



**SOUTH PARADE PRIMARY SCHOOL – IIMPLEMENTATION PLAN**

(APPENDIX TO THE PUPIL PREMIUM STRATEGY 2021-2022

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

* Children will be more confident, skilled and talented in writing
* Children and teachers will have developed a passion for writing
* Writing outcomes across school will be higher and gap for disadvantaged pupils will be narrower
* Teachers and Teaching Assistants will feel more confident in their subject and therefore will teach writing with increased confidence
* Consistency of age related approaches to teaching writing will be evident across school

Implementation Outcomes (how well?)

How will you know that it is working?

Do staff feel the approach is feasible and useful?

Short term

* Between September INSET and October half term, conduct a staff voice survey (generally about teaching writing)
* Live book scrutiny in October alongside SIP officer to check that the approach is being implemented effectively (focus on disadvantaged pupils)

Medium term

* Lesson observations with a focus on vocabulary, sentence structure, subject knowledge, scaffolding, checking teaching of high quality writing
* Pupil progress meetings for summative assessment of writing progress (improvement in data)
* Repeat the writing survey with teachers

Long term

* Improved SATs results in Reception, KS1 and KS2
* Improved attitude towards writing across school
* End of year pupil progress for all year groups – to show improved data

Implementation Activities (how?)

How will it be done?

* To establish a writing team
* September 6th INSET training day to deliver CPD – bespoke writing package based on The Write Stuff and following on from successful outcomes from the teachers trial
* Writing team to support teachers with planning in Autumn term 1
* Allocated staff meeting time in Autumn term 2 to check progress

What blend of activities are required?

* Coaching (writing team with year group teacher teams)
* Whole staff CPD
* Reading of researched models and teaching trials

Intervention Description (what?)

What are the essential ‘active ingredients’ of the intervention?

What activities and behaviours will you see when it is working?

Essential active ingredients:

* Support for teachers so they have a deeper and more flexible knowledge of sentence structure
* The use of scaffolding to ensure children have a clear view of what high quality writing looks like and their learning is structured clearly, and misconceptions dealt with
* Teachers will receive a high quality, bespoke training package to suit our school context, based on the underpinning elements of Jane Constadine

Activities and behaviours we will see:

* Children effectively applying age appropriate writing features
* Teachers confidently planning and delivering high quality teaching sequences
* Within lessons, high quality modelling of writing
* Children and teachers to use a richer vocabulary based on their experiences and the language rich environment

Problem (why?)

What needs to change e.g. teacher behaviour, student behaviour, attainment?

Problem:

Attainment in writing is lower compared to other core subjects (reading and maths)

What needs to change?

* The approach to teaching writing
* Children’s understanding and use of vocabulary
* Coherence of children’s writing
* The effective application of teaching of writing
* Teachers’ application of subject knowledge
* A consistent approach across school
* To widen children’s experiences (particularly for disadvantaged children) to enhance vocabulary in context
* To ensure that children are exposed to a vocabulary rich classroom