

## **APPENDIX 1.**

### **Priority 1:**

**To develop a consistent and systematic approach to the teaching of reading skills across the school.**

Pathways to Read KS1 and KS2

- The children have told me that they prefer the way we are teaching reading now.
- They have enjoyed the books used.
- The staff also prefer our new approach, finding it more systematic and enjoyable to teach.
- As principal, I will continue to monitor the impact of this programme to ensure it continues to improve standards. If necessary, we will tweak our practise and provide any additional training for staff as required.

### **New Reading Assessment**

- Linked closely to our reading scheme
- Instead of assessing the children at the end of every half term, we now assess the children every time we hear them read. This means that children no longer have to remain on a reading band longer than necessary.

### **Priority 2:**

**To review and develop the structure and sequencing of our connected curriculum approach so that the children receive a broad and balanced curriculum where they have the opportunity to learn in depth.**

We have adapted the way we plan our connected curriculum and will be reviewing our connected curriculum with Bunbury and St Oswald's over the next two terms.

### **Priority 3:**

**To review and improve provision for our SEND children.**

We have completed a comprehensive review of our SEN across the trust.

Mrs Cliffe will continue to lead SEND across the trust but is now supported by a member of staff in each school.

Mrs Allen will be supporting Mrs Cliffe with the SEN provision at Warmingham CE.

Mrs Wrenshall, a SEN consultant will continue to work closely with the school.

Every term, I meet with teachers to review the progress of the children in each class. We look closely at each child, identifying any children who need additional support or pushing. We then create an action plan for the next term detailing which interventions will be put in place and any other improvements to be made. Interventions are now reviewed regularly to ensure they are having the desired impact.

### **Priority 4:**

**To develop the continuous provision so the children in our EYFS have lots of opportunities to embed their learning.**

This was our priority for the spring term and is now well embedded. Each area in the classroom, inside and out now provides the children with lots of opportunities to consolidate their learning.

## **CATCH UP FUNDING**

£80 per child - £6080 towards the following:

### **Autumn Term**

1. Daily 1:1 Reading for children who have fallen behind where they should be – 6 children across Otters and Hedgehogs (redeployment)
2. Maths – taught in small groups of no more than 12 children. Across KS1 and KS2 (£13,300)

### **Spring & Sumer Term Term**

1. Continue with the above
2. Purchased a programme of work – ‘Pathways to Progress’ – short intervention lasting six weeks which focuses on reading and writing – three times a week – Miss Turrell (£5600)