

* Vocabulary rich displays throughout school and high expectations of its use both verbally and in writing
* Writing attainment data will be in line with National
* PP boys attainment will be significantly improved
* Teachers confidently delivering editing lessons as part of the wider writing process
* Children can independently write and edit their own work

**Long term**

* Use of resources such as Descriptosaurus is embedded within English lessons
* Displays in classrooms are updated regularly and adapted to suit current planning and lessons
* Monitoring in place by CT and HD – feedback to be shared and actioned where necessary

**Medium term**



**PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION**

Writing in KS2 (with a focus on Pupil Premium Boys)

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?

**Short term**

* More meaningful opportunity for editing within English lessons to allow children to proof read, edit and improve both their spelling and their grammar.
* Clear reminders and cues for writing support can be found in the classroom environment to promote independence

**Medium term**

* Teachers will implement their CPD alongside the monitoring and feedback given to gain confidence and improve QFT
* More engagement from PP boys in KS2 English lessons
* Monitoring showing some progression across writing in KS2

**Long term**

* Vocabulary will become embedded across school encouraging our pupils to be confident speakers, readers and writers
* Increased % of ARE in writing at the end of KS2
* Increased % of ARE in PP boys in writing at the end of KS2

Implementation Outcomes (how well?)

How will you know that it is working?

Do staff feel the approach is feasible and useful?

**Short term**

* All staff using the writing process to plan and deliver English lessons
* Opportunities for PP Boys to be planned
* Displays in classrooms in place

Implementation Activities (how?)

How will it be done?

What blend of activities are required?

**Monitoring**

* PP Boys Group to have follow up session with teacher to ‘record’ their experiences to share.
* Intervention assessed half termly with class teacher (release time needed)
* Drop ins and learning walks to monitor environment (CT)
* Book look/scrutiny by CT (across all writing) and HD (PP Boys) to monitor progression (particularly in editing)

**Coaching**

* CT release time to model or team teach editing (following CPD in staff meeting time)
* Use of provided resources within classroom and lessons to embed vocabulary into the environment

**Training**

* 2x staff meetings plus twilight session
* Updated writing process (Sept 2023)
* Support for ECTs and new staff members (HLTA)

**Educational Materials/resources**

* Use of intervention (TBD)
* Descriptosaurus to be in every classroom environment

Intervention Description (what?)

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

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

**Active Ingredient 1**

* To have a termly ‘visitor’ to work with KS2 PP boys with a writing focus (this should be child led where possible and include a person who will deliver a workshop to inspire and motivate the group)

**Active Ingredient 2**

* To introduce an intervention (TA led) to look at children who were EXS at end of KS2 but are now on track for WTS

**Active Ingredient 3**

* Classrooms to display relevant vocabulary from across the curriculum and introduce ‘word a day’ with teachers explaining context (taken from Tier 1 or 2 vocab)

**Active Ingredient 4**

* Writing drop ins/workshops led by CT (English lead) to support teachers in delivering QFT

Problem (why?)

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

**Pupils**

* Lack of rich vocabulary available to use - links to experiences
* Skill of editing (within the school’s writing process) needs to be taught explicitly
* Pupils (in particular boys) can be difficult to motivate to write

**Staff**

* Staff lack confidence to teach the skill of editing with proof-reading and editing of spelling and grammar often put together and rushed
* Staff can find it challenging to motivate and inspire boys to write
* Staff using inconsistent strategies to deliver and consolidate vocabulary in the classroom environment and embed in writing opportunities

**Attainment**

**Writing data for KS2 (2022-23)**

Working Below:

Y3 – 56.25% Y4 – 45.71%

Y5 – 62.22% Y6 – 63.64%

**PP writing data for boys in KS2 (2022-23)**

Working Below:

Y3 - 83% Y4 – 82%

Y5 – 75% Y6 -