

Objective	Planned Impact	Process	Who and When	Resources	Monitoring	Review	Next Steps
<p>Key objective: To raise levels of attainment in phonics to in line with national average.</p>	<p>Current Y1 cohort to achieve at least NA of 71% Current Y1 have had strong start with phonics in Rec are expected to reach NA.</p> <p>Target for current Y2 to pass phonics screen is 60% (up from 52% in Y1) 4 pupils of those who didn't pass predicted to pass.</p>	<p>JN to have full phonics programme training and mentoring by LG.</p> <p>Y2 to have rigorous phonics teaching including interventions as needed - extra adult employed to support phonics in Y2</p>	LG and JN	Time for LG and JN to meet	KW termly		
<p>To close phonics gaps in Rec and KS1 caused by school closure (particularly for PP pupils and those with SEN needs)</p>	<p>Pupil progress in phonics and reading is not impacted in the long term by school closure (particularly for PP pupils and those with SEN needs)</p>	<p>Early assessment in Rec and across KS1 using agreed format. Additional time given to phonics during the day. Phonics taught at pace and in line with school agreed expectations. Pupils failing to catch up to receive early, rigorous intervention.</p>	<p>LG half termly and discuss as a team during regular Key Stage meetings.</p>	<p>Time for LG to meet with KS1 team, analyse data</p>	<p>LG</p> <p>KW at pupil progress meetings</p>		
<p>To train new staff members in Floppy Phonics and refresh the scheme for existing staff</p> <p>*ongoing</p>	<p>New Y1 teacher, Rec and Y1 TA and Y2 TA are trained in Floppy Phonics approach - all staff are confident and have recent phonics training</p>	<p>Give TA's release time to watch Floppy Phonics training videos and time with LG to follow up.</p>	<p>LG</p> <p>Autumn Term</p>		LG		

To ensure lowest 20% readers are known to all KS1 team *ongoing	Priority readers make accelerated progress in learning to read	All staff to know who these pupils are, progress specifically monitored and form basis of regular discussion about intervention and impact. Each class to have Priority Readers folder for rigorous record keeping.	LG, JN, HD, NL	NA	LG		
To further develop our range of phonetically matched books.	Pupils make increasingly rapid progress in reading as they are consolidating their taught phonics and are able to read books increasingly for pleasure. Lower ability readers in KS2 have age appropriate books.	LG to look at organisation of books within Stage 5 LG work with RF to purchase books suitable for KS2	LG Autumn Term	Use money bequeathed to the school - approx. £300?	LG		
To develop parental support of reading and in turn raise attainment in reading	Parents understand how to support reading through knowledge of phonics	Rec and Y1 to invite parents to weekly phonics sessions in class. LG to make videos giving guidance for completing Phonics Home Learning sheets	LG KS1 team Autumn Term	Time for LG	LG		
To support the adoption of the FP scheme by Stepping Stones Nursery	Chn entering reception have a strong start with phonics, having covered the Stage 1 within Nursery and moving onto learning initial sounds and	LG meet with Nursery to access need. Share training and FP resources.	LG, HD, NL termly ongoing	Money for flashcards and frieze Slot in B. Room	LG termly		

	letters within Stage 1+	Stepping Stones have a weekly slot booked in the Butterfly room to access the screen to teach Floppy Phonics as per the scheme. HD and NL to work with nursery providing additional support and training as needed.		Time for Rec staff to work with Nursery			
To develop the use of phonics to support spelling and reading across KS2	Chn across the school are all now familiar with the FP scheme. They will develop a knowledge of the alphabetic code and this will be used in lessons to support spelling choices. All chn in KS2 learning phonics will have the code in front of them to use across the curriculum.	Alphabetic code laminated and on tables for pupils needing further support in classes across KS2. Staff trained in how to use the code at staff meeting. Staff meeting to go the Reading Framework and discuss the implications for chn in their class.	LG and KS2 teachers		LG RF as KS2 and English lead		
To develop the expertise of KS2 support staff in delivering the FP programme to KS2 pupils who need it.	Chn in KS2 who still need phonics are following a validated programme, with assessment used to plan and track progress. Chn complete their phonics journey and make accelerated progress in reading.	LG train continue to meet with KS2 staff over Autumn term to monitor understanding and impact of phonics scheme. Ensure recommendations given by LG are being followed as per the scheme guidance to ensure fidelity to the scheme.	LG and KS2 TA's	time	LG		