

**Academy Improvement Plan
For
Lindfield Primary Academy
2019-20
Term 2 Evaluation**

Plan approved by Education and Standards Committee: [Date]

Monitoring Report: Challenge Partner. [Date]

1. Context: September

- 1.1. The academy is judged by the trust/Ofsted to be GOOD and has identified the following key areas for further improvement:
 - Teaching and Learning
 - the quality of teaching is consistently strong across all classes in KS1

2. Governance:

- 2.1. The Trust Education and Standards Committee (ESC) will approve the plan and focus on ensuring progress against the action plan.
- 2.2. Committee members will visit academies annually, with an agreed focus for monitoring
- 2.3. Summary reports will be monitored by the Board of Trustees.
- 2.4. The CEO of the Trust will have a specific role in monitoring progress, through the E&S committee.

3. Monitoring:

- 3.1. The action plan will be agreed by the Challenge Partner and approved by the ESC.
- 3.2. The Challenge Partner will report on the progress made to the Director of School Improvement in each term against the actions taken.
- 3.3. The Chair of the ESC and the Director of School Improvement, will meet monthly to discuss the action plan and report to the Education and Standards Committee on progress made.
- 3.4. The ESC will receive all monitoring information in order to assess the rate of progress made and consider further support if required.
- 3.5. The Board of trustees will monitor overall progress of actions taken to secure rapid improvement.

4. Strategic Overview: Milestones End Term 2 2019/20

- Reading To ensure all staff have a good understanding of how to teach explicit and systematic phonics
 To develop reading assessment in key stage two- introduce NFER reading assessments
- Curriculum For staff to feel confident in teaching MFL and Computing in terms of Curriculum Intent, Implementation and Impact
- Stretch To have held an enrichment afternoon providing stretch, challenge and greater cultural capital for all pupils
- SEND To have a current, accessible Provision Map for both PP and SEN

Milestones End term 4 2019/20

- Reading To develop use of the library
- Curriculum For all curriculum subjects to reflect clearly the Intent and Implementation on the website
- Stretch To have identified good practice in challenging/extending early finishers and more able pupils during lesson time through lesson observations
- SEND All staff using 'Zones of Regulation' in their interactions with children to discuss their emotional states

Milestones End Term 6 2019/20

- Reading For all children to achieve at least national average attainment and progress scores.
(Refer to strategic business plan)

To meet National standards for greater depth writers.

Curriculum For all curriculum subjects to reflect the knowledge goals/passports that will impact the children's learning.

Stretch To have increased the percentage of pupils at GDS Combined in Year 2 to at least 10.1% and EXS Combined for PP children in Year 2 to at least 80%.

SEND Use of 'Learning Sequences' planned by CT's to target gap analysis

5. Action Plan (attached)

1.1. The Action Plan has been approved by the Trust E&S committee

6. The plan

6.1. The Action Plan sets out the targets, KPIs, milestones and actions required to secure the necessary improvements.

7. Trust Actions:

7.1. The Plan is supported by the Trust's strategies for rapid improvement which include: (following term1 C.P. visit)

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Action Plan September 2019- July 2020

Academy Targets 2019-20

EYFS

Measure: Nat 83	National 2017	Academy 2017	Target 2018	Academy 2018	Academy 2019
GLD	71	74	76	80	82

Phonics

Measure:	National 2017	Academy 2017	Target 2018	National 2018	Academy 2018	Target 2019	National 2019	Academy 2019
Expected Standard Year 1	81	95	90	83	97	93	83	95
Expected Standard Year 2 retake	77	81		83	100	50		100

Key Stage 1

Measure: Reading	National 2017	Academy 2017	Target 2018	National 2018	Academy 2018	Target 2019	National 2019	Academy 2019
Expected Standard	76	87	88	75	88	89	75	91
Greater Depth	25	29	29	26	29	29	26	30
Measure: Writing								
Expected Standard	68	74	86	70	86	86	70	88
Greater Depth	16	17	20	16	20	18	16	19
Measure: Mathematics								
Expected Standard	75	86	87	76	87	87	76	88
Greater Depth	21	24	24	22	26	26	22	26
Measure: COMBINED								
Expected Standard	64	73		65	77	78	65	81
Greater Depth	11	13		12	13	13	12	14

Key Stage 2

Key Stage 2

Measure: Reading	National 2017	Academy 2017	Target 2018	National 2019	Academy 2018	Target 2019	National 2019	Academy 2019
Expected Standard	72	79	85	75	91	88	75	90
Greater Depth	25	38	40	28	44	40	28	49
Measure: Writing								
Expected Standard	77	81	80	78	91	87	78	89
Greater Depth	18	11	23	20	23	25	20	23
Measure: Mathematics								
Expected Standard	75	74	85	75	96	87	75	97
Greater Depth	23	22	29	24	47	35	24	59
Measure: GPS								
Expected Standard	78	84	85	78	92	90	78	93
Greater Depth	31	42	43	34	49	40	34	62
Measure: Combined								
Expected Standard	62	63	80	65	85	82	65	87
Greater Depth	9	7	11	10	19	17	10	21

Attendance:

Measure:	National 2017	Academy 2017	Target 2018	National 2018	Academy 2018	Target 2019	National 2019	Academy 2019
All pupils	96.0	97.0		95.8	96.9	96.0		96.8
P.A.	8.7	3.4		8.7	2.6	3.0		3.6

KEY TARGET ACTION PLAN 2019-20

KEY TARGET ACTION PLAN 1 2019-20

To ensure a rigorous approach to early reading and strengthen learners' confidence and enjoyment in reading and writing across the curriculum.

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there?	Who?	By when?	How will it be measured	Impact/RAG
To maintain a rigorous approach to early reading and strengthen learners' confidence and enjoyment in reading and writing across the curriculum.	To ensure all new staff have a good understanding of how to teach explicit and systematic phonics.	All teachers and TAs recently trained in RWINc.	* All teachers and TAs to attend Read Write Inc. refresher training in readiness for September.	LD	September	Attendance registers	Completed – 2/9/19
			* Continue with refresher training termly.	LD	Throughout the year	Attendance registers	Refresher training booked for Spring term.
			* Audit and refresh RWinc resources	LD	September	Resources manager to monitor – Resources manager required.	New resources ordered and disseminated- 2/9/19

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there?	Who?	By when?	How will it be measured	Impact/RAG
			*Team teach Read Write sessions for those new to the programme and NQTs.	LD/BC	September and continued throughout the year	Through survey regarding confidence in teaching phonics. Observing teaching to quality assure, advise and target training.	S.A team taught with BC- Nov '19 LD observed by EC- Oct '19
			*Disseminate updated training materials	LD	September	Phonics staff survey	New packs created and given out at training on 2/9/19
			* Encourage staff to identify key areas they need further explanation in.	LD	Initial measure in September Cont. throughout the year	Staff survey on confidence in the teaching of phonics completed after September training and sequentially after further training. Phonics results	Survey completed by all TAs and Teachers- Sept '19
			* Further develop links in the community to provide training for local nursery schools.	LD			To be continued- Links made with Lindfield Montessori

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			* To continue to implement the trust's coaching approach using Iris technology to film and share teaching clips. (Refer to strategic business plan)	RS/MH		Undertake an evaluation to assess its impact in the teaching of phonics.	Clip used for reading staff meeting 1/10/19 Clips used for TA reading training- 26/11/19
	Assessment every 6-8 weeks by class teachers.	To maintain rigorous phonics assessment and ensure early interventions take place to ensure fast catch up.	* Maintain the rigorous assessment schedule of 6-8 weeks.				Next ass week 9/12/19
	1:1 Rwinc intervention for the children not making expected progress		* Further improve timings of assessment to ensure groups match children's current levels in September- after the holiday break.				To be considered
	Communication with parents regarding decodable texts being used in school.		* Identify children not making expected progress and provide rapid one to one support				1:1 progress tracker ensures careful tracking of identified chn- monitored at every ass point and weekly records maintained by Tas- S.D/E.R/S.A Fresh start for years 4 and 5 NFER Autumn analysis
			* Track chn who didn't pass the phonics screening in years 1 and 2 and provide intervention and re-assess to develop a culture of fast catch up.				Chn identified and supported through 1:1 or Fresh Start NFER Autumn analysis

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			* Replenish new book scheme in all year groups- books to match children's phonological knowledge and development				Order for more book bands- Nov '19
			* Expand supply of rwinc books to enable chn to take home books matched to their phonics learning each week. * Investigate ditty photocopiable materials	LD/BC			Early years to start sending home books after xmas
	Reading assessments used to inform teaching	To develop reading assessment in key stages one and two.	* Audit how staff currently assess reading.	LD/MH		Results of audit	NFER completed by KS2 classes and Autumn results analysed Nov' 2019- to be tracked across Spring and Summer
			* Staff to share formats used for formative assessment in guided/group/individual reading	LD/MH		Staff meeting minutes	
	All children to achieve at least national average attainment and progress scores. (Refer to strategic business plan)	Aspirational targets for attainment and progress- above national averages (Refer to strategic business plan)	*Expand success of Early Years reading meeting to key stage one parents	LD/BC	The end of the academic year	Parent feedback survey	Look at a date for this in the Spring term.
			*Use half termly planning scrutinies to ensure learning objectives and steps to success are specific and linked to TT	SMT	Throughout the year	End of year results	Next planning scrutiny....

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	Key stage one Reading 89% 29% Writing 86% 18% Maths 87% 26% Key stage two Reading 88% 40% Writing 87% 25% Maths 87% 35%		*Use half termly 'book looks' to ensure coverage of skills.	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	Book scrutiny- 15.10.19. VIPERS reading skills evidenced Next scrutiny booked for....
			*Use of Iris to improve teaching of reading (Refer to strategic business plan)	All teachers	Throughout the year	End of year results	Clip used for reading staff meeting 1/10/19 Clips used for TA reading training- 26/11/19
			* Peter Campbell staff training	PC/LD			SALT meeting- 27/11/19
			* Keep spelling in focus and continue to adapt Babcock sessions to more closely match it to TT statements. * Research spelling websites- spelling frame and spelling shed.				
			* Review text choice for daily reading across year groups.			* Audit of genres and reasons for choices.	

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	PP children celebrated through work on display and assemblies. Opportunities enrich and improve their learning.	To continue to celebrate and enrich the achievement of pupil premium children in reading and writing.	*Focused and challenging individual target setting and assessment to promote high expectations.	Teachers	Throughout the year	End of year results Planning and book scrutiny with a focus on more able pp	Ongoing
			*Continue opportunities provided to enter competitions and celebrate achievements in and outside of school	LD.MH	Throughout the year	End of year results Pupil voice	West Sussex poetry comp to be launched by MH in January (deadline Feb) World book day comp to be considered in line with an eco focus- sustainability.
			*Focused support provided for pupil premium chn in phonics	Year1/2/6 teachers – RC/CL	Throughout the year	End of year results	PP chn carefully tracked and monitored. Rwinc support in Spring and Summer.
	All year groups have access to the library.	To improve access to the library to further develop a love of reading.	* Re-in state library monitors	LM/HB/RC		Pupil voice	Library monitors from year 6 instated- Aut 1
			* Continue story telling sessions	LM/HB/RC		Pupil voice	To be running by 5 th December with Early years (15 chn at a time) Led by teacher and year 6 for ks1
			* Develop environment to further promote library use * Replenish non-fiction texts	LM/HB/RC		Pupil voice	Library space to be created in 'The Meadow' area for use by EYFS and lunch club.

Key Area	Where are we now? Identified gaps/data	Where do we want to be? Measurable final KPIs/outcomes	What are we going to do to get there?	Who?	By when?	How will it be measured	Impact/RAG
			<ul style="list-style-type: none"> * Re-arrange book shelves to create a working space and a cosy library area re-plan-assess suitability of current furniture * Rota for use for all classes * Magazines subscription-Aquila * Poetry display alongside 				Displays updated with children's book reviews Library club set up Thursday lunchtimes
			<ul style="list-style-type: none"> * Maintain displays that celebrate quality texts across a range of genres, including a balance of old and new classic texts (Wind in the Willows, Shakespeare, Secret Garden, Alice in Wonderland, Lion the Witch and the Wardrobe, Winnie-the-pooh, Black Beauty, Peter Rabbit, The Railway children, The Hobbit, Velveteen rabbit), poetry, non-fiction across the curriculum and new and popular authors. 	LM/HB			Classic texts display in library
	Meeting National standards for	Aim to be in the top 10% of schools- GD.	* Develop use of dialogue	MH		End of year results	Dedicated greater depth sessions Spring 2

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	greater depth writers.		* Look at further writing opportunities with Steve Streeter	LD/MH		End of year results	
			* Revise year group coverage of writing purposes across the curriculum and how skills are transferred between different genres and text types to enable year 6 to concentrate on developing individual writing styles and voice.	LD/MH		End of year results	Writing purposes to be updated in staff meeting – 3.12.19
			* Year 5 to adopt developmental marking whole class feedback sheet	LD/MH		End of year results	Refresh Autumn term and link wit year 4
			* Year 6 to share TAPS with year 5 to develop sense of audience	LD/MH		End of year results	Refresh Autumn term and link wit year 4
			* Provide write inspired inset and workshops	MH/All staff		End of year results	January inset- follow up sessions to work in classes with children- year 2,4,5.
	Reading enhances understanding and specific subject	To further develop pupils' contextual understanding through exposure to	* Reading survey	LD/JA/SG			Completed Oct '19
			* Maintain good practice and joined up working- Learning through stories				Learning through stories- wk beg 18.11.19

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	vocabulary in other subjects.	interesting, authentic literature across the curriculum.	* Refresh use of KWL grids in Geography, History and Science to highlight current knowledge and where reading research can enhance understanding.	JA			Staff meeting- JA/VS
			*Strengthen links with Oathall and continue book group to support year 6 readers and transition				Meeting with Oathall English lead- 4.11.19
			* Continue to refresh and develop the key topic texts used across the curriculum and match these to pupils reading levels in lower ks1 so chn can read research independently.				Key text lists updated Sept '19
			* Summer reading bingo challenge * Christmas reading challenge				
			* Teachers as readers- book reviews on doors				All teachers and Tas have book reviews displayed on doors.

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			* Specific subject word banks and definitions created in History, Geography and Science.	JA			Staff meeting- JA/VS Website provided to download and create knowledge organisers https://www.mracdpresent.com/

KEY TARGET ACTION PLAN 2 2019-20

To continue to enrich children's' Knowledge and Understanding through our rich, broad and balanced curriculum.

FOCUS: MFL, COMPUTING, HISTORY AND GEOGRAPHY/SCIENCE.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
1.	To continue to review the Curriculum map and update in	Teaching of Maths, English and the wider curriculum to be at least good. Refer to Business Strategic plan	1.1	Subject leaders	September 2019	Scrutiny of website and shared with staff.	Subject leaders have updated websites to reflect CURRICULUM INTENT.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	<p>terms of the 3 I's.</p> <p>Curriculum map has been reviewed and topic titles have been updated. All presented to staff.</p> <p>Staff meeting outlined CURRICULUM INTENT and example of Science given.</p>	<p>All subject leaders to review existing curriculum statement and update website. These to reflect CURRICULUM INTENT.</p>	<p>-Subject leaders to update their curriculum subjects in terms of INTENT and update website.</p> <p>To polish our existing curriculum to prepare children for lifelong learning and provide links with the community.</p>				<p>ENRICHMENT sessions have taken place to promote confidence and enthusiasm for learning in the Foundation Subjects. These will continue throughout the year. Evidence clearly displayed in children's learning journals.</p>
	<p>To ensure staff have an understanding</p>	<p>The Academy has an effective curriculum. However, we continue to</p>	<p>Draw upon our experience of what we know is an effective</p>		<p>Discussions to start in</p>	<p>85%+ children reaching expected standard in all</p>	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	<p>of the New Ofsted expectations and the 3 I's and all subjects will need to reflect this in a rich curriculum.</p> <p>To reflect on providing a "Cultural Capital" for all children.</p>	<p>strive to improve the systematic sequencing of skills.</p> <p>Refer to the Strategic Business Plan.</p> <p>All subject leaders will reflect on the 3 I's to continue to provide a rich curriculum promoting diversity and culture and therefore deepen children's learning.</p>	<p>curriculum. Record this and share with staff</p> <p>-All subject leaders will work with JA/VS to reflect and further refine IMPLEMENTATION AND IMPACT in our current, curriculum. This will be shared with all staff.</p> <p>To continue to look at the role of the setting in Early Years. "It is the role of the setting to ensure that children experience the awe and</p>		September and will be ongoing throughout the year.	foundation subjects across all year groups	

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			wonder of the world in which they live, through the seven areas of learning."				
	<p>To update MFL curriculum map to ensure all staff have a good understanding of how to teach MFL in both Key Stages.</p> <p>(KS1- Spanish KS2- French)</p>	<p>All staff to be confident in teaching MFL in order for 85% of children to reach expected levels.</p> <p>To ensure a consistent approach across the school to ensure a progression of skills and knowledge.</p> <p>Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. (IMPLEMENTATION)</p>	<p>1.2</p> <p>- Identify key areas for staff CPD training opportunities</p> <p>Further discussion of IMPLEMENTATION, focussing on refining Knowledge and Skills with staff. Present updated medium term plans to staff. Present resources to staff.</p> <p>Hold a MFL European Day.</p>	JA/VS/SV	September 2019 and ongoing throughout the year.	<p>Staff survey/audit</p> <p>Target Tracker analysis</p> <p>Book scrutiny</p> <p>Learning Walks</p>	<p>MFL Co-coordinator has been off work so this will prioritise in the Spring term.</p> <p>Lesson observations of the teaching of MFL has taken place with SLT observing and feedback given.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		To continue to ensure children are equipped with the necessary skills for life in the wider world. (IMPACT)	To fine tune our existing curriculum and highlight the endpoints we continue to aspire to in terms of MFL across the school.		November 2019 and ongoing throughout the year.	Planning scrutiny Book scrutiny Curriculum passports produced for the children	INTENT statement is now on the website.
	To update COMPUTING	All staff to be confident in teaching COMPUTING in	1.3 - Present staff with a Power point showing	JA/VS/RA	September 2019 and ongoing	Staff survey/audit	Computer Coordinator has presented updated progression of skills and discussed these

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	curriculum to ensure all staff have a good understanding of how to teach COMPUTING across the school.	<p>order for 85% of children to reach expected levels.</p> <p>To refine the progression of skills and knowledge in Computing.</p> <p>Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. (IMPLEMENTATION)</p>	<p>the updated curriculum map.</p> <p>Discussion of IMPLEMENTATION, focussing on refining the Knowledge and Skills with staff. Present updated medium term plans to staff. Present resources to staff and give staff time to become familiar with the Computing curriculum for their Year Groups.</p> <p>Monitor progression using Target Tracker assessment and gap analysis.</p>		throughout the year.	<p>Target Tracker analysis</p> <p>Learning Walks</p> <p>Planning scrutiny</p>	<p>individually with year groups.</p> <p>Staff training session on Spheros held and a further session booked.</p> <p>Lesson observations of the teaching of Computing has taken place with SLT observing and feedback given</p> <p>Digital leaders have promoted E safety through assemblies.</p> <p>Computer Science week promoted use of coding, reflected on pioneering</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		To continue to monitor our existing curriculum so children are equipped with the necessary skills for lifelong learning in the wider world. (IMPACT)	To continue to reflect on what endpoints we will aspire to in terms of COMPUTING across the school.		November 2019 and ongoing throughout the year.	Learning Journal scrutiny Curriculum passports produced for the children	figure and inspired children to consider jobs relating to computer science. Promoted an opportunity for children to meet role models working within that field. 2 workshops have been held to support parents with computing skills to enable children to have further opportunities and support in computing at home. E Safety workshops for parents have also been planned.
	To continue to generate enthusiasm for	85%+ children reaching expected standard in	1.4- In a staff meeting show staff how to refine the use of Enquiry skills	JA/LD/SG	This will be ongoing	Book and Learning Journal scrutiny and	Subject overviews have been revisited with staff. They are updated

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<p>as well as continuing to further develop the use of key texts.</p> <p>To continue to reflect on the expectation that “The more knowledge readers have about the topic of a text, the better they will understand it”</p>	<p>and scientific knowledge.</p> <p>-Continue to promote and introduce key texts that support the learning of historical/geographical and scientific knowledge.</p> <p>Strengthen links with Oathall to support learning across the foundation subjects.</p> <p>Continue to focus on Learning Through</p>			<p>examples of all these areas.</p> <p>Learning journey will reflect key texts used in the K&U areas of the curriculum.</p>	<p>Geography and Curriculum Coordinator attended a Geography and Creative Curriculum conference to support an enquiry based approach in the Foundation Subjects.</p> <p>Meeting has taken place with Geography Co-ordinator from Oathall and a “Mapping Workshop” has been</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			<p>Stories weeks throughout the year.</p> <p>Consider teaching the foundation subjects in the morning of the timetable.</p> <p>To continue to develop the use of key vocabulary through word mats and word banks and definitions to build up understanding of key vocabulary.</p> <p>To continue to use visits and visitors to promote the understanding of key concepts in the foundation subjects.</p>				<p>scheduled to take place in the Spring Term.</p> <p>Knowledge mats have been introduced in a staff meeting and beginning to be used in lessons to help with children's knowledge and vocabulary.</p> <p>KWL grids were discussed in a staff meeting on 15th October.</p> <p>See staff minutes</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			Think about refining the use of KWL GRIDS to introduce and end a unit of learning.				
	To celebrate and enrich the achievement of all children in the foundation subjects.	For children to achieve at least national average attainment and progress scores. Refer to Strategic Business plan.	Set aspirational targets for attainment and progress above National averages.	Teachers and SLT	Throughout the year.	Target Tracker assessments. Photos of children and their work. Book scrutiny and planning scrutiny.	Some Target Tracker statements have been updated to reflect our curriculum. This has taken place in RE and PSHE. Staff meeting has taken place for staff to look at TT statements and to ensure they reflect in planning processes.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<p>GD children to continue to be given the opportunities to deepen their understanding of the foundation subjects.</p> <p>PP children to continue to celebrate their work through displays and assemblies.</p>	<p>To continue to develop opportunities to celebrate achievements in and outside of school.</p> <p>Refine the IMPACT elements to reflect achievement in all children.</p> <p>To continue to strengthen links with Secondary schools to provide targeted support.</p> <p>To continue to use TT to track key children.</p>				<p>Lesson observations have taken place of the foundation subjects and feedback given to staff.</p> <p>From the observations, “stretch and challenge” is an area to continue to be developed.</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG

KEY TARGET ACTION PLAN 3 2019-20

STRETCH, CHALLENGE, ASPIRATION AND ACHIEVEMENT

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
3. Stretch, Challenge, Aspiration and Achievement	End of Year 1 data shows currently 4.5% (4 children) at GDS Combined.	Target for end of Year 2 data: 10.1% (9 chn) at GDS Combined.	- Liaise with teachers regarding provision and data response plan.	NG/RC/ Year 2 team	September	Year 2 ongoing Action Plan of identified groups and provision	Aut 2 - Discussed at Pupil Progress. Aut 1 data shows 4 chn on track for GDS Combined.
	End of Year 1 data shows currently 20% (1 child) of PP children at EXS Combined.	Target for end of Year 2 data: 80% (4 chn) of PP children at EXS Combined.	- Use of PP coordinator and PP teacher clearly timetabled.	RC/JR/CL	Ongoing	Pupil Progress Meetings Data captures	Aut 2 - Discussed at Pupil Progress. Aut 1 data shows need for LB and CB.
			- Use of Beanstalk readers for PP children.	Year 2 Team/ Volunteers	Ongoing	Pupil Progress Meetings Data captures	
			- Booster groups with specific targeted children.	SG/Year 2 Team	Spring Term	Pupil Progress Meetings Data captures	Aut 2 - Booster groups begun earlier.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			- Creative targeted provision.	TAs	Ongoing	Pupil Progress Meetings Data captures	Aut 2 - Begun use of Learning Sequences.
			- Promote home learning through use of online resources, e.g. MyMaths.	Teachers	Ongoing	Access/sign in data for homework/ activities	Aut 1 - MyMaths, Purple Mash and Numbots logins all shared. Liaising done through Home School Diaries.
	Lesson observations highlight the use of stretch and challenge activities.	To continue to deepen the knowledge of more able pupils/early finishers by providing stimulating and challenging extensions throughout the whole lesson.	- Challenge Cards and Corners audit to see what is currently in place for early finishers.	NG	September	Audit to be recorded and shared with SLT as a baseline for development.	Aut 1 - Audit completed. A range of challenges are offered but not always taken up or used appropriately. Agreed outcome that lessons should have elements of challenge for all, rather than generic class 'challenge' cards/boxes.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			- Staff Meeting/ Good Practice time to be set aside for sharing of ways to ensure more able pupils are stretched and challenged in lesson time.	NG	Ongoing	Evidence of new or adapted approaches during lesson observations and learning walks. Planning Scrutinies Pupil Voice Learning Journal book look	
	We have identified an opportunity to promote enrichment and greater cultural capital for all.	To hold enrichment afternoons/events involving cross phase collaboration, giving children targeted activities led by knowledgeable and skilled staff.	- Form a working party of key coordinators to devise a plan of subjects and activities.	NG and SMT	September	A clear planning document will be produced outlining activities and lead teachers.	Aut 1 - Initial event in October a real success.
			- Organise and purchase additional resources for enrichment activities.	NG and Activity Leaders	At least one month before the planned afternoon.	Resources will be seen in use during the afternoons, enhancing learning.	Aut 1 - Teachers have bought what they require and reclaimed as expenses in line with academy protocols.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			- Evaluate successes and future areas for development following each event.	NG and SMT	Following each afternoon.	Feedback from SMT, staff and School Council (pupils) to inform next afternoon.	Aut 1 - Staff and SMT feedback wholly positive. Celebration of events in newsletter and on website. Plans to run in further terms.
	To further evidence differentiation for specific groups across curriculum subjects.	To refine the provision and assessment for more able/PP pupils in foundation subjects.	- Each subject leader to produce an action plan identifying how the needs of more able/PP children will be developed and met.	Subject leaders	September	Subject Leader action plans will be collated in the RAP.	Aut 1 - All subject leaders have completed their action plans – see RAP.
			- More Able/PP lead to monitor and oversee progress towards set targets on subject leader action plans in the RAP.	NG/RC	Ongoing	Regular monitoring and discussions over progress towards targets. Evidence will come from lesson observations, book scrutinies, planning plus the use of TT.	Aut 2 - Tracking grid set up. Initial successes towards targets in PE, RE, MFL and Geography.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
	Internal data suggests a slight gap between PP children and their peers in achieving GDS (remembering that PP is a small percentage of pupils).	To increase aspiration and maintain greater progress for PP children. Start of year data: - 12% (4chn out of 34chn) of PP chn are GDS in at least one core subject area. - 3% (1/34) of PP chn are GDS combined. - IP (Yr 4) = GDS Combined	- Subject Leaders to share ways to engage, inspire and assess more able/PP pupils in staff meeting time.	Subject Leaders	Ongoing	Staff will identify children as more able in foundation subjects using TT statements or equivalent.	
			- Use PP funding to allocate additional teaching adult to run sessions with identified children.	RC	Ongoing	Pupil Progress meetings to track children's attainment. Engagement Matrix.	Aut 1 - CL and JR timetabled for specific interventions with PP children.
			- Track PP children's progress regularly (at least termly).	RC	Ongoing	Pupil Progress meetings to track children's attainment.	Aut 2 - Begun in Nov at Pupil Progress 1.
			- Promotion of booster groups/setting.	RC	Ongoing	Registers of uptake.	Aut 2 - Year 2 Booster groups beginning.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
		<ul style="list-style-type: none"> - NS (Yr 5) – GDS Maths - CS (Yr 6) – GDS Reading - EB (Yr 6) – GDS Maths 	- Encourage PP parents to assist on trips and with events to promote experiences.	RC/Class teachers	Ongoing	Coordinator to keep a tally/list	
			- Hold PP drop in events where parents are encouraged to attend with their children.	RC	November/May	Attendance	
			- Pay for external agency support, e.g. MagiKats, Play Therapy, etc.	RC	Ongoing	Feedback on progress from specialists	Aut 1 - Underway again for this academic year. Magikats for a range of chn. One family receiving play therapy funding.
			- Pay for access to inspirational learning experiences, e.g. museum trips.	RC	Ongoing	Pupil Voice/ Project work	

KEY TARGET ACTION PLAN 4 2019-20

Resilience and Rise- Ensuring SEND children are supported in developing good self-regulation, make progress and achieve the very best outcomes.

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
i	<p>Provision Map accurately and efficiently captures info for SEND and PP. This needs refining to ensure it precisely reflects the 'Learning Sequences'.</p> <p>Previous years Key Target narrowed focus on most effective interventions looking at CT assessment of engagement in the classroom and pre- post assessments – illustrating the reason to prioritise 'learning sequences'.</p>	<p>To ensure provision maps for both PP and SEND reflect the learning sequences taking place in classrooms and as interventions.</p> <p>Use of 'Learning Sequences' planned by CT's to target gap analysis (KPI's) and implemented by TAs</p> <p>More TA time is directed to child time - personalized interventions.</p> <p>New model of using TA's in teams is established and supported.</p>	<p>1.1.</p> <p>PP and SENCo lead to build in a system to update regularly to reflect CT'S detailed 'Learning Sequences' planned based on identified gaps.</p> <p>Staff meeting time led by SENCO to practice designing 'Learning Sequences'</p> <p>Staff use KPIs to identify gaps and design the</p>	<p>RC</p> <p>JR</p>	<p>Dec 2019</p>	<p>ILP's to link to KPI identified gaps</p> <p>PP meeting notes will contain detailed Learning Sequence information that will be mirrored in the whole school provision map – Term 2 milestone</p> <p>Survey of staff of how feel about Learning Sequence use to show high confidence in implementing their learning sequences.</p> <p>KPI data analysis will show direct correlation between use of Learning</p>	<p>LS added to PP for SEND. Need to include PP</p> <p>Math's is now imbedding esp with new resource from Mr Smyth</p>

Key Area	Where are we now? Include identified gaps, data etc.	Where do we want to be? Measurable KPIs	What are we going to do to get there?	Who?	By when?	How will it be measured?	Impact and RAG
			intervention for groups.			<p><i>Sequences and increased outcomes</i> – Term 6 mile stone.</p> <p>Learning Walk evidence will show the effective use of TAs in teams implementing the learning sequences.</p>	
	All staff prioritise developing children's emotional literacy and model effective strategies to help regulate emotions. The language needs to be consistent to enable children to quickly return to their best learning zone.	<p>All staff using consistent language when using 'Zones of Regulation' in their interactions with children to discuss their emotional states.</p> <p>For the language to be embedded in everyday practice.</p>	<p>1.2.</p> <p>Staff meeting time will be used to train all staff.</p> <p>September 2019 each CT to design way of exploring the zones in each class. 1:1 children receive specific targeted training to design their 'zones tool box'</p>	JR CT's	Oct 2019 and throughout year	<p><i>Learning Walks with Zones focus will find examples in all classrooms of the Zones in use.</i> – Milestone term 4</p> <p>All adults will use the consistent language in their everyday interactions.</p>	<p>Zones up in all classrooms.</p> <p>Staff meeting 12.11.19</p> <p>TA training 26.11.19 and 28.11.19</p>

Further actions recommended: (to be added to statement)

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