

## Fakenham Primary Federation 2023-24 Priorities and Success Criteria

The aim of all the priorities below is to improve the provision and outcomes in learning for all pupils at Fakenham Primary Federation.

This will be seen by:

1. Outcomes for pupils improving and at least inline with national averages in statutory assessments and key points namely EYFS teacher assessment, KS1 phonics screening, End of KS1 Teacher assessment, Y4 maths tables check, End of KS2 Statutory Assessments
2. Outcomes observed in lessons and pupils' books.

<u>Priority</u>	<u>Success Criteria</u>
<p><b>Writing:</b></p> <p>To improve the outcomes for writing, throughout both schools, in both composition and GPS.</p>	<ol style="list-style-type: none"> <li>1. GPS scaled scores in KS2 SATs higher than 2023 and at least in line with national average.</li> <li>2. TAs of End of Key stage 2 writing is higher than 2023 and closer to national average.</li> <li>3. Provision and outcomes for Greater Depth writing to higher in both schools</li> <li>4. Leaders and teachers engage in cross Federation and MAT work which raises standards in outcomes for children.</li> <li>5. Moderated judgements in all other years show pupils progressing at least in line to reach national averages.</li> </ol>
<p><b>Phonics/Spelling:</b></p> <p><b>FINS:</b> To improve outcomes in phonics through work with English hub (this is a two-year programme)</p> <p><b>FJS:</b> To improve pupils' skills in spelling – good implementation of the Spelling Seeds from Literary Curriculum.</p>	<ol style="list-style-type: none"> <li>1. Observations and audits show consistent implementation of phonics programme in FINS classrooms / Spelling Seeds in FJS classrooms.</li> <li>2. External moderation from English Hub, VNET, Trust show positive impact on T&amp;L.</li> <li>3. Outcomes for pupils in all year groups continue to improve- to be on track for being 'at least' in line with national average.</li> </ol>
<p><b>Whole Curriculum:</b></p> <p>To ensure the implementation and impact of the curriculum is at least good at all levels.</p>	<ol style="list-style-type: none"> <li>1. Monitoring by Subject leads, Federation leads and governors show at least good implementation of the Cornerstones curriculum, Literary Curriculum and other subject curriculum.</li> <li>2. Outcomes for pupils learning (in books, tests, lesson obs etc)</li> </ol>

<p>This is for all parts of the curriculum: Cornerstones, Literary Curriculum, White Rose Maths, NCCE (computing), SCARF (PHSRE) etc.</p>	<p>are at least good.</p> <ol style="list-style-type: none"> <li>3. External view (VNET, Trust, OFSTED) of the curriculum in both schools is at least good.</li> <li>4. Leaders and teachers engage in cross Federation and MAT work which raises standards in outcomes for children.</li> <li>5. Sports premium has been used to improve outcomes for children and the provision for health-related activities in the Federation</li> </ol>
<p><b>Disadvantaged Groups:</b></p> <p>To ensure equity for vulnerable groups and children; narrowing the gaps in attainment, achievement and opportunity.</p>	<ol style="list-style-type: none"> <li>1. Attainment and achievement in line with national for SEN and disadvantaged groups.</li> <li>2. Attendance data to at least be in line with national averages for all pupils and groups – Target: return to over 95%</li> <li>3. Pupil premium/ Catch-Up funding is used efficiently and effectively, across the federation, to support the disadvantaged group of pupils or those particularly falling behind and to offer opportunities similar to their peers ( fund trips, ensure places in clubs etc.)</li> </ol>
<p><b>Safeguarding:</b></p> <p>To ensure procedures, practices and policies across the Federation are efficient and effective and have a positive impact on pupils' safety and wellbeing.</p>	<ol style="list-style-type: none"> <li>1. Pastoral support (inc. attendance) is effectively deployed to support pupil well-being.</li> <li>2. Exclusion rates reduced across schools for individuals.</li> <li>3. External view of federation safeguarding work is at least good.</li> <li>4. External view (Trust , OFSTED) of LGB work is judged to be having at least a good impact on the Federation.</li> <li>5. Partnerships in the local community are strong and judged to be strengthening the safety and wellbeing of the pupils in the schools/federation.</li> </ol>