Pupil premium strategy statement

School overview

Detail	Data
School name	Swinemoor Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	67 (32%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr L. Myers
Pupil premium lead	Miss A. Rodgers
Governor / Trustee lead	Mrs J. Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,115
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,115

Part A: Pupil premium strategy plan

Statement of intent

Swinemoor primary school is an estate school, situated in a small, northern market town. Almost 32% of pupils are eligible for free school meals. The percentage of primary school pupils eligible for free school meals nationally is 25.7% meaning the school is well-above average. The vast majority of pupils are White British. The school receives upwards of £100,000 each year to support Disadvantaged Pupils.

Developing effective school organisation of people and facilities to the Pupil Premium is at the heart of how the school has responded and how the SLT has gained value for money. Pupil Premium funding does not follow each pupil, but is used to bolster school-wide change and

improvements in quality of teaching and learning and curriculum. Ofsted, in 2017, recognised that the Headteacher and SLT continuously strive to 'empower pupils to recognise and realise their full potential' and 'give targeted pupils extra experiences and support designed to raise their achievement and attendance and to enhance their social and emotional development.' This was later confirmed by Ofsted in 2023 when they acknowledged that 'Leaders have the highest ambitions for pupils.'

Inventive leadership and consistent management are required to make Pupil Premium work. The school believes that consistent, well managed approaches to targeted support and intervention are more effective than one-off initiatives, for example, the use of highly skilled tutors working with children throughout the academic year to further embed the skills and knowledge gained in the classroom is a constant feature of the schools offering to pupils in Key Stage 2, as opposed to using unfamiliar adults to plug the gaps.

We believe that, in our school, everybody should work to constantly develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment in necessary to create and broad and balanced curriculum where everybody has their best chance to:

- Achieve Beyond Expectations
- Be proud of our community, our school, our achievements and our peers
- Compete, with the belief we have every chance of success
- Develop a culture where we take appropriate risk
- Enable people to work together, in order to achieve more than we could on our own

We believe these aims will develop us spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are set out below. These priorities pertain to the needs of our catchment cohort. The rolling curriculum and skills of the staff are reflected in this.

Challenge number	Detail of challenge
1	Children need help developing their listening to and understanding of oral instructions as well as expressing themselves orally **Evidence:** For the last 5 years, 0% of pupils have entered the school at age related expectations in the Speaking and Listening strands of the Early Years curriculum. Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) SPS Response to OfSTED Criteria for Early Reading (Appendix 3) SPS Dictation Research Report (Appendix 5)

	Ofsted 2023, noted that “Leaders have made reading and oracy a priority” Biorhythm timetable paper (Appendix 6)
2	Children need help to develop their written formal responses to match their informal oral responses. **Evidence:** Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5) For the last 5 years, 0% of pupils entered the school at age related expectations in the Speaking and Listening strands of the Early Years curriculum.
3	Children’s reading pace impacts on their comprehension skills, particularly in Mathematics, leaving them with limited time to respond to questions **Evidence:** Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) SPS Response to OfSTED Criteria for Early Reading (Appendix 3) SPS Dictation Research Report (Appendix 5) Ofsted 2023, noted that “Pupils use journals...to extend and reflect on their mathematical knowledge”
4	Children need time and coaching to develop their resilience when solving mathematical challenges **Evidence:** Low % of pupils achieving greater depth in mathematics. In 2023, 0% of all pupils achieved greater depth in Mathematics. This rose to 35% in 2024. It dropped to 9% in 2025, however this was a particularly challenging cohort with high needs. Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Response to OfSTED research into the effective teaching of Mathematics (Appendix 2) Ofsted 2023, noted that “Pupils can recall mathematical concepts they have learned in previous years that are helping them to solve problems now” Biorhythm timetable paper (Appendix 6)
5	Children’s confidence in their skills and knowledge is lower than their actual attainment **Evidence:**

	Ofsted Report, 2017 – "the Head Teacher seeks to "empower pupils to recognise and realise their full potential" followed up with "Leaders are determined that pupils will achieve highly. Pupils consistently produce high quality work of which they are rightly proud" during the 2023 inspection. SPS Statement of Intent and Implementation Regarding Accredited Schemes (Appendix 4)
6	Children's understanding of the world of work, deadline, audience and purpose needs to be continually developed and continually embedded in order to ensure they understand the need for pace and quality **Evidence:** Ofsted, 2023 said "Leaders use a combination of competitive projects and focused curriculum work to deliver a stimulating and motivating curriculum. They sequence learning extremely well to support high-quality learning and the production of exceptional work." SPS Statement of Intent and Implementation Regarding Accredited Schemes (Appendix 4) Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5)
7	Post-pandemic an increasing number of pupils are finding it more challenging to regulate themselves and their behaviours in order to be ready to receive information and ready to learn. **Evidence:** Ofsted 2023 reported that "The school is an oasis of calm where pupils respect and value their education…" Behaviour logs and behaviour termly reports to Governors Biorhythm Timetable paper (Appendix 6) Receive, Record, Retain: SPS Dictation Project (Appendix 1) SPS Dictation Research Report (Appendix 5)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improvement in children's oral skills and their ability to listen to and understand instructions **(School**	Children will be able to express themselves orally to an age appropriate level and listen to and understand instructions.

Development Plan - Target 2.1 and 2.2)	
Improved secretarial skills in-line with children's oral contributions **(School Development Plan - Target 2.1)**	Children will be able to record their thoughts and responses in an age appropriate, formal manner.
Improved comprehension skills and reading pace, in particular in Mathematics, leading to greater response time in lessons and tests **(School Development Plan - Target 2.1 and 3.1)**	Through the inference and read and retain work, children's ability to read and respond to questions, particularly in Mathematics, will be improved, thus allowing more thinking time and more pupils accessing the more complex questions towards the end of the tests.
Improvement in the speed and resilience with which children approach mathematical challenges **(School Development Plan - Target 1.1 and 2.2)**	Further work to embed and maintain the % of pupils achieving higher level Mathematics.
Children's confidence in their skills and knowledge will be improved to reflect their actual ability and attainment **(School Development Plan - Target 1.1, 2.2 and 3.1)**	Children will have improved resilience in their approach to tests, answering questions and tackling challenges.
Children will gain an understanding of the need for pace and quality in relation to the work produced in school **(School Development Plan - Target 3.1)**	Children will take a more focussed approach, and be encouraged and motivated, to meet deadlines when producing work of a high quality.
Children will develop strategies and behaviours to help them regulate themselves in order to be ready to learn **(School Development Plan – Target 2.2)**	Children will have strategies and behaviours to help them regulate themselves in order to be ready to learn leading to improved behaviours

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,300

Activity	Evidence that supports this approach	Challenge number(s) addressed

To embed an assessment system designed to ensure that the curriculum in foundation subjects is effective and pupils are encouraged and motivated to 'value the remembering'	EEF – Teaching and Learning Toolkit – Arts Participation - +3mths EEF – Teaching and Learning Toolkit – Feedback- +6mths Knowlton and Castel (2021) write that "the ability to prioritize valuable information is critical for the efficient use of memory in daily life. When information is important, we engage more effective encoding mechanisms that can better support retrieval. As children grow older, and the demands of school become more intense, the ability to manage one's own learning becomes increasingly important."	Whole School
To enhance pupils' understanding of what they have read by developed the teaching and learning of inference skills	EEF – Teaching and Learning Toolkit – Reading Comprehension Strategies - +6mths Marzano (2010) writes that "…some cognitive processes are foundational to higher-order thinking. Inference is one of those foundational processes."	Whole School
To enhance SMSC/SEMH provision by promoting Ordinarily Available Inclusive Provision in every classroom	EEF – Teaching and Learning Toolkit – Social and Emotional Learning - +4mths EEF – Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths	Whole School

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To buy, roll out and embed the use of Third Space Learning, a highly skilled AI mathematics tutor in order to improve and maintain the current high performance in these year groups.	EEF – Teaching and Learning Toolkit – Feedback - +6mths EEF – Teaching and Learning Toolkit – Reducing Class Size - +2mths EEF – Teaching and Learning Toolkit – Small Group Tuition - +4mths	KS2 pupils
To continue to develop and maintain the positive impact of the Graduate Award Programme, Study Clubs and ABRSM Music Tuition	EEF – Teaching and Learning Toolkit – Mastery Learning - +5mths EEF – Teaching and Learning Toolkit – Arts Participation - +3mths EEF – Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths	KS2 pupils

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to respond to the need of pupils and maintain the high standards of behaviour through targeted social and emotional support – lunchtime groups, study clubs etc	EEF – Teaching and Learning Toolkit – Social and Emotional Learning - +4mths EEF – Teaching and Learning Toolkit – Behaviour Interventions- +4mths Research demonstrates that implementing Social and Emotional Learning (SEL) programs can result in improvements to students' social competence, behaviour, and academic achievement (Durlak et al., 2011; Taylor et al., 2017).	Whole school
To continue to maintain high attendance through exciting projects and school visits – Class DOJO, SGT, The X Factor, Swinemoor Stories, ABRSM Music Awards etc	Kisida and Bowen (2019) suggest that there is strong evidence that **arts educational experiences** can produce significant positive impacts on academic and social development. EEF – Teaching and Learning Toolkit – Parental Engagement - +4mths EEF – Teaching and Learning Toolkit – Collaborative Learning Approaches - +5mths EEF – Teaching and Learning Toolkit – Arts Participation - +3mths	Whole School

Total budgeted cost: £156,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Across the school, attainment for PPG pupils when compared to their Non PPG peers has fallen. There are many reasons for this, and discussions have been had with staff to determine the reasons and further support for these pupils has been identified for the following year, as detailed in the activities above. The following results, and indeed those for almost all classes throughout the school demonstrate the growing issues surrounding the high-level of need and disruption. Transition in and out of the school continues to cause difficulties for staff as fewer children are given the opportunity to experience the full seven-year journey, which, as noted by Ofsted in 2017, "intensifies the longer pupils' are subjected to it"

End of KS2 SATs results (2024-25):

	GPS	GPS %	Reading	Reading %	Maths	Maths %	Combined	Combined %
PPG	9	17%	8	44%	11	56%	7	33%
NPPG	17	18%	18	71%	20	88%	15	71%
Difference		-1%		-27%		-32%		-38%

Pupil Premium pupils exited the school working broadly in-line their Non Pupil Premium peers in both GPS. Where this was not the case in both Reading, Mathematics and Combined, additional support has been identified for the 2025-26 academic year via the strategy statement and the school development plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	**Provider**
Chatta Approach	Chatta Learning
Maths No Problem	Maths No Problem
Floppy's Phonics	Oxford Reading Tree
Jigsaw PSHE	Jigsaw
Aviate	Swinemoor Primary School
TT Rockstars	Maths Circle
Class Dojo	Class Dojo
Evidence Me	2simple.com
ABRSM	ABRSM
Basecamp	Basecamp
ParentPay	ParentPay
TigerMoth	Swinemoor Primary School
GypsyMoth	Swinemoor Primary School
ThirdSpaceLearning	

SCHOOL IMPROVEMENT PRIORITIES FOR 2024-2025

TARGET	OUTCOME	WHO
ATTAINMENT AND ACHIEVEMENT		
1.1 To ensure statistically high performance is maintained and relates favourably to national standards. 1.2 To secure achievement within the year commensurate with pay-scale expectations (see Appraisal Objectives Menu) in line with SPS Aviate Flightpath: • EYFS ARE may equal 60%, • end of Y2 may equal 65%, • end of Y4 may equal 72% • end of Y6 may equal 80% 1.3 Ensure cohort attainment profiles between contrasting groups are less at the end of the academic year than at the beginning in the majority of cases.	Appraisal targets met. Assessment Milestones met **increasingly in line with** pre-pandemic 'flight path' assessment system. Evidenced in: scrutiny, tracking, audits & testing. Presented to Governors at Spring and Summer Informal Meetings.	Class Teachers Support Staff See Appraisal.
CURRICULUM ENHANCEMENT		
2.1 Reading Development To enhance pupils' understanding of what they have read by embedding the teaching and learning of inference skills. 2.3 To enhance SMSC/SEMH provision by promoting Ordinarily Available Inclusive Provision in every classroom.	Training on teaching strategies designed to develop inference skills will be attended and cascaded to all staff. Children's ability to make inferences will be improved as evidenced by improving standards in scrutiny, tracking, audits and testing. Pupil Voice will also evidence developing inference strategies and skills. Evidenced in teachers' What Are Standards commentary presented to Governors. All children will feel valued and included as part of this mainstream school. Some children will access lunch and break times differently. Some children will be supported to access the classroom differently. Examples might include: Talking Time with an adult. Supported playtimes. See eastridinglocaloffer.org.uk	R. Newton to deliver in-house training. Class teachers to deliver. See Appraisal. All class teachers, supported by Tas, SENCO and SLT. Class teachers to deliver. See Appraisal.
CURRICULUM DEVELOPMENT		
3.1 To embed an assessment system designed to ensure that the curriculum in foundation subjects is effective and that pupils are encouraged **and motivated** to 'value the remembering.'	System to assess foundation subjects will be finessed to include: Bookended Learning Walks – Portfolio/other sample of work-Digital Learning Quiz Checks. System to assess learning will be further developed to include half-termly tests/quizzes for all pupils, to be quality-assured by Subject Leads. High-scoring pupils will be celebrated as Class Historians, Class Scientists, Class Artists etc. Standards in foundation subjects will improve due to assessment being sustainable, meaningful and impactful on teaching and learning.	SLT & Subject Leaders

Receive, Record, Retain: Swinemoor Primary School Dictations Project.

Definitions of terms used within this document:

Dictate - To speak something aloud for a person, so that it can be written down.
Retain - To keep, or continue to have something committed to memory.
Record - To keep information for the future, by writing it down.
Secretarial skills - A fluid hand and practice of holding a thought in head whilst writing.

Why dictate?

The 'Zeigarnik effect' (Zeigarnick, 1927) argues that dictation helps task-specific tension, which improves retention and cognitive accessibility of the relevant contents. Likewise, Morris (1983:126) also accentuates that "Dictation is a test of integrative skills and a most useful tool in listening training and training in self-reliance".
Montalvan (1990) lists the advantages of dictation, and the most important ones are as follows:
1. Dictation can help develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.

There is much research as to the positive impacts on dictation when improving a multitude of skills and retention of information. Pupils at Swinemoor struggle to retain facts and information in their long-term memory, something that research has proven dictation can improve. Equally, as stated by Montalyan, the act of dictation can lead to improvements in oral communication, a key focus of improvement in all areas of the curriculum at Swinemoor.

What is it?

- 4 way' dictated sentences for each subject – EYFS, Lower, Middle and Upper school.
- For EYFS this would be oral – 'repeat after me'
- From year 1 onwards – HAP/MAP/LAP dictation and written
- Tier words from III to appear within dictated sentences

<u>There are 12 weeks to each term. English will not need dictation.</u>

⇒ Maths – 2 dictations
⇒ Science – 2 dictations
⇒ Technology/RE etc – 2 dictations

⇒ Foundation subjects – 1 dictation

- Co-ordinators will need to find the III vocabulary words, cross reference with WoW and write the dictations.

- The sentences will need to maintain English written expectations for year groups – e.g. parenthesis, apostrophes etc.

What is it not?

Its not hour long reading from textbook. It is not old fashioned. It is not the dictation of whole poems. It's short, sharp and focused on secretarial skills, grammar and T3 words that need defining. This therefore enhances and compliments WOW and CHATTA.

What do we aim to achieve?

Recovery is the main aim of this project. We need to recover secretarial endurance, we need to recover consistency of grammar and the idea the text speak we had on google classrooms isn't good enough in physical written forms in our books. We aim to develop T3 words and enable the children to use them in context. This compliments CHATTA work but is not instead of our CHATTA use.

We also aim to achieve some catch up. Depth of learning may not be as if we haven't had lock down but we can still recover NCPOS. (National Curriculum Program of Study)

A football analogy that may be useful – returning to full fitness.
There are three areas a footballer needs to develop to be at full fitness. Touch, endurance and conditioning.
Touch is physical skills such as muscle memory. Handwriting, sitting still and positioning yourself correctly at a desk. These are skills that were lost and eroded during lockdown
Endurance is being able to sit and write for twenty or forty minutes. The stamina of concentration that many of our children find difficult.
Conditioning is dictation. Listening carefully and recording accurately.

Summary

"The world ain't all sunshine and rainbows. It's a very mean and nasty place, and I don't care how tough you are, it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward; how much you can take and keep moving forward."

We go from the sandpit of EYFS to the lofty heights of year six academia and then it really goes up a gear if you're any good. More of our pupils are going Beverley high and Beverley Grammar School. Expectations have risen and more children are selecting grammar and high because their curriculum is very academic and our children are rising to that. We want to give them every opportunity and ensure they are 'match fit' in preparation for the next stage of their education.

Response to OFSTED research into the effective teaching of Mathematics: Maths research review.

Context: Ofsted has published the third in a series of reviews into different subjects across the curriculum. The latest review looks at mathematics education. Her Majesty's Chief Inspector, Amanda Spielman, said: "Our education inspection framework is clear that schools should ensure the maths curriculum is designed to help pupils to gain increasing mathematical proficiency and build confidence in their ability … We hope this review is useful to school leaders and teachers as they continue to design and develop their maths curriculum."
At Swinemoor, we understand the importance of developing the skills needed to become successful and independent mathematicians. This document is by no means exhaustive, but provides some of the ways in which we provide a high-quality approach to the teaching of mathematics.

Common features of successful high quality approaches.	SPS Provision
○ Teachers engineer the best possible start for all pupils by closing the school entry gap in knowledge of basic mathematical facts, concepts, vocabulary and symbols.	1. EYFS baseline is charted against the annual flight path, with key gaps addressed quickly and reactively. 2. CHATTA approach to STEM sentences to close and manage gap in mathematical vocabulary. 3. Intensive first term spent on concept of number and place value, using language to develop understanding and ensure depth of knowledge of number through 'number a week' approach 4. Introduction of MNP into EYFS will ensure that teaching practises are consistent as children transition in KS1. 5. Continuous provision in KS1 and EYFS is designed with vocabulary in mind – especially Shape, Space and Measure.
○ The teaching of maths facts and methods is sequenced to take advantage of the way that knowing those facts helps pupils to learn methods, and vice versa.	1. Whole school approach to mathematics ensures consistency in how teaching is sequenced. 2. MNP approach is carefully considered, and uses a similar structure throughout school to help sequential planning.
○ Throughout sequences of learning, pupils benefit from teaching that is systematic and clear.	1. Whole school approach to mathematics ensures systematic teaching no matter the teacher or the year group. Same approach, same expectations and same ethos of how to teaching mathematics. 2. Use of concrete and pictorial resources ensures clarity for pupils of all ability. Children continue to use concrete and pictorial representation throughout school career, and use it to progress understanding before moving into abstract for each concept at every level.
○ The aim is for pupils to attain proficiency. Pupils are then more likely to develop motivation and confidence in the subject.	1. MNP uses a whole class approach, encouraging every child to develop confidence through paired talk and class discussion. 2. 'Ping pong' teaching style ensures that no child is left behind, with lots of opportunity for intervention and support to encourage and motivate. 3. Tiered approach to every lesson – whole class, guided practise, independent practise and then reflection and challenge.
○ Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned.	1. CHATTA approach ensures opportunity to rehearse, develop and explain mathematical thinking through guided STEM sentences. 2. Tiered teaching approach ensures guided practise followed by independent practise in every lesson, in every year group. This enables children to rehearse and apply their learning independently.
○ Assessment is most useful when it focuses on the component	1. Continuous assessment through ping pong approach – no 'sets', teachers target lower ability children in each individual lesson

knowledge that pupils have learned. This aids pupils' confidence and makes it easier to analyse and respond to gaps in learning.	and provided tailored feedback and support to minimise and mitigate gaps in learning. 2. Journals allow for pupil's reflection on their learning, and the opportunity for teachers to assess a child's learning in their own words and understanding. 3. Pupil's use journals to refer back, as a personal log of their understanding to apply in future lessons.
○ Teachers can support pupils' progression by ensuring written work is of a high quality. This is important because when pupils' calculations are systematic and orderly, they are better able to see the connections of number and to spot errors.	1. Journals ensured that calculations and understanding of concepts are recorded systematically and children have ownership of their learning. 2. Textbooks and workbooks are designed with key concepts of written work in mind. 3. Maths scrutiny is regular and undertaken by SLT to ensure the high quality of maths books. 4. Portfolio is an excellent example of the high quality of written work, and its progression throughout the school.
○ School leaders can develop teachers' subject and pedagogic knowledge through opportunities to work with and learn from each other.	1. CS and SF are members of, and attend, a maths teaching research group funded and supported by The Maths Hub. 2. Regular feedback and support provided by Maths Hub Lead, R Atkinson, with inter-school relationships developed to help support through best practise. 3. Maths Hub provide termly visits to school, to develop and provide teachers with support. 4. All teachers provided with CPD from MNP when starting to use resources. 2 twilight sessions followed by individual support and feedback via email. 5. Scrutiny and learning walks regularly take place to identify strengths and areas of support for teaching staff and teaching assistants.

PLEASE SEE ATTACHED APPENDIX FOR MONITORING AND EVALUATING SCHEDULE.

Mathematics is given a very high emphasis within our curriculum and our monitoring system. It cannot be the only subject under scrutiny, but as evident within the schedule, it is given a very high priority whilst also ensuring a broad and balanced curriculum.

APPENDIX I – TYPICAL YEARLY MONITORING AND EVALUATING SCHEDULE

AUTUMN	SPRING	SUMMER
WEEK 1 INSET	WEEK 1 INSET	WEEK 1 INSET
WEEK 2 READING SCRUTINY	WEEK 2 WRITING SCRUTINY	WEEK 2 MATHS SCRUTINY
WEEK 3 READING SCRUTINY	WEEK 3 LESSON OBSERVATIONS	WEEK 3 SATs WEEK
WEEK 4 READING SCRUTINY	WEEK 4 WRITING SCRUTINY	WEEK 4 LESSON OBSERVATIONS
WEEK 5 READING SCRUTINY	WEEK 5 WRITING SCRUTINY	WEEK 5 IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY
WEEK 6 LESSON OBSERVATIONS	WEEK 6 WRITING SCRUTINY	HALF TERM
WEEK 7	WEEK 7	WEEK 6

IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY	IEP SCRUTINY READING RECORD SCRUTINY SCIENCE BOOK SCRUTINY	SUBJECT LEADER INTERVIEWS MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED
HALF TERM	HALF TERM	WEEK 7 MATHS SCRUTINY
WEEK 8 SUBJECT LEADER INTERVIEWS	WEEK 8 IEPs WRITTEN & DISTRIBUTED	WEEK 8 MATHS SCRUTINY
WEEK 9 MATHS SCRUTINY IEPs WRITTEN & DISTRIBUTED	WEEK 9 READING SCRUTINY	WEEK 9 MATHS SCRUTINY
WEEK 10 MATHS SCRUTINY	WEEK 10 READING SCRUTINY CHRT & CLASS ANALYSES TO SMT PUPIL PROGRESS DATA IN OTRAC	WEEK 10 REPORTS IN FOR STAFF READING PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT
WEEK 11 MATHS SCRUTINY REPORTS IN FOR STAFF READING	WEEK 11 REPORTS IN FOR STAFF READING READING SCRUTINY	WEEK 11 REPORTS OUT MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE
WEEK 12 MATHS SCRUTINY PUPIL PROGRESS DATA IN OTRAC CHRT & CLASS ANALYSES TO SMT PARENTS EVE REPORTS OUT	WEEK 12 MILESTONE CHECK DATA SMT AUDIT ASSESSMT & APP FILE PARENTS EVE REPORTS OUT	WEEK 12 SCIENCE BOOK SCRUTINY READING BOOK SCRUITINY
WEEK 13 MATHS SCRUTINY MILESTONE CHECK DATA SMT AUDIT ASSESS & APP FILE	WEEK 13 SCIENCE BOOK SCRUTINY READING BOOK SCRUITINY	
WEEK 14 SCIENCE BOOK SCRUTINY READING BOOK SCRUTINY		

Swinemoor – Statement of intent and implementation regarding accredited schemes.

At Swinemoor, we take a considered and researched approach in implementing the curriculum at every level. This involves the purchasing, and implementing of 'schemes of work' from external agencies as well as creating our own, bespoke resources which are tailored to a high specification and designed with Swinemoor pupils and their particular needs in mind. Below is an analysis which is by no means exhaustive, but an insight into the very high standards and reflection which is given to our approach of using schematic resources.
These approaches can be categorised as follows:

- Bespoke schemes: Schemes built specifically for and by the staff and pupils of Swinemoor School
- Tailored schemes: Schemes that are broadly followed, but adapted and tailored to suit specific needs of Swinemoor pupils
- Prescriptive Scheme: An accredited scheme from an external agency which is followed systematically

Bespoke Schemes	
Learning Beyond the Classroom	Learning Beyond the Classroom is a homework manual that children can work through at their leisure. There are tasks to compliment every area of the curriculum, and these are divided into four sections: • Academic • Family • Watching & listening • Out & About Learning Beyond the Classroom closely follows the National Curriculum in order to ensure that it is progressive, with the skills and knowledge required in every year group being built up as the scheme develops.
Graduate Awards	This knowledge-based Graduate Awards Programme is designed to complement this and appeal to the children's scholarly aspirations. Children who wish to become Graduates in the available study topics can elect to study at home and in school during their own time, taking the Graduate Test when they know they are ready. Upon graduation, they will receive a badge which they can wear on their school uniform with pride. This will further demonstrate to their peers, parents, school visitors and the wider community just how dedicated they are to their studies.
Tailored Schemes	
Phonics approach (Letters and Sounds)	The school uses Letters and Sounds as a systematic approach to the order in which we introduce new graphemes and phonemes. However, phonics lessons are consistent in their use of action prompts to support kinaesthetic learners as well as teacher made and produced resources appropriate for the specific cohort of children.
Speech and Language ('SELSA')	This scheme draws on the fundamental approach of the Emotional Literacy Support Assistant scheme which is An educational psychology led intervention for promoting the emotional wellbeing of children and young people. This scheme is only available in specific areas of the country, and therefore we are not an accredited provider. As such, we draw on the fundamental approaches that ELSA endorse and prescribe, and adapt to cater to the specific needs of the children within Swinemoor School.

French Phonics	Used as a teaching point for the pronunciation and the accompanying actions so the French teaching for phonics is relatable to the way English is taught in KS1 and EYFS. It is used as a part of a wider plan and scheme of lessons designed by the class teachers, rather than as a whole approach.
Prescriptive Schemes	
Maths No Problem	A bundle of primary and early years resources for mathematics. Includes lesson plans, teacher guides, workbooks and textbooks. It is accredited by the DfE and endorsed by NCETEM and OFSTED. It uses a combination of the Singapore approach to teaching mathematics as well as its own researched approach. All staff across the school follow the prescriptive approach, supported by C Stanley and the Maths Research Hub to develop practioner's skills and help implement a whole school approach to mathematics.
Jigsaw PHSE	Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing well-structured, progressive lesson plans with all teaching resources included. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.
Collins Handwriting Scheme	A whole-school programme designed to support children in developing a clear and fluent style of writing. Using precursive and cursive handwriting styles, the programme progresses from introducing the movements and patterns needed to form letters, through to the development of a personal style.
Oxford Owl Spellings; Read Write Inc Spelling	*Read Write Inc. Spelling* is a 15-minute-a-day programme for Years 2 to 6 (P3–P7). Using a proven approach underpinned by phonics, fast–paced lessons and an online subscription, *Read Write Inc. Spelling* prepares children for the higher demands of the statutory spelling assessments in England.

DICTATION PROJECT 2021-22 – RUTH NEWTON

Introduction

Dictation, simply stated, is the process of writing down what someone else has said. It has been used in educational settings throughout history. There is much research as to the positive impacts of dictation in improving language skills, memory and retention skills, understanding of vocabulary and sentence structure. Key researchers include Zeigarnik (1927), Morris (1983) and Montalvan (1990).

At Swinemoor Primary School, pupils struggle to retain and recall facts. Many have limited vocabulary as well as poor secretarial skills. The use of regular dictation will build upon the vocabulary work already implemented and will complement the oracy focus already in place. As well as imparting 'sticky knowledge', it is important in this context to think about the children as substrates which also need to be made more 'sticky' themselves. (See appendix – Rationale behind the use of dictation.)

Post lockdowns, there was some experimentation with (lengthy) dictation as one of the methods of 'catch-up'. This was sporadic and not necessarily very effective, beyond teaching some facts. It was also seen by staff to be outdated and cumbersome.

Consequently, the daily dictation sentences will be short, clear, progressive, relevant, focused and have pace, with an element of competition.

In Practice

All pupils across the school will take part in daily dictation at the beginning of each English lesson. The same sentence will be used throughout the week, with immediate daily feedback. Each sentence will be developed from subject-specific vocabulary, highlighted in the relevant III documents, which will also become the Word of the Week. The sentences will be carefully constructed by year group staff, then subjected to peer-on-peer review to ensure accuracy and progression. (In EYFS, pupils will repeat the sentence orally, rather than writing it down.)

Research Focus

Does daily dictation improve English skills (particularly those involved in listening, transcribing and reiterating) as well as vocabulary knowledge and understanding?

Hypothesis: it is expected that regular (daily) dictation will improve the speed and accuracy of sentence writing, as well as increase retention, recall and reiteration of key subject vocabulary.

Design and Methodology

Although all pupils are involved in the intervention itself, a sample will be used for the purpose of research. This will comprise of 5 children from each mixed year group. *These will be the same children who were tested on their understanding of Word of the Week the previous academic year. Consequently, the results from these pupils last year will act as a comparative 'control' group.*

(There will be no testing of EYFS pupils this year due to their 'dictation' work being verbal.)

The children are a cross-section of boys and girls; PPG and non-PPG; SEND; EAL; HAPs, MAPs and LAPs.

The difference between the control group and the test group is the delivery of the dictation, rather than the children themselves. This difference in delivery includes improved clarity, regularity, focus, progression and understanding of the purpose. (See above.)

Data will be compared between the control group and the test group to show the effectiveness of appropriate dictation. Data will also be compared within the test group to show progress and retention throughout the year, as well as between children with different attributes.

Delivery

The test group will have a baseline assessment at the beginning of both autumn half-terms; they will take part in daily dictation in their classes; then, at the end of both half-terms, they will be

given the same assessments. At the end of the academic year, a further assessment will take place which will be comprised of a mix of both previous assessments. (See Appendix.)
The assessment tests – Swinemoor Dictation and Vocabulary Acquisition - will be developed from the Word of the Week and the dictation sentences for the corresponding half-term. These will be created and delivered by the English co-ordinator, under timed test conditions.

Measurements
The assessment tests will measure: understanding of vocabulary; accurate recording of sentences (correct words, punctuation and spelling); and the amount of words written in a given time (speed). These will all be calculated as percentages. (See Results tables.)

Results
The following tables show comparative results between the control group and the test group, as well as within the test group – over time and between different children.
Results - **CONTROL GROUP AND TEST GROUP**

1a) Correct **definition of vocabulary** (Word of the Week)

GROUP	AUTUMN (AVE)	SUMMER (AVE)	DIFFERENCE
CONTROL F	6%	50%	+44%
TEST Y1	9%	59%	+50%
CONTROL Y1	15%	50%	+35%
TEST Y2	22%	100%	+78%
CONTROL Y2	25%	67%	+42%
TEST Y3	33%	83%	+50%
CONTROL Y3	10%	33%	+23%
TEST Y4	29%	63%	+34%
CONTROL Y4	20%	50%	+30%
TEST Y5	17%	83%	+66%
CONTROL Y5	33%	67%	+34%
TEST Y6	34%	100%	+66%

(NB This table enables comparison between control and test groups as year groups and also the same children.
Control group F became test group Y1; control group Y1 became test group Y2; and so on.)

Further Tables of Results – individual children and specified groups – comparisons **(TEST GROUP)**

1b) Correct **definition of vocabulary** (Word of the Week)

CHILD	ATTRIBUTES	SEPT	OCT	Difference		NOV	DEC	Difference		JULY	Diff from Sept
GJ	Y**1**/2 B LAP PPG	0%	0%	0%		0%	83%	+83%		50%	+50%
WS	Y**1**/2 B MAP NPPG	17%	0%	-17%		50%	100%	+50%		67%	+50%
MN	Y1/**2** G MAP PPG	0%	17%	+17%		67%	100%	+33%		100%	+100%
TC	Y1/**2** B HAP NPPG	17%	50%	+33%		67%	100%	+33%		100%	+83%
HT	Y1/**2** G HAP NPPG	50%	0%	-50%		50%	100%	+50%		100%	+50%
	AVE Y1/2	17%	13%	-4%		47%	97%	+50%		83%	+66%
HB	Y**3**/4 B MAP NPPG	33%	83%	+50%		17%	67%	+50%		83%	+50%
BB	Y3/**4** G LAP PPG	17%	50%	+33%		0%	50%	+50%		50%	+33%
JH	Y3/**4** G MAP PPG	33%	50%	+17%		17%	67%	+50%		50%	+17%
RH	Y3/**4** B HAP NPPG	33%	50%	+17%		33%	33%	0%		67%	+33%
EH	Y3/**4** G HAP NPPG	33%	83%	+50%		33%	50%	+17%		83%	+50%
	AVE Y3/4	30%	63%	+33%		20%	53%	+33%		67%	+37%
MA	Y**5**/6 B LAP PPG EAL SEND	17%	50%	+33%		0%	50%	+50%		67%	+50%
LV	Y**5**/6 B MAP NPPG EAL SEND	0%	83%	+83%		0%	83%	+83%		83%	+83%
LS	Y**5**/6 G MAP PPG	17%	50%	+33%		0%	100%	+100%		100%	+83%
LH	Y5/**6** G HAP NPPG SEND	17%	50%	+33%		33%	83%	+50%		100%	+83%
MG	Y5/**6** B HAP PPG	50%	83%	+33%		17%	67%	+50%		100%	+50%
	AVE Y5/6	20%	63%	+43%		10%	77%	+67%		90%	+70%
	OVERALL AVERAGE	*22%*	*46%*	*+24%*		*26%*	*76%*	*+50%*		*80%*	*+58%*
	AVE BOYS	21%	50%	+29%		23%	73%	+50%		77%	+56%
	AVE GIRLS	24%	43%	+19%		29%	79%	+50%		83%	+59%
	AVE PPG	19%	43%	+24%		14%	74%	+60%		74%	+55%
	AVE NPPG	25%	50%	+25%		35%	77%	+42%		85%	+60%
	AVE SEND	11%	61%	+50%		11%	72%	+61%		83%	+72%
	AVE EAL	9%	67%	+58%		0%	67%	+67%		75%	+66%
	AVE HAP	33%	53%	+20%		39%	72%	+33%		92%	+59%
	AVE MAP	17%	47%	+30%		25%	86%	+61%		81%	+64%
	AVE LAP	11%	33%	+22%		0%	61%	+61%		56%	+45%

2) **Words** written down

CHILD	ATTRIBUTES	SEPT	OCT	Difference		NOV	DEC	Difference		JULY	Diff from Sept
GJ	Y**1**/2 B LAP PPG	28%	58%	+30%		46%	63%	+17%		88%	+50%
WS	Y**1**/2 B MAP NPPG	65%	95%	+30%		63%	63%	0%		100%	+35%
MN	Y1/**2** G MAP PPG	88%	95 %	+7%		100%	100%	0%		100%	+22%
TC	Y1/**2** B HAP NPPG	75%	100%	+25%		100%	96%	-4%		100%	+25%
HT	Y1/**2** G HAP NPPG	100%	98%	-2%		93%	93%	0%		100%	0%
	AVE Y1/2	71%	89%	+18%		80%	83%	+3%		98%	+27%
HB	Y**3**/4 B MAP NPPG	62%	100%	+38%		98%	96%	-2%		100%	+38%
BB	Y3/**4** G LAP PPG	80%	100%	+20%		79%	96%	+17%		100%	+20%
JH	Y3/**4** G MAP PPG	98%	100%	+2%		93%	100%	+7%		100%	+2%
RH	Y3/**4** B HAP NPPG	80%	98%	+18%		96%	100%	+4%		100%	+20%
EH	Y3/**4** G HAP NPPG	100%	100%	0%		100%	100%	0%		100%	0%
	AVE Y3/4	84%	100%	+16%		93%	98%	+6%		100%	+16%
MA	Y**5**/6 B LAP PPG EAL SEND	61%	100%	+39%		65%	98%	+33%		100%	+39%
LV	Y**5**/6 B MAP NPPG EAL SEND	72%	97%	+25%		77%	100%	+23%		100%	+28%
LS	Y**5**/6 G MAP PPG	100%	100%	0%		95%	100%	+5%		100%	0%
LH	Y5/**6** G HAP NPPG SEND	100%	99%	-1%		99%	100%	+1%		100%	0%
MG	Y5/**6** B HAP PPG	100%	100%	0%		98%	100%	+2%		100%	0%
	AVE Y5/6	87%	99%	+12%		87%	100%	+13%		100%	+13%
	OVERALL AVERAGE	*81%*	*96%*	*+15%*		*87%*	*94%*	*+7%*		*99%*	*+18%*
	AVE BOYS	68%	94%	+26%		80%	90%	+10%		99%	+31%
	AVE GIRLS	95%	99%	+4%		94%	98%	+4%		100%	+5%
	AVE PPG	79%	93%	+14%		82%	94%	+12%		98%	+19%
	AVE NPPG	82%	98%	+16%		91%	94%	+3%		100%	+18%
	AVE SEND	78%	99%	+21%		80%	99%	+19%		100%	+22%
	AVE EAL	67%	99%	+32%		71%	99%	+28%		100%	+33%
	AVE HAP	93%	99%	+6%		98%	98%	0%		100%	+7%
	AVE MAP	81%	98%	+17%		88%	93%	+5%		100%	+19%
	AVE LAP	56%	86%	+30%		63%	86%	+23%		96%	+40%

3) **Correct words** written

CHILD	ATTRIBUTES	SEPT	OCT	Difference		NOV	DEC	Difference		JULY	Diff from Sept
GJ	Y**1**/2 B LAP PPG	15%	55%	+40%		33%	59%	+26%		83%	+68%
WS	Y**1**/2 B MAP NPPG	60%	88%	+28%		67%	63%	-4%		100%	+40%
MN	Y1/**2** G MAP PPG	85%	88%	+3%		89%	96%	+7%		100%	+15%
TC	Y1/**2** B HAP NPPG	75%	100%	+25%		96%	96%	0%		98%	+25%
HT	Y1/**2** G HAP NPPG	95%	98%	+3%		93%	93%	0%		100%	+5%
	AVE Y1/2	66%	86%	+20%		76%	81%	+5%		96%	+30%
HB	Y**3**/4 B MAP NPPG	54%	100%	+46%		93%	96%	+3%		100%	+46%
BB	Y3/**4** G LAP PPG	80%	98%	+18%		75%	96%	+21%		100%	+20%
JH	Y3/**4** G MAP PPG	98%	100%	+2%		91%	98%	+7%		100%	+2%
RH	Y3/**4** B HAP NPPG	72%	96%	+24%		93%	100%	+7%		100%	+28%
EH	Y3/**4** G HAP NPPG	96%	100%	+4%		96%	100%	+4%		100%	+4%
	AVE Y3/4	80%	99%	+19%		90%	98%	+8%		100%	+20%
MA	Y**5**/6 B LAP PPG EAL SEND	57%	93%	+36%		63%	98%	+35%		100%	+43%
LV	Y**5**/6 B MAP NPPG EAL SEND	70%	96%	+26%		76%	100%	+24%		100%	+30%
LS	Y**5**/6 G MAP PPG	98%	100%	+2%		95%	100%	+5%		100%	+2%
LH	Y5/**6** G HAP NPPG SEND	98%	97%	-1%		95%	100%	+5%		100%	+2%
MG	Y5/**6** B HAP PPG	98%	100%	+2%		98%	100%	+5%		100%	+2%
	AVE Y5/6	84%	97%	+13%		85%	100%	+15%		100%	+16%
	OVERALL AVERAGE	*77%*	*94%*	*+17%*		*84%*	*93%*	*+9%*		*99%*	*+22%*
	AVE BOYS	63%	91%	+28%		77%	89%	+12%		98%	+35%
	AVE GIRLS	93%	97%	+4%		91%	98%	+7%		100%	+7%
	AVE PPG	76%	91%	+15%		78%	92%	+14%		98%	+22%
	AVE NPPG	78%	97%	+19%		89%	94%	+5%		100%	+22%
	AVE SEND	75%	95%	+20%		78%	99%	+21%		100%	+25%
	AVE EAL	64%	95%	+31%		70%	99%	+29%		100%	+36%
	AVE HAP	89%	99%	+10%		95%	98%	+3%		100%	+11%
	AVE MAP	78%	95%	+17%		85%	92%	+7%		100%	+22%
	AVE LAP	51%	82%	+31%		57%	84%	+27%		94%	+43%

4) Correct **punctuation**

CHILD	ATTRIBUTES	SEPT	OCT	Difference		NOV	DEC	Difference		JULY	Diff from Sept
GJ	Y**1**/2 B LAP PPG	0%	50%	+50%		0%	72%	+72%		75%	+75%
WS	Y**1**/2 B MAP NPPG	0%	50%	+50%		0%	89%	+89%		75%	+75%
MN	Y1/**2** G MAP PPG	17%	67%	+50%		94%	100%	+6%		100%	+83%
TC	Y1/**2** B HAP NPPG	50%	92%	+42%		56%	61%	+5%		75%	+25%
HT	Y1/**2** G HAP NPPG	50%	75%	+25%		67%	89%	+22%		100%	+50%
	AVE Y1/2	23%	67%	+44%		43%	82%	+39%		85%	+62%
HB	Y**3**/4 B MAP NPPG	50%	75%	+25%		18%	82%	+64%		94%	+44%
BB	Y3/**4** G LAP PPG	67%	92%	+25%		65%	94%	+29%		94%	+27%
JH	Y3/**4** G MAP PPG	50%	100%	+50%		18%	88%	+70%		94%	+44%
RH	Y3/**4** B HAP NPPG	67%	100%	+33%		65%	94%	+29%		94%	+27%
EH	Y3/**4** G HAP NPPG	92%	100%	+8%		76%	100%	+24%		94%	+2%
	AVE Y3/4	65%	93%	+28%		48%	92%	+44%		94%	+29%
MA	Y**5**/6 B LAP PPG EAL SEND	33%	56%	+23%		29%	89%	+60%		100%	+67%
LV	Y**5**/6 B MAP NPPG EAL SEND	33%	100%	+67%		43%	94%	+49%		100%	+67%
LS	Y**5**/6 G MAP PPG	67%	94%	+27%		57%	94%	+37%		100%	+33%
LH	Y5/**6** G HAP NPPG SEND	44%	89%	+45%		34%	63%	+29%		100%	+56%
MG	Y5/**6** B HAP PPG	78%	94%	+16%		37%	83%	+46%		100%	+22%
	AVE Y5/6	51%	87%	+36%		40%	85%	+45%		100%	+49%
	OVERALL AVERAGE	*46%*	*82%*	*+36%*		*44%*	*86%*	*+42%*		*93%*	*+47%*
	AVE BOYS	39%	77%	+38%		31%	83%	+52%		89%	+50%
	AVE GIRLS	55%	88%	+33%		59%	90%	+31%		97%	+42%
	AVE PPG	45%	79%	+34%		43%	89%	+46%		95%	+50%
	AVE NPPG	48%	85%	+37%		45%	84%	+39%		92%	+44%
	AVE SEND	37%	82%	+45%		35%	82%	+47%		100%	+63%
	AVE EAL	33%	78%	+45%		36%	92%	+56%		100%	+67%
	AVE HAP	64%	92%	+28%		56%	82%	+26%		94%	+30%
	AVE MAP	36%	81%	+45%		38%	91%	+53%		94%	+58%
	AVE LAP	33%	66%	+33%		31%	85%	+54%		90%	+57%

5) Correct **spelling**

CHILD	ATTRIBUTES	SEPT	OCT	Difference		NOV	DEC	Difference		JULY	Diff from Sept
GJ	Y**1**/2 B LAP PPG	5%	10%	+5%		30%	43%	+13%		63%	+58%
WS	Y**1**/2 B MAP NPPG	35%	58%	+23%		32%	59%	+27%		78%	+43%
MN	Y1/**2** G MAP PPG	63%	63%	0%		80%	91%	+11%		95%	+32%
TC	Y1/**2** B HAP NPPG	50%	68%	+18%		65%	72%	+ 7%		93%	+50%
HT	Y1/**2** G HAP NPPG	65%	75%	+10%		74%	91%	+17%		90%	+35%
	AVE Y1/2	44%	55%	+11%		56%	71%	+15%		84%	+40%
HB	Y**3**/4 B MAP NPPG	36%	92%	+56%		68%	84%	+16%		100%	+64%
BB	Y3/**4** G LAP PPG	62%	94%	+32%		64%	86%	+22%		96%	+34%
JH	Y3/**4** G MAP PPG	68%	76%	+8%		59%	71%	+12%		93%	+25%
RH	Y3/**4** B HAP NPPG	54%	94%	+40%		86%	95%	+11%		98%	+44%
EH	Y3/**4** G HAP NPPG	86%	98%	+12%		96%	98%	+2%		98%	+12%
	AVE Y3/4	61%	91%	+30%		75%	87%	+12%		97%	+36%
MA	Y**5**/6 B LAP PPG EAL SEND	33%	70%	+37%		40%	86%	+46%		96%	+63%
LV	Y**5**/6 B MAP NPPG EAL SEND	55%	94%	+39%		61%	95%	+34%		97%	+42%
LS	Y**5**/6 G MAP PPG	76%	96%	+20%		86%	99%	+13%		99%	+23%
LH	Y5/**6** G HAP NPPG SEND	67%	72%	+5%		54%	78%	+24%		92%	+25%
MG	Y5/**6** B HAP PPG	85%	96%	+11%		87%	94%	+7%		99%	+14%
	AVE Y5/6	63%	86%	+23%		66%	90%	+24%		97%	+34%
	OVERALL AVERAGE	*56%*	*77%*	*+21%*		*66%*	*83%*	*+17%*		*93%*	*+37%*
	AVE BOYS	44%	73%	+29%		59%	79%	+20%		91%	+47%
	AVE GIRLS	70%	82%	+12%		73%	88%	+15%		95%	+25%
	AVE PPG	56%	72%	+16%		64%	81%	+17%		92%	+36%
	AVE NPPG	56%	81%	+25%		67%	84%	+17%		93%	+37%
	AVE SEND	52%	79%	+27%		52%	86%	+34%		95%	+43%
	AVE EAL	44%	82%	+38%		51%	91%	+40%		97%	+53%
	AVE HAP	68%	84%	+16%		77%	88%	+11%		95%	+27%
	AVE MAP	56%	80%	+24%		64%	83%	+19%		94%	+38%
	AVE LAP	33%	58%	+25%		45%	72%	+27%		85%	+52%

Analysis

Table 1a) Each test group shows improvement in knowledge and understanding of vocabulary when compared to the control group. The % increase ranges from 9% (EYFS to Y1) to 50% (Y1 to Y2), with the average being 29%

Table 1b) All year groups show improvement in knowledge and understanding of vocabulary between September and July. The average % change is +58%. The highest % change is +70% in Y5/6.

Similarly, all groups show improvement, with SEND, EAL and MAPs being above average.

Table 2) All year groups show improvement in the number of words written down (ie speed) between September and July, with the average % change being +18%. The younger the pupils, the greater the improvement.

Similarly, all groups show improvement in the number of words written down (ie speed), with boys, PPG, SEND, EAL, MAPs and LAPs being above average (particularly high for EAL and LAPs).

Table 3) All year groups show improvement in the number of correct word written down between September and July, with the average % change being +22%. Again, the younger the pupils, the greater the improvement.

Similarly, all groups show improvement in the number of correct words written down, with boys, SEND, EAL and LAPs being well above average.

Table 4) All year groups show improvement in punctuation between September and July, with the average % change being +47%. The highest % change is +62% in Y1/2.

Similarly, all groups show improvement in punctuation, with boys, PPG, SEND, EAL, MAPs and LAPs being above average (particularly high for SEND, EAL, MAPs and LAPs).

Table 5) All year groups show improvement in spelling between September and July, with the average % change being +37%. The younger the pupils, the greater the improvement.

Similarly, all groups show improvement in spelling, boys, SEND, EAL and LAPs being well above average.

Conclusions

Hypothesis: it is expected that regular (daily) dictation will improve the speed and accuracy of sentence writing, as well as increase retention, recall and reiteration of key subject vocabulary.

Throughout the year, all pupils have made significant improvements in their knowledge and understanding of vocabulary and their English skills. Moreover, there are significant differences between the control group and the test group for almost all year groups.

This can be attributed, *at least in part*, to the implementation and execution of daily dictation throughout the year. Obviously, children are going to make progress in these skills through other teaching methods; however, the use of the control group shows increased acquisition and progress, beyond what would normally occur in an academic year.

Although the test sample of children was quite small (5%), teachers themselves testify to rapid improvement made by all pupils. They now speak about dictation as being relevant and very helpful in enabling pupils to understand high-level vocabulary.

Furthermore, in Y5/6 in particular, the use of daily dictation served as a vehicle for the teaching of complex punctuation in a meaningful and relevant way. Pupils were able to understand the use of punctuation marks and (correctly) apply them to their work far more quickly than usual.

Consequently, daily dictation will continue to be used as a valuable tool in improving the speed and accuracy of sentence writing as well as increasing retention, recall and reiteration of key subject vocabulary. It will remain on the school development plan so that it can be fully embedded. There will be an expectation that within class, in assemblies and during learning walks that pupils will answer questions pertaining to their prior learning in full sentences, using the vocabulary and grammar that has been taught.

Furthermore, as the school embarks upon its next step in English – that of improving inference skills – it is expected that the dictation work will act as a foundation for this, as unless one has

some background knowledge and vocabulary skills, it is very difficult to infer accurately. It will be fascinating to observe how this progresses.

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Appendix
A) Rationale behind the use of dictation (SPS)
B) Example of assessment test – Swinemoor Dictation and Vocabulary Acquisition

Appendix A) Rationale behind the use of dictation (SPS)

Receive, Record, Retain: Swinemoor Primary School Dictations Project.

Definitions of terms used within this document:

Dictate - To speak something aloud for a person, so that it can be written down.
Retain - To keep, or continue to have something committed to memory.
Record - To keep information for the future, by writing it down**.**
Secretarial skills - A fluid hand and practice of holding a thought in head whilst writing.

Why dictate?

The 'Zeigarnik effect' (Zeigarnick, 1927) argues that dictation helps task-specific tension, which improves retention and cognitive accessibility of the relevant contents. Likewise, Morris (1983:126) also accentuates that "Dictation is a test of integrative skills and a most useful tool in listening training and training in self-reliance".
Montalvan (1990) lists the advantages of dictation, and the most important ones are as follows:
1. Dictation can help develop all four language skills in an integrative way.
2. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
3. Dictation helps to develop memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
4. Practice in careful listening to dictation will be useful later on in note taking exercises.
5. Correcting dictation can lead to oral communication.
6. Dictation can serve as an excellent review exercise.

There is much research as to the positive impacts on dictation when improving a multitude of skills and retention of information. Pupils at Swinemoor struggle to retain facts and information in their long-term memory, something that research has proven dictation can improve. Equally, as

stated by Montalyan, the act of dictation can lead to improvements in oral communication, a key focus of improvement in all areas of the curriculum at Swinemoor.

What is it?

- 4 way' dictated sentences for each subject – EYFS, Lower, Middle and Upper school.
- For EYFS this would be oral – 'repeat after me'
- From year 1 onwards – HAP/MAP/LAP dictation and written
- Tier words from III to appear within dictated sentences

There are 12 weeks to each term. English will not need dictation.

⇒ Maths – 2 dictations
⇒ Science – 2 dictations
⇒ Technology/RE etc – 2 dictations

⇒ Foundation subjects – 1 dictation

- Co-ordinators will need to find the III vocabulary words, cross reference with WoW and write the dictations.
- The sentences will need to maintain English written expectations for year groups – e.g. parenthesis, apostrophes etc.

What is it not?

Its not hour long reading from textbook. It is not old fashioned. It is not the dictation of whole poems. It's short, sharp and focused on secretarial skills, grammar and T3 words that need defining. This therefore enhances and compliments WOW and CHATTA.

What do we aim to achieve?

Recovery is the main aim of this project. We need to recover secretarial endurance, we need to recover consistency of grammar and the idea the text speak we had on google classrooms isn't good enough in physical written forms in our books. We aim to develop T3 words and enable the children to use them in context. This compliments CHATTA work but is not instead of our CHATTA use.

We also aim to achieve some catch up. Depth of learning may not be as if we haven't had lock down but we can still recover NCPOS. (National Curriculum Program of Study)

A football analogy that may be useful – returning to full fitness.
There are three areas a footballer needs to develop to be at full fitness. Touch, endurance and conditioning.
Touch is physical skills such as muscle memory. Handwriting, sitting still and positioning yourself correctly at a desk. These are skills that were lost and eroded during lockdown
Endurance is being able to sit and write for twenty or forty minutes. The stamina of concentration that many of our children find difficult.
Conditioning is dictation. Listening carefully and recording accurately.

Summary

“The world ain't all sunshine and rainbows. It's a very mean and nasty place, and I don't care how tough you are, it will beat you to your knees and keep you there permanently if you let it. You, me, or nobody is gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward; how much you can take and keep moving forward.”

We go from the sandpit of EYFS to the lofty heights of year six academia and then it really goes up a gear if you’re any good. More of our pupils are going Beverley high and Beverley Grammar School. Expectations have risen and more children are selecting grammar and high because their curriculum is very academic and our children are rising to that. We want to give them every opportunity and ensure they are ‘match fit’ in preparation for the next stage of their education.

Appendix B) Example of assessment test – Swinemoor Dictation and Vocabulary Acquisition

Dictation Research September 2021 – Baseline Y1/2.

Assessment test – Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) enquiry _____

_____

2) identify _____

_____

3) compare _____

_____

4) steps _____

_____

5) pattern _____

_____

6) control _____

_____

Write down the sentences that the teacher dictates to you.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Dictation Research September 2021 – Baseline Y3/4.

Assessment test – Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) prediction _____

2) fair test _____

3) results _____

4) pathways _____

5) rhythmic _____

6) flow _____

Write down the sentences that the teacher dictates to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictation Research September 2021 – Baseline Y5/6.

Assessment test – Swinemoor Dictation and Vocabulary Acquisition

Write down what these words mean.

1) hypothesis _____

2) variables _____

3) precision _____

4) sequence _____

5) composition _____

6) consistent _____

Write down the sentences that the teacher dictates to you.

1.

2.

3.

4.

5.

6.

Report to the Governing Body: Advantages of the Biorhythm Timetable

Our School Aims

At Swinemoor Primary School, we aim to:

1. **Achieve beyond expectations.**
2. **Be proud of our community, our school, our achievements and our peers.**
3. **Compete, with the belief that we have every chance of success.**
4. **Develop a culture where we take appropriate risk.**
5. **Enable people to work together, in order to achieve more than we could on our own.**

Introduction

Our school has adopted a **biorhythm timetable** in place of traditional visual timetables. This structured approach shapes the rhythm of the day to align with pupils' natural energy cycles and cognitive needs. It combines academic, sensory, and wellbeing-focused activities to ensure pupils are emotionally regulated, attentive, and ready to learn.

Features of the Biorhythm Timetable

Structured start of the day (SS)	Each morning begins with a **time question** to establish focus, engage mathematical thinking, and signal readiness for learning.
Literacy routine (LR)	After morning break, all pupils complete the "**sentence of the week**" dictation to strengthen recall and literacy skills.
Every day ends with story time (ST)	Pupils finish the school day with a **story session** to support language development, imagination, and reflection, ensuring a calm, positive conclusion to learning.
Movement and regulation breaks (MB)	**Short, timetabled physical resets** are used to maintain focus, release restlessness, and regulate energy levels.
Mindfulness practices	**Guided breathing** and **calm reflection activities** are built into the day to lower heart rate and support emotional regulation.
Sensory-safe provision (SSP)	Pupils have access to **quiet, low-stimulation routines** and strategies to maintain regulation and readiness to learn.
Music and rhythm cues (MC)	Classical music, rhythmic patterns, and **chimes are used to mark transitions** and support calm, predictable routines.
Playground line-up routine (PL)	Pupils line up on calibrated **playground lines** with feet shoulder-width apart, evenly spaced, and led by markers at each end. All pupils complete the line-up synchronously by adjusting stride length.

Quiet reading after lunch (QR)	Pupils settle immediately after lunch with **independent reading**; classical music may play in the background to maintain a calm atmosphere.
Staggered cloakroom access (SCA)	**Cloakroom entry is managed in small groups** to reduce noise and maintain order.
Reflection chimes (RC)	**A chime signals the end of lunchtime** to allow reflection on play. The same chime is used during the "Calm Me" section of Jigsaw assemblies to reinforce mindful practice.
Silent post-break transition (PBT)	**Pupils return from break times in silence**, proceed directly into quiet reading, and are dismissed in rows for drinks to ensure order and minimise movement.
Classroom expectations (CE)	Pupils must request permission before leaving seats. Classroom objects are not to be handled when not in use and must be immediately placed down, with **full attention and eye contact given to the adult when a teacher speaks.**
Attention signals (AS)	**Clapping patterns** are consistently employed as an immediate, recognised cue for attention and focus.
4x4	
Other initiatives (OI)	Additional strategies are implemented across the day to reinforce physiological regulation, predictability, and a safe sensory environment.

Alignment with School Aims

- **Achieve beyond expectations**: Predictable routines, mindful regulation, and structured transitions enable pupils to sustain concentration and reach higher levels of academic and personal achievement. Calm starts and literacy/numeracy anchors ensure that every child has the opportunity to learn at their best.
- **Be proud of our community, our school, our achievements and our peers**: Collective practices such as line-up routines, quiet reading, and reflection chimes build a sense of shared identity and belonging. Pupils learn to take pride not only in their own achievements but also in the conduct and successes of their peers.
- **Compete, with the belief that we have every chance of success**: Regulation strategies and calming transitions foster resilience and confidence. By learning to control their emotions and focus their energy, pupils develop the belief that they can approach challenges with every chance of success.
- **Develop a culture where we take appropriate risk**: The secure framework of the biorhythm timetable gives pupils the confidence to try new ideas, explore creative solutions, and learn from mistakes without fear. This balance of safety and opportunity encourages appropriate risk-taking.
- **Enable people to work together, in order to achieve more than we could on our own**: Shared routines, synchronised activities, and clear expectations create a culture of collaboration. Pupils learn that working in harmony with others leads to greater outcomes than working in isolation.

Advantages for Pupils

1. **Improved Emotional Regulation**
    - Predictable routines reduce anxiety and increase feelings of safety.
    - Activities are carefully placed to match children's energy patterns, ensuring balance between stimulation and calm.
2. **Enhanced Readiness to Learn**
    - Beginning with a focused task (time question) engages attention immediately.
    - Literacy and numeracy are embedded in predictable slots, strengthening core skills.
3. **Physiological Benefits**
    - Techniques designed to lower heart rate and blood pressure foster calmness.
    - A calmer state enhances concentration, reduces behavioural incidents, and improves resilience.
4. **Consistency and Predictability**
    - Structured daily rhythms reduce cognitive load and decision fatigue.
    - Clear expectations provide security, especially for pupils with additional needs or sensory sensitivities.
5. **Supports Inclusive Practice**
    - The sensory-safe approach benefits all learners, particularly those with SEND.
    - Predictable routines support pupils who thrive on structure while remaining flexible enough to engage all learners.
6. **Positive End-of-Day Transition**
    - Story time provides a reflective, soothing end to the day.
    - This supports a positive home-school transition and helps pupils associate school with calm, rewarding experiences.

Advantages for Staff and Whole-School Culture

- **Easier Classroom Management** – calmer children mean reduced low-level disruption.
- **Shared Understanding of Daily Structure** – consistency across classrooms strengthens collective practice.
- **Wellbeing Benefits** – staff experience reduced stress when routines are reliable and effective.
- **Evidence-Informed Approach** – links between physiological regulation, predictability, and learning readiness are well-supported in educational research.

Conclusion

The biorhythm timetable is more than a daily schedule: it is a carefully designed framework that promotes **focus, wellbeing, and inclusivity**. By aligning learning with natural rhythms and embedding calming, predictable routines, we are creating an environment in which pupils are not only able to learn more effectively but also to thrive emotionally and socially.

The governing body's continued support for this approach will ensure that the school maintains its commitment to innovation, pupil wellbeing, and high-quality teaching and learning. As Ofsted last said of SPS, it is an *"oasis of calm"* and *"a unique and special place"* — this has not occurred by acciden

APPENDIX 1

BIORHYTHM TIMETABLE FEATURES OCCURANCES

WC:	MONDAY						
	1	2	3	4	5	6	7
	RH	12W	12RH	34H	34W	56F	56N
STRUCTURED START OF THE DAY							
LITERACY ROUTINE AFTER BREAK							
START OF LUNCHTIME							
END OF LUNCHTIME							
END OF AFTERNOON SESSION 1							
START OF AFTERNOON SESSION 2							
STORYTIME END OF DAY							
	TUESDAY						
	RH	12W	12RH	34H	34W	56F	56N
STRUCTURED START OF THE DAY							
LITERACY ROUTINE AFTER BREAK							
START OF LUNCHTIME							
END OF LUNCHTIME							
END OF AFTERNOON SESSION 1							
START OF AFTERNOON SESSION 2							
STORYTIME END OF DAY							
	WEDNESDAY						
	RH	12W	12RH	34H	34W	56F	56N
STRUCTURED START OF THE DAY							
LITERACY ROUTINE AFTER BREAK							
START OF LUNCHTIME							
END OF LUNCHTIME							
END OF AFTERNOON SESSION 1							
START OF AFTERNOON SESSION 2							
STORYTIME END OF DAY							
	THURSDAY						
	RH	12W	12RH	34H	34W	56F	56N
STRUCTURED START OF THE DAY							
LITERACY ROUTINE AFTER BREAK							
START OF LUNCHTIME							
END OF LUNCHTIME							
END OF AFTERNOON SESSION 1							
START OF AFTERNOON SESSION 2							
STORYTIME END OF DAY							
	FRIDAY						
	RH	12W	12RH	34H	34W	56F	56N
STRUCTURED START OF THE DAY							
LITERACY ROUTINE AFTER BREAK							
START OF LUNCHTIME							
END OF LUNCHTIME							
END OF AFTERNOON SESSION 1							
START OF AFTERNOON SESSION 2							
STORYTIME END OF DAY							

APPENDIX 2 Features of the Biorhythm Timetable – on a page

Structured start of the day (SS)	Each morning begins with a **time question** to establish focus, engage mathematical thinking, and signal readiness for learning.
Literacy routine (LR)	After morning break, all pupils complete the "**sentence of the week**" dictation to strengthen recall and literacy skills.
Every day ends with story time (ST)	Pupils finish the school day with a **story session** to support language development, imagination, and reflection, ensuring a calm, positive conclusion to learning.
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Attention signals (AS)	**Clapping patterns** are consistently employed as an immediate, recognised cue for attention and focus.
Other initiatives (OI)	Additional strategies are implemented across the day to reinforce physiological regulation, predictability, and a safe sensory environment.
4x4	Four Dojos from the Headteacher on targeted occasions for the 4 quietest children egressing classroom and cloakroom at the end of the day.

APPENDIX 3: SCHOOL IMPROVEMENT PRIORITIES FOR 2024-2025

TARGET	OUTCOME	WHO
ATTAINMENT AND ACHIEVEMENT		
1.2 To ensure statistically high performance is maintained and relates favourably to national standards. 1.2 To secure achievement within the year commensurate with pay-scale expectations (see Appraisal Objectives Menu) in line with SPS Aviate Flightpath: • EYFS ARE may equal 60%, • end of Y2 may equal 65%, • end of Y4 may equal 72% • end of Y6 may equal 80% 1.3 Ensure cohort attainment profiles between contrasting groups are less at the end of the academic year than at the beginning in the majority of cases.	Appraisal targets met. Assessment Milestones met **increasingly in line with** pre-pandemic 'flight path' assessment system. Evidenced in: scrutiny, tracking, audits & testing. Presented to Governors at Spring and Summer Informal Meetings.	Class Teachers Support Staff See Appraisal.
CURRICULUM ENHANCEMENT		
2.1 Reading Development To enhance pupils' understanding of what they have read by embedding the teaching and learning of inference skills. 2.3 To enhance SMSC/SEMH provision by promoting Ordinarily Available Inclusive Provision in every classroom.	Training on teaching strategies designed to develop inference skills will be attended and cascaded to all staff. Children's ability to make inferences will be improved as evidenced by improving standards in scrutiny, tracking, audits and testing. Pupil Voice will also evidence developing inference strategies and skills. Evidenced in teachers' What Are Standards commentary presented to Governors. All children will feel valued and included as part of this mainstream school. Some children will access lunch and break times differently. Some children will be supported to access the classroom differently. Examples might include: Talking Time with an adult. Supported playtimes. See eastridinglocaloffer.org.uk	R. Newton to deliver in-house training. Class teachers to deliver. See Appraisal. All class teachers, supported by Tas, SENCO and SLT. Class teachers to deliver. See Appraisal.
CURRICULUM DEVELOPMENT		
3.1 To embed an assessment system designed to ensure that the curriculum in foundation subjects is effective and that pupils are encouraged **and motivated** to 'value the remembering.'	System to assess foundation subjects will be finessed to include: Bookended Learning Walks – Portfolio/other sample of work-Digital Learning Quiz Checks. System to assess learning will be further developed to include half-termly tests/quizzes for all pupils, to be quality-assured by Subject Leads. High-scoring pupils will be celebrated as Class Historians, Class Scientists, Class Artists etc. Standards in foundation subjects will improve due to assessment being sustainable, meaningful and impactful on teaching and learning.	SLT & Subject Leaders