

Year 1: 80% of all children to be at ARE. 60% of PP children.

Year 2: 70% of all children to be at ARE. 50% of PP children.

Year 3: 70% of all children to be at ARE. 60% of PP children.

Year 4 : 80% of all children to be at ARE. 50% of PP children.

Year 5 : 70% of all children to be at ARE. 50% of PP children

Year 6: 70% of all children to be at ARE. 70% of PP children

All data targets based on Year groups real term data—i.e. cohort based.

All staff, children, parents are aware of revised Behaviour Policy (September 2022).

All staff, children, parents are aware of Child Protection Policy

Staff Survey shows that staff are aware of wellbeing measures and satisfaction is increasing

100% of children to make 6+ Steps progress from Base-line assessment in; Word Reading, Writing and Number.

Writing is embedded throughout the curriculum with Curriculum writing and expectations being at least as good as writing in Literacy Books.

100% of staff and pupils can talk about how they feel safe at St John's Green Primary School and why that is important.

All staff are aware of how children are assessed in the new Early Years Framework and use this knowledge to identify skills gaps in child development.

80% of children to reach expected standard in; Comprehension, Word Reading, writing, number, numerical patterns.

100% of Children can identify a piece of writing that they are proud of and talk about their next steps.

St John's Green Primary School

Strategic Priorities 2022-2023

Average score of Year 4 Multiplication check to be 20.

In 2021—2022 35.7% of PP children and 60.5% of Non PP children were at expected in five aspects of Communication and Literacy. In 2022-2023—50% of PP children to be at expected in five aspects of Communication and Literacy.

GoRead:

For 2022-2023 for each class.

- Average Reading Logs for pupils/parents combined to be 5.0
- Average Books Read. EYFS/KS1:24, KS2 : 12

100% of children are able to share a book they have recently read and talk about the story or the key features.

100% of pupils can use manipulatives and draw models to solve maths problems.

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Year 2: 80% of all children to be at ARE. 70% of PP children.

Year 3: 80% of all children to be at ARE. 60% of PP children.

Year 4: 85% of all children to be at ARE. 70% of PP children.

Year 5: 70% of all children to be at ARE. 50% of PP children.

Year 6: 80% of all children to be at ARE. 70% of PP children.

Year 1: 70% of all children to be at ARE in Reading. 60% of PP Children to be at ARE.

Year 2: 70% of all children to be at ARE in Reading. 60% of PP children to be at ARE.

Year 3: 80% of all children to be at ARE in Reading. 70% of PP children.

Year 4: 90% of all children to be at ARE in Reading. 70% of PP children.

Year 5: 70% of all children to be at ARE in Reading. 60% of PP Children.

Year 6: 80% of all children to be at ARE in Reading. 75% of PP children.

SEND: 100% of children with additional needs are able to achieve their best, through skilled SEND support and engagement in the same activities as their peers.

Phonics

90% of children in Year 1 to be working at ARE for Phonics Screening Check.

100% of children in Year 2 who need to retake phonics to achieve standard (10 children)

The Graduated Approach for supporting pupils with SEND is embedded across the school.

SEN Support children at ARE to increase by 20% in each of reading, writing and maths.