rationale:</p> <p>The average attendance for the school in July 2023 was 91%. This was in line with the national attendance average of 92%. Whilst the school is in line with the national average, this figure is still well below average attendance percentages pre-pandemic. The national average percentage for persistent absence is 10%. At Elmwood Infant School, it is 23%  At Elmwood , the attendance levels are lowest among our youngest children. Data has shown a significant improvement in attendance as the children go through the school. Elmwood Junior School attendance is 96%.  The second factor which affects attendance at Elmwood Infant School is the taking of extended (time) holidays abroad to visit sick relatives. Many of whom have not seen these family members abroad since pre-pandemic times. Also , travelling abroad during the school holiday period is expensive for our parents. Many attempt to save money by booking holidays just before the end of a term.</p>		
Key area of improvement	Financial Implications	Success Criteria
<ul style="list-style-type: none"> <li>• Employ the services of WPA Education and Welfare services to support Attendance Officer to monitor attendance and to meet with PA families</li> <li>• AO and EWO to set attendance targets with PA families</li> <li>• Early Years teachers to include attendance as an item in their termly parents’ meetings</li> <li>• Early Years teachers to reward good attendance half termly with classes</li> <li>• ETYs teachers to refer parents to AT where a pattern of poor attendance is developing</li> <li>• School to provide additional incentives to celebrate good attendance (possibly through the school council)</li> </ul>	Fortnightly EWO support (every other Wednesday)	Attendance has improved to 95%. Nursery and Reception attendance improved to 95%.

<ul style="list-style-type: none"><li>• Safeguarding Team to monitor attendance of vulnerable pupils at weekly children at risk meetings</li><li>• Safeguarding team to select cases of poor attendance to manage , leading to improved attendance.</li><li>• No term time request for leave to be authorised</li><li>• Attendance policy to be updated to ensure that in exceptional cases when pupils cannot attend school, they are still able to access education</li><li>• AO to ensure that all absence coding is accurate (SBM and EWO to support)</li><li>• Referrals to be made to MASH in cases where attendance is not improving.</li></ul>		
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