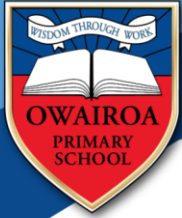


OWAIROA PRIMARY SCHOOL

# ANNUAL IMPLEMENTATION PLAN



2024



# Strategic Goal One: Responsive Curriculum

To maximise academic achievement for each student through the highest standards of teaching and learning.

Focus	Initiative <i>What do we want</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>
<b>1.1 Literacy Learning Progress</b>  Provide clear and coherent pathways for students to raise levels in Literacy	<ul style="list-style-type: none"> <li>Develop best practice to accelerate learner achievement</li> </ul>	<ul style="list-style-type: none"> <li>Develop curriculum knowledge to inform teaching and learning</li> <li>Building middle leadership capacity to develop effective practices to have a positive impact on student outcomes</li> <li>Classroom observations to support balanced literacy programme</li> <li>Raise staff proficiency in use of Assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>29.5% (253 students) are below writing expectations (end of year 2023 data).</li> <li>19.4% (166 students) are below reading expectations (end of Year 2023 data).</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>To raise standards of achievement in Reading and Writing across the school to ensure all children reading and writing below expectations for their curriculum year group make accelerated progress.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Students are at the centre, show active engagement and are encouraged to develop understandings of themselves as learners</li> <li>Use a range of assessments both summative and formative to measure student progress</li> <li>End of year OTJs</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Lead</li> <li>SLT</li> <li>Team Leaders</li> <li>Outside Facilitator</li> <li>Internal expertise</li> </ul>
<b>1.2 ESOL Learners</b>  Develop students' oral language as it underpins students' development across the curriculum	<ul style="list-style-type: none"> <li>Provide opportunities to integrate oral language across the curriculum to raise levels of achievement</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to acknowledge and value student identity, language and culture</li> <li>Authentic and relevant learning experiences</li> <li>Link prior knowledge to initiate and develop thinking and learning</li> <li>Develop explicit acts of teaching to target student needs</li> <li>Build teacher proficiency to assess students</li> </ul>	<ul style="list-style-type: none"> <li>29.5% (253 students) are below writing expectations (end of year 2023 data).</li> <li>19.4% (166 students) are below reading expectations (end of Year 2023 data).</li> </ul> <p>Note: The target ESOL students are included in the data above</p>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>Develop oral language to raise standards of achievement in Reading and Writing across the school</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Use a range of assessments both summative and formative to measure student progress</li> <li>End of year OTJs</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Curriculum Lead</li> <li>SLT</li> <li>Outside Facilitator</li> <li>Internal expertise (ESOL Lead)</li> <li>English Language Learning Assistant</li> </ul>

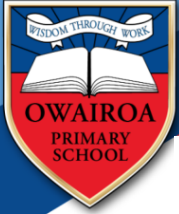
			against the ELLP pathway			
<b>1.3</b>	<b>Better Start Literacy Approach (BSLA)</b>  Develop and implement a structured literacy programme (BSLA) in Year1 and Year 2 to improve literacy outcomes for our students	<ul style="list-style-type: none"> <li>• Trial BSLA programmes in some Junior School classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Train 3 staff in BSLA in Semester 1 cohort</li> <li>• Train 4 staff in BSLA in Semester 2 cohort</li> <li>• Junior literacy team to review and reflect effectiveness of approach</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Junior school teachers have the BSLA micro credential and are implementing this in their programme.</li> <li>• 20.8% (31 students) are below curriculum expectations in Reading by the end of year 1 (2023 data)</li> <li>• 9.4% (14 students) are below curriculum expectations in Writing by the end of Year 1 (2023 data)</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>• To raise standards of achievement in Reading and Writing in Year 1 and 2 using the BSLA approach to ensure all children reading and writing below expectations for their curriculum year group make accelerated progress.</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>• Use e-asTTle data, Running Records and BSLA assessments</li> <li>• End of year OTJs</li> <li>• All Year 1 Teachers (7) have gained their BSLA micro credential and are implementing this in their programme</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Principal</li> <li>• BSLA Facilitator</li> <li>• Junior Staff</li> </ul>
<b>1.4</b>	<b>Culturally Responsive Curriculum</b>  Continue to implement a culturally responsive local curriculum that provides equal opportunities for all students	<ul style="list-style-type: none"> <li>• Plan and implement programmes to meet the differentiated needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Run Teacher PD on culturally responsive practices</li> <li>• Identify priority learners in weekly planning</li> <li>• Learning conversations about targeted students in team meetings</li> <li>• Use of data to track, monitor and support student progress, including Maori an, Pasifika and those who need special assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Priority learners are identified and tracked and currently shared with Senior Management.</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>• To ensure learning conversations about priority learners occur at a Team level</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>• PLD is focused on culturally responsive teaching pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Tools4Teachers facilitator</li> <li>• AP/DP's</li> <li>• SENCO</li> <li>• Team Leaders</li> <li>• Curriculum lead</li> </ul>

**Outcome:**

Students will progress and achieve at high levels across all aspects of their learning journey while at Owairoa School.

**National Educational Learning Priorities:**

1, 2, 3, 4, 5, 6



# Strategic Goal Two: Professional Capability

To provide a rigorous curriculum that delivers an inclusive and balanced education through staff professional development.

Focus	Initiative <i>What do we want</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>	
2.1	<b>Professional Growth Cycle (PGC)</b>  Teaching staff to improve individual knowledge and skills through effective professional growth cycle inquiries	<ul style="list-style-type: none"> <li>All teaching staff will carry out an individual PGC inquiry to improve their own professional knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Professional Leaders will work with staff within their team to facilitate the school PGC process</li> <li>Refer to the school PGC for actions taken by staff</li> <li>Align school Quality Assurance and PGC to inform annual appraisal</li> <li>New teaching staff will require induction and guidance from Professional Leaders</li> </ul>	<ul style="list-style-type: none"> <li>New teaching staff in 2024 are unfamiliar with school PGC (8 new teaching staff as of February 2024)</li> <li>3 current PCTs may require additional support</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>All teaching staff will undertake and complete an individual PGC inquiry by December 2024.</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>All teachers have had their PGC inquiry signed off by PL Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Leaders</li> <li>Area Leaders</li> <li>InterLead PD/Appraisal Connector</li> </ul>
2.2	<b>Assessment for Learning (AfL) Pedagogy</b>  Develop a shared understanding of Assessment for Learning practices to weave through all teaching and learning programmes.	<ul style="list-style-type: none"> <li>Engage students through AfL approaches to raise levels of achievement</li> <li>Students to be active participants in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Integrate AfL approaches across the curriculum</li> <li>Consistent use of AfL language across the school</li> <li>Assessment information to be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies</li> <li>Teaching staff to use AfL capabilities Matrix to undertake their own personal development alongside school guidance to strengthen AfL practice</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for Learning Capabilities Matrix will be used in 2024 to track teacher progress</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>Teaching staff to use AfL Capabilities Matrix to identify own strengths and areas for development</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>Using Matrix data teaching staff to share evidence of improvement in AfL practices within Professional Learning groups</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Professional Learning Leaders</li> <li>Area Leaders</li> <li>Outside Facilitator (Tony Burkin)</li> </ul>
2.3	<b>Teacher Professional Development</b>	<ul style="list-style-type: none"> <li>Teaching staff will improve professional knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>Focused PLD sessions will address</li> </ul>	<ul style="list-style-type: none"> <li>29.5% (253 students) are below or well below writing</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>Teachers to implement knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Staff</li> <li>Area Leaders</li> <li>Tools4Teachers</li> <li>Team Leaders</li> </ul>

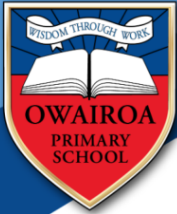
	Professional Development aligns to school priorities and targeted areas in Literacy.	raise the standards of teaching practice in Literacy	<p>identified target areas in Literacy</p> <ul style="list-style-type: none"> <li>• Build Middle Leadership capacity to develop effective practice with Teams</li> <li>• All new staff Y0 - Y3 to complete Yolanda Soryl Phonics programme training and implement strategies</li> <li>• Purchase relevant Literacy resources to support programmes</li> <li>• Moderation of Reading and Writing assessments</li> </ul>	<p>expectations (end of year 2023 data).</p> <ul style="list-style-type: none"> <li>• 19.4% (166 students) are below or well below reading expectations (end of Year 2023 data).</li> </ul>	<p>skills acquired in PD sessions in their teaching and learning programmes to raise standards of achievement</p> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Learner progress</li> <li>• Effective use of assessments formative and summative including feedback to close learning gaps and extend student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Lead</li> </ul>
<b>2.4</b>	<p><b>NZ Curriculum Refresh</b></p> <p>Design and implement Te Mataiaho Curriculum Refresh expectations (Literacy and Communication) that are reflected in our Owairoa local curriculum.</p>	<ul style="list-style-type: none"> <li>• School local curriculum is aligned to Te Mataiaho expectations for Literacy and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Unpack Te Mataiaho Literacy and Communication curriculum in line with Ministry Guidelines</li> <li>• Integrate new knowledge of Literacy and Communication curriculum into learning programmes and planning</li> </ul>	<ul style="list-style-type: none"> <li>• In 2023 teaching staff participated in Ministry allocated Teacher Only Days focusing on Te Mataiaho Curriculum Refresh.</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>• Teachers implement the refreshed Literacy and Communication curriculum in their planning and teaching</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Te Mataiaho Literacy and Communication integrated into teaching and learning beginning 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal</li> <li>• Area Leaders</li> <li>• Curriculum Leads</li> <li>• Team Leaders</li> </ul>

**Outcome:**

Through targeted PLD, teachers will develop more skills, understanding and confidence to deliver learning opportunities that will further enhance learning outcomes and success for students.

**National Educational Learning Priorities:**

1, 2, 3, 4, 5, 6



# Strategic Goal Three: Community Connections

To strengthen school-community relationships to support learning pathways for students.

Focus	Initiative <i>What do we want</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>
<b>3.1 Whanau Engagement (Mitey)</b>  Create a shared understanding of the Mitey programme with the school community.	<ul style="list-style-type: none"> <li>Engage the school community with the Mitey wellbeing programme</li> </ul>	<ul style="list-style-type: none"> <li>Hold a community workshop to outline the Mitey programme</li> <li>Share the Mitey programme outline in school / team newsletters and digital platforms</li> <li>Work with the Kahui Ako to support implementation of Mitey with community</li> </ul>	<ul style="list-style-type: none"> <li>We are currently in the planning stage with our Mitey Facilitators to share our Mitey programme with the community.</li> <li>In 2023 a survey was undertaken with year 4 -6 students to determine what they already know about the Mitey programme and wellbeing (The outcomes were used to inform 2024 direction)</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>To inform and engage the community about the Mitey programme and the positive impact on student wellbeing</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Parents provide feedback from communication regarding Mitey implementation</li> <li>Parents attend Mitey workshops</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Lead</li> <li>Senior Management</li> <li>Team Leaders</li> <li>Outside Facilitator</li> <li>Parent Community</li> </ul>
<b>3.2 Curriculum Updates</b>  To keep the school community informed of curriculum change (Literacy and Communication)	<ul style="list-style-type: none"> <li>Share the Owairoa local curriculum, so our community has a clear understanding of how they can work in partnership with students at home</li> </ul>	<ul style="list-style-type: none"> <li>Hold Literacy events for parents to build partnerships so they are better able to support their child at home</li> <li>Hold a meeting for parents of Year 0-2 students outlining the BSLA approach and how parents can work in (alongside the school) partnership to support their child at home</li> <li>Use digital platforms to inform parents of how we are implementing the Literacy and Communication curriculum and</li> </ul>	<ul style="list-style-type: none"> <li>We have not engaged with the community regarding the Literacy Programme in the past two years.</li> <li>BSLA is being introduced this year in the Junior school</li> </ul>	<p><b>Target</b></p> <ul style="list-style-type: none"> <li>To engage and inform the community, of the ways they can support their child at home</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Parents attend scheduled events such as Literacy workshops</li> <li>Parents provide feedback on supporting learners at home</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Lead</li> <li>Senior Management</li> <li>Team Leaders</li> <li>Outside Facilitator</li> <li>Parent Community</li> </ul>

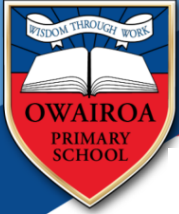
			when scheduled events are happening, throughout the year			
<b>3.3</b>	<b>Community Engagement</b>  Ensure our parent community has opportunities to share with the school their cultural identity and aspirations for their child's learning journey.	<ul style="list-style-type: none"> <li>Strengthen bicultural and multicultural community perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with different school community groups</li> <li>Community groups provide and share their goals for their children</li> <li>School and community to action these goals in key documents (Maori/ Pasifika/ Strategic Plans)</li> </ul>	<ul style="list-style-type: none"> <li>Several groups have been consulted in 2023 including: Maori, Pasifika and European members but not all ethnic groups have been represented</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>To provide a wider catchment of multicultural community groups for consultation to ensure their voices are heard and acted upon to promote success for our students</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>We will consult with more of our community groups including: Maori, Pasifika, Chinese, South African, and Asian (Korea, Indian and others) throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management</li> <li>Team Leaders</li> <li>Parent community</li> </ul>
<b>3.4</b>	<b>School Values (RISE)</b>  Develop a shared understanding of the School Values (RISE), with our community.	<ul style="list-style-type: none"> <li>Continue to embed the school RISE values at home</li> </ul>	<ul style="list-style-type: none"> <li>Our vision and values are visible around the school</li> <li>Work in partnership with the community to embed RISE values at home</li> <li>Parents communicate with school providing examples of how students are using the RISE values at home</li> <li>Include a section in the school newsletter highlighting how students show the RISE values</li> <li>Include the RISE values in the enrolment folder / interview process / new parent meetings for new families to our school</li> </ul>	<ul style="list-style-type: none"> <li>The School (RISE) values are on the website for the community to see</li> <li>School song (which includes RISE values) is sung at sharing assemblies and prize givings in-front of the community</li> </ul>	<b>Target</b> <ul style="list-style-type: none"> <li>To reinforce the RISE School values with the community so they have a clear understanding of how they are integrated into the Tikanga (culture) of the school</li> </ul> <b>Measure</b> <ul style="list-style-type: none"> <li>RISE values reinforced through newsletters and parent evenings</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management</li> <li>Team Leaders</li> <li>Curriculum lead</li> <li>Parent community</li> </ul>

**Outcome:**

Strong links are developed and sustained between the school and community with an emphasis of understanding and proactive partnerships to improve student outcomes

**National Educational Learning Priorities:**

2, 3, 4, 6, 7



# Analysis of Variance

## WRITING TARGET 2023

**Strategic Aim: To ensure a high level of achievement in writing across the school**

### Teaching and Learning - Student Achievement will be driven by:

- Accurate identification of students working below and well below the expected level for their year group and their next learning steps
- Students and teachers use of the Assessment for Learning pedagogy
- Implementing quality programmes in Oral Language and Reading to support Writing
- Using Literacy Progressions to support planning
- Analysis and moderation of student data to inform planning and teaching in Writing
- Professional Learning Development taken by Tools4Teachers as part of the Ministry PLD contract for all staff across the school in Writing to improve assessment, planning and teaching
- Implementing Talk to Learn (Y2 ESOL), Quick 60 (Y3/4) and a Remedial Programme (Y5/6), GATE (Y1-6) to improve Oral Language and Reading to support Writing.
- To integrate Writing across the curriculum
- To differentiate the planning and teaching to meet the needs of the learners
- Teachers using a range of different Writing strategies to engage all learners
  - Writing daily
  - Planning and teaching in a culturally responsive way, affirming learners' identities, prior experiences and learning styles
  - To use summative and formative assessments to inform next learning steps for students.

### Teaching And Learning - Student Engagement

- Focus on Assessment for Learning pedagogy to deepen students' understanding of how they learn, their individual progress and next learning steps
- Develop teachers' understanding, knowledge of and use of motivation in order to promote engagement in quality writing
- Develop, implement and review educational programs to meet the differentiated needs of students
- Integrate Key Competencies throughout planning, teaching and learning
- Self, peer and teacher feedback used to move students on in their learning

#### Curriculum Area:

Writing

#### Key Competencies:

- Thinking
- Managing Self
- Using language symbols and text
- Participating and Contributing
- Relating to others



**2023 Annual Target:**

To raise standards of achievement in Writing across the school to ensure all children writing below expectations for their curriculum year group to make accelerated progress. In order to achieve this, we will concentrate in 2023 on identified target groups across the school, and continue to work with the PLD providers.

**Baseline Data: 2022**

Year	Well below	Below	At	Above	Number
End of Year 1		25 (20%)	89 (70%)	14 (11%)	128
End of Year 2		34 (24%)	86 (61%)	21 (15%)	141
End of Year 3	5 (4%)	46 (33%)	61 (44%)	27 (19%)	139
End of Year 4	8 (6%)	37 (28%)	71 (55%)	14 (11%)	130
End of Year 5	6 (5%)	44 (33%)	58 (44%)	24 (18%)	132

Planned actions for 2023	Timing	Responsibility	Resourcing
1. Data gathered from all students using writing samples, and OTJs in December 2022	Term 4 2022 Term 1 2023	SMT, Teachers	
2. Data analysed to identify needs	Term 1 2023	SMT, Teachers	
3. Data to be reported to School Board.	Term 2 2023	SMT	
4. Barriers to learning will be identified so they can be reduced, i.e. English Language Learners, children with special needs and language deficit students	Term 1 2023	Teachers	
5. Provide PD in Writing for all staff through Tools4Teachers under the Ministry PLD contract	Term 1-4 2023	SMT	Tools4Teachers
6. Provide PD to all staff in moderation of writing samples	Term 1-4 2023	SMT/ Team Leaders	eastTle PaCT
7. Assess at the end of 2022 using the same assessment tools and report findings	Term 4 2023	Teachers	
8. In school Literacy Groups, i.e. Quick 60, Talk to Learn, ESOL, Remedial	Term 1-4 2023	SMT	Remedial Centre ESOL
9. Parents supported to assist their student at home	Term 1-4 2023	SMT/Teachers	
10. English Language Learners programmes	Term 1-4 2023	DP, Specialist Teacher	
11. Professional Development in speaking and listening and reading to be provided to all staff	Term 1-4 2023	Tools4Teachers SMT	Speaking & Listening / Learning Through Talk
12. Review the Classroom Curriculum writing documents to include Literacy Progressions	Term 2 2023	SMT	

13. Mentoring and coaching of classroom teachers to raise practice	Terms 1-4 2023	Tools4Teachers	
14. Professional Growth Cycle to develop knowledge and practice	Terms 1-4 2023	Teachers / PL Leaders	

## ANALYSIS:

### End of Year 1 Target group (Year 2s in 2023)

#### Below

25 students were identified at the end of 2022 as being below the expected level and were put in our target group. Of these 25 students, 4 students left our school, making our target group 21 students.

#### **The Year 2 target group consisted of:**

- 13 boys and 8 girls
- 15 students (71%) did not have English as their first language
- 5 students did not start school at Owairoa Primary as New Entrant pupils
- 2 students have been identified with Special Needs,

#### **By the end of 2023 out of the 21 students:**

- 1 student (5%) moved from writing below the expected level to writing at their expected level.
- 20 students (95%) made varying degrees of progress but are still writing below the expected level. These students have been added to our 2024 priority learners list and will continue to be monitored this year.

### End of Year 2 Target Group (Year 3s in 2023)

#### Below

34 students were identified at the end of 2022 as being below the expected level and were put in our target group. This was 24% of 141 students in that year group.

#### **The Year 3 target group consisted of:**

- 18 boys and 16 girls
- 10 students (29 %) were learning English as a second language and attended weekly ESOL lessons.
- 6 students (17.6 %) were identified as having SEN, one of which is ORRS funded.
- 1 student was presenting as SEN and 2 other students had significant learning concerns.
- 2 students had enrolled at Owairoa midway through 2022.
- 1 student left before the end of 2022 and is not included in this group.
- 1 student remained in Year 2 in 2023 and is not included in this group.

#### **By the end of 2023 out of the 32 students remaining:**

- 6 students (18.75%) left during the school year.
- 11 students (32%) were assessed to be working well below their expected curriculum level at the end of the year.
- 5 out of the 11 students (45%) had identified SEN, and 2 others (18%) had significant learning concerns.
- 2 students (18%) were learning English as a second language and attended weekly ESOL lessons in 2023.

#### **Out of the remaining 15 students:**

- 15 students (100%) made progress but were assessed to be working below their expected curriculum level at the end of the year and will be added to the 2024 priority learners list.
- 1 (6%) was identified as having SEN, and 1 other student (6%) as having behavioural concerns affecting their learning.
- 7 (43%) were learning English as a second language and attended weekly ESOL lessons in 2023.

## **End of Year 3 Target Group (Year 4s in 2023)**

### **Well Below**

5 students were identified at the end of 2022 as being well below the expected level and were put in our target group. This was 3.5% of 139 students in that year group.

#### **The Year 4 target group consisted of:**

- 3 boys and 2 girls
- 3 students (60 %) were learning English as a second language, and attended weekly ESOL lessons
- 2 students (40%) were presenting as having SEN

#### **By the end of 2023 out of the 5 students:**

- 1 student (20%) left during the school year
- Out of the 4 students remaining:
- 1 student (20%) moved from writing well below the expected level to writing below the expected curriculum level.
- 3 students (43%) remained well below their expected curriculum level.
- All of those well below were learning English as a second language and attended weekly ESOL lessons. The other student was identified as having SEN.

### **Below**

#### **End of Year 3 Target group consisted of:**

- 46 students were identified at the end of 2022 as being below the expected level and were put in our target group. This was 33 % of 139 students in that year group.
- 23 students were female (36 % of Year 3 females)
- 23 students were male (30 % of Year 3 males).
- 18 students (39%) were learning English as a second language and attended weekly ESOL lessons.
- 1 student (2%) was presenting as having SEN.

#### **By the end of 2023 out of the 46 students:**

- 14 students (30.4%) left during the year.

#### **Of the remaining 32 students:**

- 1 student was assessed to be working above their expected curriculum level.
- 15 students (46.8%) were assessed to be working at their expected curriculum level, 7 of which attended weekly ESOL lessons.
- 13 students (40%) made progress but were assessed to be working below their expected curriculum level at the end of the year and will be added to the 2024 priority learners list. 3 of those students (23%) attended weekly ESOL lessons and 3 other students (23%) identify as having SEN.
- 3 students, 1 male and 2 females were assessed to be working well below their expected curriculum level. 2 students receive learning support, and 1 other is ESOL. All will be added to the 2024 priority learners list.

## End of Year 4 Target group (Year 5s in 2023)

### Well Below

8 students were identified at the end of 2022 as being well below the expected level. This was 6% of 130 students in that year group.

#### The Year 5 well below target group consisted of:

- 4 boys and 4 girls
- 3 students (38%) were identified as having SEN.
- 5 students (62%) were identified as ESOL. All 5 ESOL students received Ministry funding and attended weekly ESOL lessons.

#### **By the end of 2023 out of the 8 students:**

- 1 student (13%) left during the year.

#### Of the remaining 7 students:

- 1 student (14%) moved from writing well below the expected level to writing below the expected level.
- 6 students (86%) remained writing well below the expected level. All 6 students had made progress during the year and will be added to the Priority Learner list for 2024.

### Below

37 students were identified at the end of 2022 as being below the expected level. This was 28% of 130 students in that year group.

#### The Year 5 below target group consisted of:

- 22 boys and 15 girls
- 2 students (5%) were identified as having SEN.
- 20 students (54%) were identified as ESOL. 3 of the 20 ESOL students were FFP. 15 of the 20 ESOL students received Ministry funding and attended weekly ESOL lessons. 1 of the 15 ESOL students receiving Ministry funding was also identified as having SEN.

#### **By the end of 2023:**

- 5 students (16%) had left during the year.

#### Out of the 32 remaining students:

- 4 students (13%) had moved from writing below the expected level to writing at their expected level.
- 28 students (87%) remained writing well below the expected level. All 28 students had made progress during the year and will be added to the Priority Learner list for 2024.

## End of Year 5 Target group (Year 6s in 2023)

### Well Below

6 students were identified at the end of 2022 as being well below the expected level. This was 5% of 132 students in that year group.

#### The Year 6 well below target group consisted of:

- 2 boys and 4 girls
- 1 student (17%) was identified as having SEN.
- 5 students (83%) were identified as ESOL. All 5 ESOL students received Ministry funding and attended weekly ESOL lessons.

#### **By the end of 2023 out of the 6 students:**

- 1 student (17%) left during the year.

**Of the remaining 5 students:**

- 2 students (40%) moved from writing well below the expected level to writing below the expected level.
- 3 students (60%) remained writing well below the expected level. All 3 students had made progress during the year.

**Below**

44 students were identified at the end of 2022 as being below the expected level. This was 33% of 132 students in that year group.

**The Year 6 below target group consisted of:**

- 27 boys and 17 girls
- 4 students (9%) were identified as having SEN.
- 29 students (66%) were identified as ESOL. 11 of the 29 ESOL students received Ministry funding and attended weekly ESOL lessons. 2 of the 11 ESOL students receiving Ministry funding also identified as having SEN.

**By the end of 2023:**

- 3 students (7%) had left during the year.

**Out of the 41 remaining students:**

- 1 student (2%) had moved from writing below the expected level to writing well below expected level.
- 13 students (32%) had moved from writing below the expected level to writing at their expected level.
- 27 students (66%) remained writing well below the expected level. All 27 students had made progress during the year.