

# 2023 – 2024 Priorities

**English** – Our data, monitoring and stakeholder voice from 2022-2023, has informed us that Reading and Writing must be a priority for 2023 – 2024. This will include effective teaching of guided reading, ensuring that phonics and guided reading support each other, particularly in KS1 and increase engagement in home school reading. In terms of writing, some of the areas of focus will need to be to develop a new spelling scheme (including staff training to support), increase staff subject knowledge and moderation to support writing assessments and develop pupils' writing (stamina, vocabulary, application of skills taught).

**Closing the Gap** – Our data shows us that there are still significant gaps between the attainment of our pupil premium children and their non PP peers (Maths: 56% v 76% / Reading: 50% v 71% / Writing: 43% v 75%). There are also large disparities between the attainment of our SEN pupils and non SEN pupils (Maths: 46% v 69% / Reading: 29% v 75% / Writing: 26% v 73%). It is worth noting that the progress gap for these groups is significantly smaller. The greatest resource is our staff and how they are best used to support learners will be vital to closing the gap.

**Family Engagement** – A lot of work was started last year in terms of building relationships with the school community (parents / carers, governors, the Local Authority and our community) and we are proud of the work we have achieved. We know that there is still work to do, in particular with some of our harder to reach families. We want to increase the number of volunteers in school, support families with poor attendance and look for further opportunities to get the school community involved in school life. We need to utilise the skills / knowledge / experience of parents, provide courses / workshops for targeted parents e.g. Autism or behavior and support parents with reading at home.

**The Curriculum** – One of our priorities for this year is to ensure that there is consistency in how subjects are taught across the school. We also need to develop the role of the subject lead so that they are the experts and can talk confidently about all areas of their subject (from EYFS to Year 6) We are looking at some new schemes to support the more challenging areas to teach e.g. online safety and computing (coding). This year we also want to develop robust assessment systems of the Foundation subjects, maintain the strengths we have in teaching Maths whilst moving away from White Rose and ensure that both our Bespoke and Greater Depth learners are planned for and supported.

**Attendance** – This was a Key area for improvement from our last OFSTED (Dec 2019) and whilst there was an improvement in our attendance in 2022-2023 (93.4%, up from 91.4% in 2021-2022), we know that attendance and punctuality continues to be an ongoing issue. There are an increasing numbers of holidays taken in term time, persistent absenteeism from a small group of parents and lateness continues to be an issue for some families.

**Emotional Health** – We recognise that there a lot of factors within the school and in wider society that are impacting of people's well-being and mental health. We know that staff work most effectively, parents / carers support their children well and pupils learn best when their mental health is good and they feel supported and heard.