

Butler's Hill Infant & Nursery School



Dream Big, Aim High

Our School Aims:

Caring, Creative, Confident

Our School Values:

Respect Responsibility and Resilience



SCHOOL IMPROVEMENT PLAN

2024 – 2025

Context

Butler's Hill Infant and Nursery School is a larger than average infant school whose pupils come from an area with high levels of social disadvantage when compared to all infant schools in Nottinghamshire – the IDACI puts the school in the bottom 3% most deprived areas nationally. From September 2024 the PAN has been reduced to 60, providing cost effective classes of 30 children.

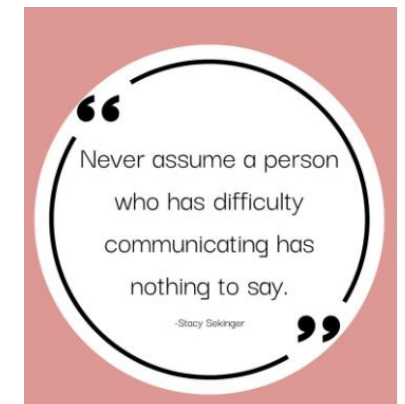
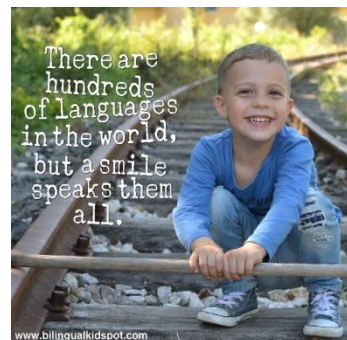
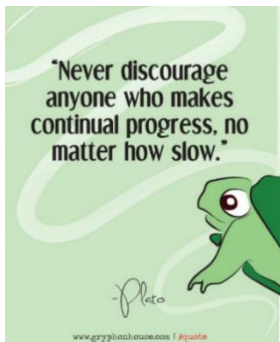
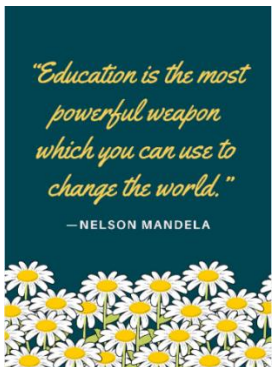
Butler's Hill Infant and Nursery School was graded a 'good' school (March 2023) for the third time. 2023-2024 saw Butler's Hill making great strides with children being able to articulate the Fundamental British Values and a focus on assessment. The School's SSP (Essential lessons and sounds) is embedded in all classrooms. Coaching and mentoring remains a priority. The school focus is now on writing and introducing the new scheme, 'pathways to write'. We continue to work with the English hub on developing Oracy and Reading ambition for all, accessing CPD for all staff.

Overall attendance for year 2023-2024 is 93.62% with persistent absences at 20.18%. This is higher than last years, however we had a number of children that were on our roll even though they had left and an increased number of children that were referred to early help due to persistent non attendance.

Butler's Hill Infants is an inclusive school, with a high proportion of SEN children; 18 funded children; 8 with preverbal with complex needs and 6 children in receipt of Higher-level needs funding. A further 12 children who need additional support with family funding. 8 (5 last year) preverbal children, require basic and intimate care needs are educated on a personalised timetable, requiring a calming room, away from the Mainstream classroom. The school has 5 children with EHCP plans and 2 more are in process. We are experiencing with every new Nursery intake, an increased number with complex needs. The most common SEN need is communication and interaction (61.4%). 50% of all children who are SEN, have speech and language difficulties. The Local Authority has recognised the significant need and awarded Butler's Enhanced Provision status, ensuring £135,912 additional funding for 3 years. This has enabled us to broker a speech and language therapist on site (Beth Cole) to work with children, staff and parents to help overcome speech and language barriers.

CPD is sharply focussed upon developing teaching and learning, directly linked to appraisal and SIP targets and as a result, all key groups, make good progress from their starting points. However, attainment remains below National and a priority for the school. It should be noted that children enter Butler's Hill significantly below the expected level. The school makes rapid progress from their starting points. Baseline assessments show that children enter significantly behind their peers in CLL and PSED and leave 'school ready'.

The school has been in a period of change and has implemented a significant number of new initiatives. Following the positive Ofsted, our focus will continue to be 'Quality first teaching' and embedding new approaches. Using research will help ensure that our staff develop the most effective practice in order to support pupils' achievement.



Butler's Hill Infant & Nursery School YEAR PLAN SUMMARY 2025-26

Priority 1 LEADERSHIP AND MANAGEMENT To ensure the curriculum and provision meets the needs of pupils with SEND (EPU, RR, adaptations in class).	Priority 2 QUALITY OF EDUCATION To raise progress and attainment for all children in writing.	Priority 3 QUALITY OF EDUCATION To develop Oracy and Early language across all subjects, so that pupils can articulate their knowledge
1.1 Establishment of the Enhanced Provision Unit (EPU)	2.1 To improve handwriting and presentation across the school to support children's fluency in writing and composition.	3.1 Develop an oracy and vocabulary framework to support and scaffold all children's language acquisition and development across the curriculum
1.2 Develop and implement a curriculum that is accessible and engaging for all learners, including those with SEND.	2.2 To raise attainment in writing across the school for all groups of children – focus on independence and application of phonics and mastery of basic skills.	3.2 To develop Oracy across all subjects, opportunities for talk, enabling all pupils to communicate their learning and commit to long term memory.
1.3 Establish a robust system to monitor the progress of students with SEND and evaluate the effectiveness of the curriculum.	2.3 To develop a more consistent and robust system of moderation – across classes and year groups.	3.3 Develop a progressive whole school SLC strategy to enhance language acquisition and improve reading and writing
1.4 Optimization of Teaching Assistant (TA) Deployment for SEND Support		
Intended Outcome All subjects show improved accessibility and engagement for SEND students, as evidenced by enhanced academic achievement and positive feedback in pupil and staff surveys. Increased confidence among staff in deploying adaptations. Butler's Hill curriculum is flexible, adaptable, and inclusive to cater to the needs of all learners.	Intended Outcome Robust moderation has had a positive impact on identifying gaps to support AFL and progress. Data will show an improvement	Intended Outcome So that pupils can articulate their knowledge (verbally, sign language, picture exchange). So that all children (including SEND) can learn to read and write.

Priority 1:

- To ensure the curriculum and provision meets the needs of pupils with SEND (EPU, RR, adaptations in class).

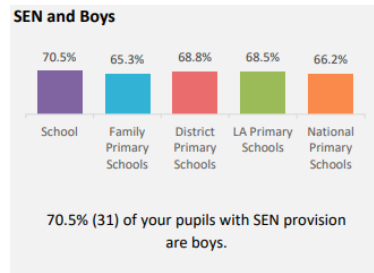
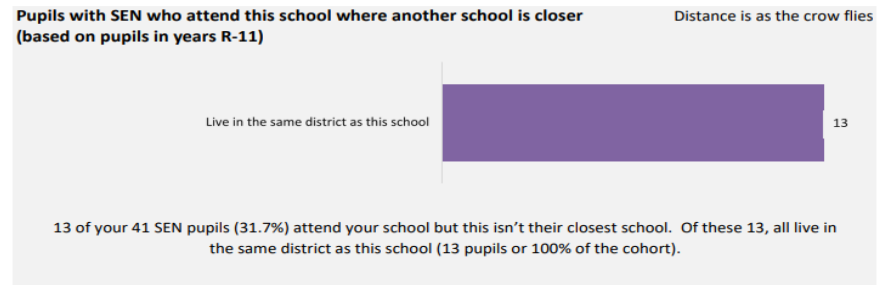
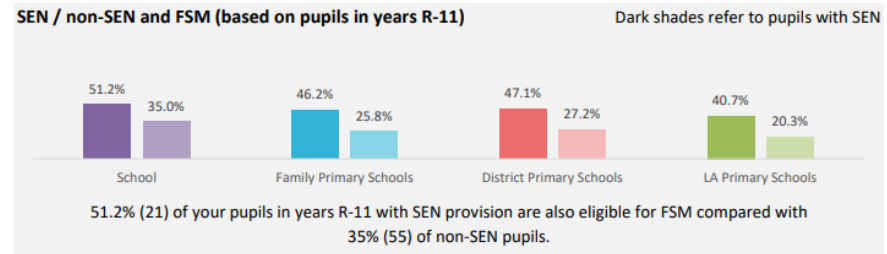
Context

Our vision is to create an inclusive, supportive, and dynamic learning environment where every child, regardless of their abilities, can thrive. Our mission is to provide a curriculum that meets the diverse needs of all learners, particularly those with Special Educational Needs and Disabilities (SEND), ensuring equal opportunities for academic and personal growth.

The data of SEND pupils in our school shows a very high percentage of SEND, a high level of children with complex needs who require additional funding and/or and EHCP. Communication and Interaction (C and I) is by far the greatest need in our school. Therefore, our new EPU opening in Sept 24 reflects this need. 13 out of 24 SEN pupils (31.7%) attend Butler, but this is not their closest school. We are campaigning to be recognised as a magnet school by NCC, and would like funding to reflect this.

	Whole School SEN %	National SEN %
Overall SEN	70 – 28.5%	13%
Funded AFN high	7 – 10%	
Funded AFN Med/low	7 ch – 10%	
Funded HLN	7 ch 10%	
Total funded	21 – 30%	
Pre-verbal	10 -14%%	
EHCP	7 – 10%	Further 3 children in process

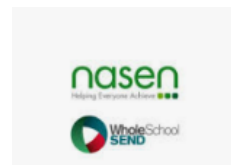
Breakdown of categories of need no of children percentage of whole school		
	SEN support	EHCP
C and I (inc; ASD)	44 -18%	5
C&L	11- 4.5%	0
SEMH	7 – 2.9%	0
PD	3 – 1.2%	2



Introduction and Rationale of EPU

An Enhanced Provision Unit (EPU) for students with Special Educational Needs and Disabilities (SEND) aims to provide a supportive environment tailored to the unique needs of these students. The objective is to facilitate their academic, social, and emotional development, ensuring inclusivity and equal opportunities. Continuous evaluation and adaptation are crucial to meet the evolving needs of pupils with SEND effectively.

RESEARCH USED TO INFORM PRIORITY AREA:



Key Objectives	by end of December 2024	by end of April 2025	so that by July 2025
<p>1.1 Establishment of the Enhanced Provision Unit (EPU)</p> <p>Step 1: Develop a detailed project proposal including budget estimates, potential funding sources, layout designs, and a timeline for setup.</p> <p>Step 2: Seek approval from the governing body and pursue external funding through grants or sponsorships.</p> <p>Step 3: Appointment of staff (SENDCO and 2 x grade 4 TAs)</p> <p>Step 4: Oversee the refurbishment of the designated space to accommodate EPU specifics, ensuring compliance with accessibility standards. Use of National Autism Standards to audit the unit. Advice sought from Beth Cole Speech and Language therapist.</p> <p>Step 5: Procure specialized equipment and resources tailored to diverse SEND requirements</p>	<p>Autumn 1</p> <p>Conduct comprehensive needs assessment involving SEND students, parents, and SEND staff to identify specific resources, staffing needs, and space requirements for the EPU.</p> <ul style="list-style-type: none"> - Share criteria with family of schools at Springboard meeting. Invited SENDCOs to view EPU to establish possible candidates. <p>Develop and deliver tailored training sessions for all EPU staff on operational procedures, special educational strategies, and student engagement</p> <p>Baseline of children using B squared or Speech and Language assessment tool. E.g. WELLCOMM/Talking for Thinking. Gaps clearly identified</p> <p>IEPs written and set Pupil profiles completed Provision maps in place</p> <p>Autumn 2</p> <p>Phased entry of new children from outside of school. Gather data from existing student records, consultations with teachers, parents and specialists.</p> <p>Family SENDCO and SENDCO will conduct observations in home school.</p> <p>Officially launch the EPU and implement a continuous feedback mechanism with stakeholders for ongoing improvement.</p>	<p>Continuous monitoring of the enhanced unit, focusing on improving educational outcomes, social inclusion and overall well-being of pupils with SEND.</p> <p>Quality assurance visit by Peter Higgins DEC 2024</p>	<p>EPU operational by the start of the next academic year with a fully trained staff. Continuous improvement based on regular feedback from staff, students, and parents. Positive impact evident in SEND student engagement and educational outcomes.</p> <p>Blue sky thinking – Partnership with a special school e.g. St.Giles or Carlton Digby. Butler’s Hill, sharing expertise and training and ensuring a smooth transition to the next stage in education.</p>
<p>1.2 Develop and implement a curriculum that is accessible and engaging for all learners, including those with SEND.</p>	<p>Review existing curriculum adaptations through consultations with SEND pupils, (pupil voice) teacher discussions around planning and resources, and external SEND experts. Host a series of workshops for all teaching staff focusing on advanced differentiation techniques and adaptive technology use in the classroom.</p> <p>Develop new curriculum resources, including visual aids, multisensory materials, and digital tools, to better cater to diverse learner needs.</p> <p>Implement a structured system for subject leaders to regularly monitor and assess SEND pupil progress, incorporating innovative assessment methods like portfolios and video recordings. Establish a feedback loop with SEND pupils to continually adapt and enhance the curriculum based on direct pupil input.</p>	<p>Routinely evaluate the effectiveness of the implemented strategies through termly review sessions involving all stakeholders and adjust as necessary. Learning walks and observations, by the SLT, the SENDCO, TAs and external verifiers will show that adaptations have been made and deployment of support staff are effective.</p> <p>Provide regular professional development workshops focusing on inclusive education strategies, SEND awareness, and behaviour management techniques.</p> <p>Staff to attend workshops, seminars and courses on SEND.</p> <p>Work sampling and scrutiny of planning to ensure that teaching strategies and curriculum design meet the needs of pupils with SEND.</p>	<p>All subjects show improved accessibility and engagement for SEND students, as evidenced by enhanced academic achievement and positive feedback in pupil and staff surveys. Increased confidence among staff in deploying adaptations.</p> <p>Butler’s Hill curriculum is flexible, adaptable, and inclusive to cater to the needs of all learners.</p> <p>All classrooms demonstrate inclusive teaching methods, such as AFL and adapted and differentiated instruction. This will ensure personalized, effective and adaptive learning experiences for all pupils.</p> <p>Teachers will be equipped with the knowledge and skills necessary to support students with SEND.</p>

		Middle leaders to assess if adaptations and appropriate scaffolds are used within their subject.	
1.3 Establish a robust system to monitor the progress of students with SEND and evaluate the effectiveness of the curriculum.	<p>Implement systems to monitor and track pupil progress and outcomes.</p> <p>Use of Bsquared and speech and language assessment tools to highlight gaps in learning that need to be addressed.</p> <p>Develop and implement IEPs for pupils with SEND, tailored to their specific needs and goals. All IEPs to be on INSIGHT by October half term (workshop to demonstrate and allocate time). Once per half term, teachers to observe named children in either the EPU or RR. Collaboration between staff, parents and outside agencies to jointly set targets and IEPs.</p> <p>SENCO and class teacher to hold parent's evenings for children in the EPU</p>	<p>Regular review and update IEPs in collaboration with colleagues, parents and specialists.</p> <p>Once per half term, teachers to observe named children in either the EPU or RR. Collaboration between staff, parents and outside agencies to jointly set targets and IEPs.</p> <p>SENCO and class teacher to hold parent's evenings for children in the EPU</p>	<p>A robust online system (Insight) will manage all IEPs and provision maps, reducing SENDCo workload, emailing teachers when reviews need to be completed.</p> <p>Transition meetings with class teacher and new teacher to ensure smooth transition into the next stage in education. Arrange meetings at the end of Summer 1, to meet at the end of Summer 2.</p> <p>Class teachers to work in collaboration with EPU/ RR ensuring a greater understanding of children needs.</p>
1.4 Optimisation of Teaching Assistant (TA) Deployment for SEND Support	<p>Perform an in-depth analysis of the current TA deployment,</p> <p>Develop a strategic TA deployment plan that aligns with individual SEND pupil needs and academic goals</p> <p>Collaboration: working closely with teachers, parents, specialist (such as speech therapists, occupational therapists), to create a supportive learning environment.</p> <p>Establish regular assessment points to evaluate the impact of TA deployment on student progress and wellbeing, and adjust the strategy accordingly.</p>	<p>Regular monitoring of pupil progress and adjusting interventions as needed.</p> <p>Introduce a buddy system among TAs to foster peer support and knowledge exchange.</p> <p>Encourage TAs to attend TA meetings as part of the family/district</p>	<p>Balanced TA support leading to measurable improvements in SEND pupil progress and wellbeing.</p> <p>TA feedback demonstrates their impact on pupil progress.</p>

Specific actions to achieve key objectives		
by end of December 2024	by end of April 2025	by end of July 2025
1.1		
1.2		

Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					
1:1		- Room to be set up for Sept, with appropriate resources – E.g. Widget		£1,000	

1:1		- Baseline and track throughout the year. To monitor progress and adjust teaching as needed.			
1:2		- Dates set for referrals to the EPU, panel dates, transition dates, starting dates		Supply cover costs £200 per day	
1:2		- Reviews/parents meetings for EPU/Rainbow room children planned across the year			
1:2		- CPD planned with Beth Cole and other key specialists. - Speech sounds - Adapted teaching - Intensive Interaction - Attention Autism - C and I resources and strategies to support in the classroom		Funded partly through the EPU and some from family allocation.	
1:2		- Observations/learning walks/book scrutiny and pupil voice to monitor adaptations for SEND/TA deployment			
1:1		- Collaboration with C and I Team (NCC) - In depth sensory checklists and training for EPU and RR		Free – agreed to be a pilot hub.	
1:1		- AE/EC to attend Reading Ambition for all. 5 sessions.		PLUS £750 to be paid to Butler's Hill Release time	

Review			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
1.1	•		
1.2	•		
1.3	•		

Priority 2: To raise progress and attainment for all children in writing.

Context: Writing and -handwriting remains a weakness in the school and following the OFSTED English Report March 2024 review of writing we decided to seek out a scheme which takes a more mastery approach to writing based on the success we have achieved following a mastery approach to maths and White Rose. Pathways to Write provides a focussed approach to securing the foundations needed to ensure children can secure the basic building blocks through incidental writing opportunities across a range of genres prior to the end of unit writing outcomes. This scheme provided samples of expectations for a range of pieces of writing and end of unit exemplars to ensure staff expectations are consistent across classes and year groups in KS1 supporting staff CPD

OFSTED English Subject Report March 2024: 'The writing curriculum often introduces complex tasks too early before many pupils are equipped with the knowledge and skills that underpin these. Primary pupils are not always given sufficient teaching and practice to gain high degrees of fluency in spelling and handwriting early enough'

OFSTED Review of English 2022: Handwriting

- There is research to support the idea that writing letters might be important in supporting children's early reading development, as it stimulates the areas of the brain known to underpin successful reading.
- Skilful handwriting has an impact on composition.
- Teaching handwriting is closely associated with the quality, length and fluency of writing, according to two meta-analyses

Key Objectives:

2.1 To improve the handwriting and presentation across school with a consistent approach across school to support children's fluency in writing and composition.

2.2 To raise attainment in writing for all through a mastery approach to the teaching of writing in the EYFS and KS1

2.3 To develop a more consistent and robust system of moderation – across classes and year groups.

2024 Y2 Final Data

F2 - 2022	Year 1 - 2023	Year 2 - 2024	F2 - Y2
68% ARE	62% ARE (-6%)	62% ARE	-6%

2024 Y1 Final Data

F2 - 2023		Year 1 - 2024		Year 2 - 2025		F2 - Y2	
4.9% ARE		36% ARE (-13%)					
PP	NPP	PP	NPP	PP	NPP	PP	NPP
4.3%	51%	27%	4.2%				

	Cohort specifics	Year 1 Writing - 2024		
		1a	1b	Total
1	ARE /ARE+	4.6%	26%	36% (20)
2	Boys	28%	14%	22%
3	Girls	80%	38%	57%
4	PP	31%	22%	27%
5	Boys PP	13%	0%	8%
6	Non PP	60%	28%	4.2%
7	Greater Depth	0%	0%	0%

	Baseline WRITING FROM 2023 DATA	Autumn 2	Spring 2	Summer 2 2024
Year 1 Class 1	Classes mixed	50%	4.6%	4.6%
Class 2	Classes mixed	35%	25%	26%
Year Group combined	4.9% 26 pupils (EYFS)	4.2%	37%	36% 20 pupils (Year 1)
Year 2 Class 1	Classes mixed	4.0%	6.3%	5.6%
Class 2	Classes mixed	4.6%	5.4%	5.7%
Class 3	Classes mixed	4.8%	6.7%	7.3%
Year Group	6.2% (Year 1)	4.5%	6.2%	6.2% (Year 2)

NB: There has been movement over the year with regards to midyear leavers and new starters

Key Objectives	by end of December 2024	by end of April 2025	so that by July 2025
<p>2.1 – To improve handwriting and presentation across the school to support children’s fluency in writing and composition.</p> <p>Handwriting programme to be embedded across school with the continued use of the line guided writing books.</p> <p>Discreet Handwriting lessons to be taught consistently three times a week (adapted for SEND pupils to make progress – See E.C)</p> <p>Focus in Year 2 for children to begin joining earlier in order to meet Greater Depth handwriting expectations at the end of KS1.</p> <p>Writing frames adapted to support programme in other curriculum areas where appropriate (as per phonics)</p>	<p>All classes to have been observed in handwriting, using non negotiables as outlined from the start of term – Staff becoming more confident in family names / groups.</p> <p>Non-Negotiable: Lesson Structure</p> <p>All classes to have table prompts for handwriting.</p> <p>Identify GD children to target earlier joining</p> <p>All classes to have handwriting classroom displays as per policy to refer children to as visual prompt.</p> <p>Handwriting Assessment</p>	<p>Children begin to use appropriate vocabulary with regards the line guides and handwriting is more consistent showing progress from the start of the year.</p> <p>Staff confident with family names and the teaching of the handwriting programme.</p> <p>Handwriting in books</p> <p>SEND children have made progress in their FMS and pencil control.</p> <p>Handwriting Assessment</p>	<p>Children will not have been held back from achieving ARE or Greater Depth in Y2 due to poor handwriting.</p> <p>Children will be able to read back their own writing with greater confidence and fluency to support their own learning.</p> <p>Children will be able to name the handwriting families with greater ease and be able to use the handwriting programme vocabulary / terminology.</p> <p>A more consistent pencil grip from F2 to Y2.</p> <p><u>We will see:</u></p> <ol style="list-style-type: none"> 1. Clear ascenders and descenders are evident. 2. Formation of b d g (historically poorly formed) will be more consistent. 3. Letters will sit on the lines.
<p>2.2</p> <p>To raise attainment in writing across the school for all groups of children – focus on independence and application of phonics and mastery of basic skills.</p> <p>➤ Pathways to Write programme – (based on EEF research methodology, teachers will have the flexibility to support their class based on the needs of the children)</p> <p>At the start of each unit pupils carry out an independent writing task for</p>	<p>SMT – To evaluate termly assessment for INSIGHT prior to entering autumn 2 data – Some amendments for Y1 / emailed INSIGHT</p> <p>F2 and KS1 will plan and deliver first units of the new scheme – establish</p> <p>Book look for KS1 to see the impact on writing in the first term.</p> <p>Autumn 2 Writing initial writing observations to ensure planning is being followed and children are making good progress in lessons</p> <p>Share / raise any concerns with the programme and as a staff - Workshops as appropriate to review CPD videos if required</p>	<p>Spring 2 writing observations will show staff increased confidence in the teaching of Pathways to Write and planning is being adapted based on the need</p> <p>Address any CPD needed – with the Programme</p> <p>Book looks of tracked children will indicate progress made and indicate any gaps in their learning – which will be indicative of similar children in the cohort – identify next steps.</p>	<p>Children are producing more independent pieces of work with greater emphasis on composition and grammatical accuracy.</p> <p>Children will be able to apply phonic knowledge and grammatical skills across the curriculum.</p> <p>Lesson observations, pupil voice and work scrutiny of tracked children will show children have made progress in lessons and from their starting points.</p> <p>Planning adaptations are in place to meet LA and SEND needs from F2 to Y2</p>

<p>teachers to assess previously taught objectives / skills (either from the year or unit before) to support careful planning and identify any significant gaps for the cohort or individual children.</p> <p>Opportunity to clearly track back to objectives from previous year groups to support LA children ensuring the appropriate adaptations for the same NC objective are being made.</p> <ul style="list-style-type: none"> ➤ Pathways to Progress resource as a planning tool to support in the planning <p>Teacher's will be familiar with additional resources to support the LA children in their class – along with watching CPD videos of skills taught in each half term to refresh subject knowledge.</p> <p>Year 2 to continue with ELS Spelling Programme (trial 2023-2024) to support progress and 2024-25 use termly assessment</p> <p><u>OFSTED Research Review of writing 2022 states:</u></p> <ul style="list-style-type: none"> • <i>Transcription skills should be a critical focus for EYFS and KS1.</i> • <i>Dictated sentences can be a useful way to apply and practise spelling, if children are not yet able to compose and transcribe at the same time.</i> • <i>It follows that it may be effective to teach transcription and composition skills separately in the earliest stages of writing instruction. Composition can be done orally, and led by the teacher, until children are secure with transcription.</i> 	<p>Website to be updated with new Long Term Writing Plans / Writing Approach</p> <p>JC to continue with CPD as appropriate for Pathways to Write</p> <p>Classes identify children to track across the year (PP / NPP) for book looks –</p> <p>Pupil Progress meetings with RH will highlight targeted children who:</p> <ol style="list-style-type: none"> 1. May risk falling from EYFS / Y1 ARE 2. Children that could be converted from below ARE to ARE <p>ELS Spelling Assessment programme supports progress and writing assessment</p> <p>ELS Spelling Autumn: Assessment is based on Ph5 alternatives which have been taught, however ELS spelling programme will not start until Spring 1 due to cohort ability</p> <p>SPAG – daily starters / once a week discreet teach.</p> <p>2 x papers out of 24 marks: See Y2 data This will be reviewed Spring term</p>	<p>ELS Spelling Spring</p>	<p>Children are showing greater confidence in using and applying year group specific key vocabulary – seen through pupil interviews</p> <p>KS1 Writing Data 2024: ARE: 62% PP43%: (End of Y1 ARE 2024: ARE: 36% PP: 27%) SPAG: 2024: 66% KS1 Writing Data 2025: ARE: PP: SPAG 2025: ELS Spelling Summer: (Y2 show progress through the ELS programme to support end of KS1 attainment)</p>
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<p>2.3 To develop a more consistent and robust moderation across classes and year groups.</p> <p>Pathways to Write’s supporting materials include an exemplar piece of work for the end of unit writing outcome which has been trialed across several schools for moderations to ensure consistency for National expectations at the end of Year 1 and Year 2</p> <p>Use of sample materials for incidental writing tasks to act as model of a ‘good piece’ of writing.</p>	<p>Autumn Moderation Workshop</p> <p>Samples of work shared and moderated against the provided exemplar materials to ensure consistency and expectations are accurate</p> <p>Opportunity to identify gaps for individuals and cohort to support planning of gateway skills that should be secured.</p> <p>Staff to attend family moderation meetings and adjustments made accordingly – There has not been a meeting yet</p>	<p>Spring Moderation Workshop</p> <p>Samples of work shared and moderated against the provided exemplar materials to ensure consistency and expectations are accurate</p> <p>Opportunity to identify gaps for individuals and cohort to support planning of gateway skills that should be secured.</p> <p>Staff to attend family moderation meetings and adjustments made accordingly</p>	<p>Staff will have clear year group expectations supporting CPD</p> <p>End of year judgements consistent across classes and year groups – Moderation of Y1 writing before they move into Y2 prior to final data</p> <p>Data to be collected and scheme reviewed for further CPD and adaptations for 2025-2026</p>
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ACTIONS	Specific actions to achieve key objectives		
	by end of December 2024	by end of March 2025	by end of July 2025
2.1. Handwriting			
<p>Handwriting Observations Handwriting materials to be displayed in all classrooms</p> <p>Table prompts available on tables to support children’s letter formation</p> <p>Evidence of lines in cross curricular writing opportunities where appropriate and applicable</p> <p>Handwriting Assessment</p>	<p>Work scrutiny of identified children to show handwriting application in writing books</p> <p>Handwriting Assessment</p>	<p>Work scrutiny of identified children to show handwriting application in writing books</p> <p>Handwriting Assessment</p>	
2.2 Raising attainment in writing – mastery skills secure			
<p>INSIGHT updated for entering autumn 2 data if applicable – emailed as a few amendments needed for Year 1</p> <p>REVIEW Dictated sentence for assessment purposes – Y2 ELS</p> <p>Class teachers identify target children (pupil progress) as well as children for work scrutiny</p>	<p>INSIGHT updated for entering spring 2 data if applicable</p> <p>REVIEW Dictated sentence for assessment purposes</p> <p>Work Scrutiny of identified children – focus on Mastery / Gateway keys taught that half term – evidence in books of progress Marking policy being adhered to</p>	<p>INSIGHT updated for entering Summer 2 data if applicable</p> <p>REVIEW Dictated sentence for assessment purposes</p> <p>SUMMER 1 – Workshop to review intervention for Summer 2 Pathways to Progress provides a summer 2 intervention purely focussing on spelling to boost those falling just below ARE in that area of the English curriculum) for both Year 1 and Year 2</p>	

<p>Work Scrutiny of identified children – focus on Mastery / Gateway keys taught that half term – evidence in books of progress Marking policy being adhered to</p> <p>Autumn 2 – Learning Walk – How are pupils responding to the tasks in terms of independence and ability to ‘have a go’ based on provided task – pace and progress within the lesson / oracy opportunities</p> <p>Team moderation of planning adaptations needed for individual classes – has planning been provided appropriate adaptations for cohort?</p> <p>Update Website – new Long Term Plans / approach – Year Group topics to be modified on web pages</p>	<p>Spring 2 – Learning Walk – How are pupils responding to the tasks in terms of independence and ability to ‘have a go’ based on provided task – pace and progress within the lesson / oracy opportunities</p> <p>Team moderation of planning adaptations needed for individual classes – has planning been provided appropriate adaptations for cohort?</p>	<p>Final Work Scrutiny of identified children – focus on Mastery / Gateway keys taught that half term – evidence in books of progress Marking policy being adhered to</p> <p>Review of scheme – identify gaps in CPD for all staff</p> <p>Pupil Voice of writing – shows greater confidence in understanding applying year group specific vocabulary.</p> <p>Moderation of Y1 writing before they move into Y2 prior to final data being submitted</p> <p>Data analysis</p> <p>Review of adaptations needed for individual classes – has planning been adapted successfully for all groups of children?</p>
2.3		
<p>Moderation workshop – Autumn 2</p> <p>Ensure next steps / Gaps are identified for AFL purposes</p> <p>Family of schools moderation</p>	<p>Moderation workshop – Spring 2</p> <p>Ensure next steps / Gaps are identified for AFL purposes</p> <p>Family of schools moderation</p>	<p>Moderation workshop – Year 1 & Year 2 to share work and agree on end of year 1 ARE for pupils moving into Year 2 prior to data (SATS complete)</p> <p>Family of schools moderation</p>

Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					

2.1	Aut Spr Sum	Resources made for tables / display - Handwriting Assessment Task – Humpty Dumpty	Book Look Observations	Time Exercise Books - £713.99 Acetate for handwriting - £30.00	
2.2	Aut Spr Sum	Autumn 1 – Update website with programme outline and Long Term plans of new texts Adapt 'Topics' on the website where applicable Review INSIGHT – for entering Data - Team meetings to review planning success / adaptations	Book look Observations Pupil Interviews Data analysis	Time P2 Write scheme P2 Progress scheme Texts to support programme for classes £1,415.00 Text books: £221.41	
2.3	Aut Spr Sum	Moderation Workshop Team meetings to review planning success / adaptations Staff to attend family moderation meetings and adjustments made accordingly	Moderation of assessment	Time – workshops?	

Review			
Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
1.1	<ul style="list-style-type: none"> See Autumn Review 		
1.2	<ul style="list-style-type: none"> See Autumn Review 		
1.3	<ul style="list-style-type: none"> See Autumn Review 		

Priority 3: To develop Oracy and Early language across all subjects, so that pupils can articulate their knowledge

Context

At Butler’s Hill Infant and Nursery school we believe that Oracy is the fundamental key to achieve success. Many of our pupils start early school life without the Oracy skills relevant for their age. We screen all children in F2 using Wellcomm in F2.

Wellcomm data for F2:

- 2022-23 74% delayed in SLC (35% 12 months+)
- 2023-24 49% delayed in SLC (47% 12 months+) + further 27% with speech sounds difficulty

We have a whole school approach to aiding communication eg visual timetables, star words and this is evident in all classes. However, SLC needs revisiting to ensure consistency and consider current research and best practice. With the appointment of Beth Cole (specialist speech and language therapist), we aim to implement a whole school approach to ensure optimum impact. We aim to give children their own voice as we believe this is vital for their future success. We see Oracy as part of the schools pedagogy, not a standalone lesson or subject and we expect it to be threaded through the daily school life. By the time children leave Butler’s Hill Infant and Nursery School, our hope is that they can speak clearly to a variety of audience, to articulate and express their thoughts and ideas and conduct and participate in respectful discussions.

Research

WHAT THE RESEARCH SAYS

Impact on social mobility

Children who experience persistent disadvantage are significantly less likely to develop the language needed for learning than those who never experience disadvantage. Good language skills are crucial to social mobility.

It is possible to break the link between language difficulties and disadvantage with the right support at home, in early education and in school.

School readiness and attainment

Good speech, language and communication skills are essential for doing well at school, but this is not being recognised or acted upon widely.

There is good evidence that language interventions directly improve school attainment.

Beyond school: further education and employment

The demands of the workplace rely increasingly on good communication skills.

Without these skills young people are significantly less likely to be employed and more likely to experience mental health problems and enter the criminal justice system.

There are examples of effective ‘beyond school’ provision for young people with speech and language needs (SLCN), but they are isolated and support is variable in schools.

Source: Gascoigne, M. & Gross, J. (2017) *Talking About a Generation. Current Policy Evidence and Practice for Speech, language and Communication*. The Communication Trust/ICAN



Early language: facts and stats

This is why we can make a difference:

- By 22 months - a child's language development can predict outcomes at age 26
- By 2 years - 75% of a child's brain growth has occurred
- By ages 3-6 years - a child's narrative skills are a powerful predictor of literacy skill at 8-12 years
- By 5 years - a child's vocabulary will predict their educational success and outcomes at age 30

"Around one quarter of disadvantaged children were unable to communicate effectively because they lacked the concentration, vocabulary and listening skills to focus their attention and understand what others were saying (communication and language)."

Unknown children – destined for disadvantage?
July 2016, Ofsted

Key Milestones

Key Objectives	by end of December 2024	by end of March 2025	so that by July 2025
3.1	WS 1.Recap Oracy LA training and some Early Excellence		

<p>Develop an oracy and vocabulary framework to support and scaffold all children's language acquisition and development across the curriculum</p>	<p>Reminder to staff on oracy ground rules and flipchart to introduce oracy to children for Staff have knowledge of why talk is important/early brain development and milestones in talk and use this information to RAG rate their children saved in ALL DATA</p> <p>WS 2.Share Butler's Hill Oracy framework Staff are clear on objectives to be covered by their year group with examples. Staff aware of why oracy is important including findings from English speaking union report</p> <p>WS 3.Early Excellence language training-Staff aware of word hierarchy and how this impacts teaching of vocab</p> <p>Eng hub 'early language' course.</p> <p>This programme focuses on the classroom environment, providing practical classroom skills and techniques for quality first teaching in YR1 and KS1, to improve outcomes for all children.</p> <p>CPD to be led by Speech therapist, Beth Cole on Word Aware.</p>	<ul style="list-style-type: none"> All staff/leaders using word hierarchy to identify key words for their subject and ensure vocab taught as star words is taught well and retained as sticky knowledge by pupils (max 6 words per subject per half term) Eng hub 'early language' course information has been disseminated to staff Monitoring- Staff are planning opportunities for oracy framework across the curriculum to cover objectives for their year group 	<ul style="list-style-type: none"> Increase in pupil engagement and participation in classroom discussions, monitored through observations. Effective adjustments mean that all children are accessing a curriculum that provides appropriate challenge. Strategies/classroom skills from eng hub early language course have been disseminated to staff and good practice has been added to the non-negotiables list for SLC-evident in monitoring Butler's Hill Oracy framework in place and used as a planning tool by all staff- all objectives are taught across subjects and evident in planning/flipcharts/lesson obs. Butler's Hill Vocabulary Spine in place with key vocab for all subjects
<p>3.2 To develop Oracy across all subjects, to enhance memory and retention. Opportunities for talk, enabling all pupils to communicate their learning and commit to long term memory.</p>	<ul style="list-style-type: none"> Workshops (seen above) ensure that staff have necessary knowledge and resources to plan opportunities for oracy across the curriculum Word ladders simplified in all subjects (Tired vocab) Continuation from staff workshops on adaptations of the Big 5 questions, so that key knowledge is retained. 	<ul style="list-style-type: none"> Subject leaders/AE monitoring of oracy across subjects Subject leaders to make pupil voice accessible for all learners. Assessment of Big 5 will inform future planning and gaps in knowledge. 	<ul style="list-style-type: none"> Simplified word ladders lead to measurable improvement in pupil vocabulary acquisition. Pupils can articulate their depth of conceptual understanding and make links with prior learning through a range of communication methods e.g. pecs, communication boards, speech. Oracy is seen in every subject using oracy framework as planning and assessing tool Vocab is high priority and taught more effectively so that children have a good understanding and can commit to long term memory. Subject Leaders are highly effective in ensuring they raise and maintain high standards and good pupil outcomes

			within their area/s of responsibility for all groups of pupils.
3.3 Develop a progressive whole school SLC strategy to enhance language acquisition and improve reading and writing	<ul style="list-style-type: none"> All staff have non negotiables for SLC Reading and SENDCo to attend 'Reading ambition for all training' and cascade to all staff. Beth Atkinson training Wellcomm assessments F1/F2 Welcomm targets from F2 continued for identified children in Year 1 Staff CPD on how to support pupils to make correct speech sounds / support speech development. 	<ul style="list-style-type: none"> To be completed in conjunction with Beth Atkinson (speech therapist). 	<ul style="list-style-type: none"> Lessons will have Tiered vocab Stem sentences High quality oracy opportunities following the oracy framework Improved scores (reading book bands) Adaptations for SEND throughout the lesson Increase in writing SATs. Current Year 2 achieved 36% ARE. Leaders will empower and support teachers, so all children retain and recall important knowledge and skills. (Leadership and management)

Key Objectives	Timeline	Specific actions to achieve key objectives	Monitoring	Required resources linked to budget plan	Evaluation
Whole School					
		- Wellcomm		£94	
3:1		- AE to attend English hub Oracy sessions		1x supply day £200	
3:1		- Beth Cole to provide staff CPD		Holgate family funding	
3:1		- Beth Cole onsite Speech therapist		12 sessions £333.33 £4333.29	
		- Purchase word aware		£44.99 per book	

Review

Obj	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence and Reporting	Future Actions
4.1			
4.2			

Key People	CPD	Resources	Timeline	SIP Priority
Subject/ Team Leaders	Reading lead - reading ambition for all training English hub - oracy and reading lead training			
Teachers	Subject leader specific e.g. RE networks, Science etc			
SENDCO	Reading ambition for all training			
Office Staff	In house Finance training to upskill office staff.			
TAs	C & I team SALT team			
Midday Staff				
Site Manager				
All staff	Safeguarding, prevent, cyber security			
Parents	C & I autism training			
Governors				
SLT				

SIP OBJECTIVE	GOVERNOR/s	WHEN		LINK STAFF
<p>LEADERSHIP & MANAGEMENT</p> <p>1.1 Establishment of the Enhanced Provision Unit (EPU)</p> <p>1.2 Develop and implement a curriculum that is accessible and engaging for all learners, including those with SEND.</p> <p>1.3 Establish a robust system to monitor the progress of students with SEND and evaluate the effectiveness of the curriculum.</p> <p>1.4 Optimization of Teaching Assistant (TA) Deployment for SEND Support</p>	<p>Kevin Lisa Jon</p>			<p>Emily Cunnington</p>
<p>2: CURRICULUM</p> <p>2.1 To improve handwriting and presentation across the school to support children's fluency in writing and composition.</p> <p>2.2 To raise attainment in writing across the school for all groups of children – focus on independence and application of phonics and mastery of basic skills.</p> <p>2.3 To develop a more consistent and robust system of moderation – across classes and year groups</p>	<p>Trevor Phil Julie</p>			<p>Jo Castle</p>
<p>QUALITY OF EDUCATION</p> <p>3.1 Develop an oracy and vocabulary framework to support and scaffold all children's language acquisition and development across the curriculum</p> <p>3.2 To develop Oracy across all subjects, opportunities for talk, enabling all pupils to communicate their learning and commit to long term memory.</p> <p>3.3 Develop a progressive whole school SLC strategy to enhance language acquisition and improve reading and writing</p>	<p>Sharne Keith</p>			<p>Ali Elkington Beth Cole (SALT)</p>