

2019-21 Priorities

School Headlines			
Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
<p>Early Reading: <i>Provide bespoke provision for those at risk of not meeting EOKS expectation</i></p>	<p>Braver and Stronger: <i>Embed a curriculum that promotes brave and strong choices and actions</i></p>	<p>Smarter: <i>Provide opportunities for pupils to think smartly and make smart choices in relation to their role in the wider world</i></p>	<p>Attainment and progress: <i>Reduce gender gaps, DIS gaps to National and SEND gaps</i></p>
<p>EYFS:</p> <p>Nursery: Regular rhymes and songs Early phonics development Vocabulary development</p> <p>Reception: Vocabulary development Vulnerable groups identified and personalised provision made</p> <p>Key Stage One: Maintain 100% phonics/ reading at EXS by end of Year 2 Increase % at GDS in Writing and Maths</p> <p>Increase access to support for those needing early reading development</p> <p>Key Stage Two: Personalised provision for those at risk (vulnerable).</p> <p>Use of reading to support debating and discussion skills.</p>	<p>EYFS: Ensure that AOP support opportunities to be Braver, Stronger and Smarter.</p> <p>Further evidence Characteristics of effective learning.</p> <p>Key Stage One and Key Stage Two: Use the vocabulary of Braver, Stronger, Smarter regularly</p> <p>Provide opportunities in all lessons to apply these skills</p> <p>Ensure that whole-school learning such as assemblies and immersion days provide Braver, Stronger and Smarter learning opportunities</p>	<p>EYFS: Further development of PSED opportunities to diminish the difference from on entry to exit Nationally.</p> <p>Year 1: Engage in Young Leaders</p> <p>Year 2, Year 3, Year 4 and Year 6: Engage in whole- school Pay it Forward topics, Forest Schools and MBV activities</p> <p>Year 5: Engage in Young Leaders</p> <p>Year 6: Engage in leading others across school</p>	<p>EYFS: Reduce gender gap for Boys (GLD and Exceeding) in RWM.</p> <p>Key Stage One: Year 1 Boy's Writing attainment and progress, including DIS, to match others nationally. Year 2 Girls DIS Writing and Maths attainment</p> <p>Key Stage Two: Year 3: Girls Maths and Writing progress (still good) • % at expected for writing (boys and DIS)</p> <p>Year 4: Boys Reading progress PP DIS Reading, Writing and Maths progress (3) inc Prior lowers % writing EXS</p> <p>Year 5: Prior Lower Reading, Writing and Maths (3) progress % at EXS PP DIS % at GDS R, W, M</p> <p>Year 6: Increase the proportion of pupils at GDS or HS in Maths. Reduce DIS gap to national other.</p>