

**Raising Achievement Plan
For
Lindfield Primary Academy
2021-22
September 2021**

KEY TARGET ACTION PLANS 2021-22

KEY TARGET ACTION PLAN 1 2021-22

To place books and reading at the core of the curriculum.

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 place books and reading at the core of the curriculum.	1. Quality texts are used widely across most subject areas.	To ensure year groups utilise a variety of quality texts across a range of genres to support their learning in all areas of the curriculum.	1.1 Create a literature spine and a genre survey that maps out the genres of the quality texts used across the academy. 1.2. Develop our writing purposes document to reflect the links between writing and reading and provides evidence for book choices. 1.3 Staff meeting time to allow staff to complete and update these documents and analyse their range of book choices.	English leads / All staff		Genre survey analysis Planning scrutinies-learning journeys	
	2. Regular assessment in reading and phonics takes place across all year groups	To continue regular, rigorous assessment to track progress reading across	1.1 All children need to complete 4 star assessments across the year with targeted	All staff		Assessment analysis	

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		<p>phonics, fluency and comprehension.</p> <p>Ensure children keep up rather than catch up through regular tracking.</p>	<p>children completing 3 per term to track rapid progress.</p> <p>1.2 Continue 6-8 weekly read write inc. assessments</p> <p>1.3 Ensure all staff are trained in administering the star assessments.</p> <p>1.4 Provide targeted interventions early on to ensure children keep up -</p> <p>RWinc 1:1</p> <p>Fresh Start</p> <p>Fluency</p> <p>Lexia (year 3)</p>				
	3. Reading results are good and reading skills are being taught regularly in all year groups using VIPERS skills for comprehension.	Specific reading skills are taught in designated reading sessions each week	<p>KS1</p> <p>3.1 In KS1 – daily reading in phonics sessions</p> <p>3.2 Every child listened to at least once a week by teacher or TA in a group or 1:1</p> <p>3.3 One dedicated whole class reading</p>	All staff		Book scrutinies of reading workshop books will show clear reading skills lesson focus- 'I can'	

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		<p>KS1- Every child reading 1:1 each week</p> <p>Year 1-6 have designated reading workshop books to show evidence of reading skills</p> <p>Teachers using key questioning in reading sessions to ensure they know their children as readers- what they like to read, how to move them on- suggesting book titles etc.</p>	<p>session that can be linked to topic text or based on a separate text but must have a reading skills focus that also includes fluency practise by using choral, echo and paired reading.</p> <p>3.4 Year 3 is a transition year where children should still be listened to at least once a week, more often for bottom 20%.</p> <p>KS2</p> <p>3.5 One dedicated whole class reading session that can be linked to topic text or be a separate text but must have a reading skills focus that also includes fluency practise by using choral, echo and paired reading</p>			<p>Planning scrutinies</p> <p>Lesson observations with a focus on reading</p> <p>Positive impact on children's subject specific vocabulary- evident in writing</p>	
	4. Children read and are read to regularly throughout the week in our academy.	Daily acts of reading are prioritised in all year groups from EYFS-Year 6. This	Teacher should read to children from a class novel,	All staff		Book scrutiny of reading records (ks1) and reading journals (ks2) will show children's	

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		<p>may be a teacher reading a class novel or children having the opportunity to read independently.</p> <p>Children read regularly at home and are keeping a record of their reading (ks1) and or responding to what they read in reading journals (ks2).</p> <p>Children regularly accessing the new library space for quiet reading, browsing and borrowing</p>	<p>it does not have to be topic-related) every day.</p> <p>Book choices are mapped on the genre survey and tracked across year groups to ensure progress.</p> <p>Children should have the opportunity to read quietly and independently for at least 10-15 minutes at various times throughout the week (mindfulness times, after lunch etc.)</p>			reading journeys and responses	
	5. Communication with parents about the importance of reading is	To ensure all children read for pleasure frequently at home.	Reading newsletter continued to provide information, promote	English leads /		Pupil / family survey	

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	<p>good and most children read frequently at home</p> <p>Reading at home is encouraged through newsletters and regular competitions etc.</p> <p>Good links with the library</p>	<p>For children to be recording evidence of their reading from home in records and journals.</p>	<p>reading and highlight quality texts</p> <p>Reading focus in 6 weeks in meeting</p> <p>Parent reading information meeting at the end of key stage as part of the transition to year 1 project</p> <p>Phonics meeting in year 1 to include a focus on the importance of reading at home / for pleasure</p> <p>Year group welcome meetings at the start of term to include a focus on reading at home/ reading for pleasure</p>	<p>pupils / parents</p>		<p>Book scrutiny of reading records / journals</p>	

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			<p>Online journals (Seesaw) used to collect reading at home / for pleasure evidence (uploading book titles, comments, completing reading challenges)</p> <p>Key points for reading at home provided to parents at the start of each academic year (inside reading records/journals)</p>				

KEY TARGET ACTION PLAN 2 2021-22

A FOCUS ON WRITING, TO CONTINUE TO REVIEW AND EVALUATE THE IMPACT OF THE NEW KNOWLEDGE RICH CURRICULUM.

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 develop independence in writing across key stage one and into key stage two.	Use of shared and guided writing techniques for modelling the writing process Access to child friendly writing prompts Clear writing targets/success criteria In ks1 plan for regular shorter writing tasks to allow pupils to focus on sentence structure and spelling	Maximise opportunities to write regularly for a range of purposes Use quality texts to inspire writing Provide staff training on how to support the writing process and develop children's independence Celebrate writing	LD/MH	Spring 2022	Assess half termly independent writing to measure progress	

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		Planning to demonstrate the journey of work leading up to a 'big write'					
	To ensure all staff are confident in the sequence of deep knowledge and vocabulary learning in Music, Art and Computing.	<p>For children to continue to develop their love of learning and to embrace new knowledge and vocabulary to deepen their understanding in Music, Art and computing.</p> <p>For children to reach expected standards in</p>	<p>For staff to update and promote the knowledge rich curriculum for each unit of work in Art, Computing and Music.</p> <p>For pupils to access technical vocabulary across the curriculum.</p> <p>For pupils to access the higher tiers of vocabulary.</p>	JA/VS and subject coordinators	Spring 2022	<p>Scrutiny of website and shared with staff.</p> <p>Scrutiny of Learning Journals</p> <p>Learning walks</p>	

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		Music, Art and Computing.	<p>Staff meetings to dedicate year groups to collate this.</p> <p>Coordinator's to adapt school medium term plans to reflect the knowledge rich curriculum and ensure all teachers are confident to deliver sequences of learning across the curriculum.</p> <p>RA to continue to refresh Computing skills in a staff meeting.</p> <p>Emphasis on vocabulary</p>			<p>For all children reaching expected standard in all foundation subjects across all year groups</p> <p>Learning Walks</p> <p>Pupil outcome</p> <p>Staff satisfaction</p> <p>Pupil satisfaction</p>	

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						Pupil and staff voice.	
	To provide opportunities for sustained pieces of writing demonstrating highly developed vocabulary (tier 3 vocab) across the curriculum-		<p>Use of quality texts to support the knowledge rich curriculum</p> <p>Use of knowledge organisers.</p> <p>Reading across the curriculum to take place in all subject areas not just English lessons</p> <p>Use of Rubrics</p> <p>Celebrate writing</p> <p>Plan for a sustained piece of writing at the end of a subject unit of work</p> <p>Dictionary skills</p>	LD/JA/MH and subject coordinators	Summer 2022		

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	To provide regular opportunity for self and peer assessment in writing across the curriculum.	For children to be confident in the assessment process in order to raise standards in writing across the curriculum.	Editing stations Teacher feedback at the point of writing Proof reading for a purpose Marking cards and visual prompts	LD, JA and MH	December 2021		
	To CONTINUE to monitor and refine sequences of learning in History, Geography and Science.	For children to continue to develop their love of learning and to embrace and embed knowledge and vocabulary to deepen their understanding in History, Geography and Science For children to reach expected standards	For pupils to use writing as a tool for thinking To promote the theme of stories across the curriculum. For pupils to access the higher tiers of vocabulary.	VS, JA and coordinators	January 2022	Scrutiny of website and shared with staff. Scrutiny of Learning Journals.	

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		History, Geography and Science	<p>For staff to monitor and refine the knowledge rich curriculum for each unit of work in understanding in History, Geography and Science.</p> <p>Coordinator's to monitor school medium term plans to reflect the knowledge rich curriculum and ensure all teachers are confident to deliver sequences of learning across the curriculum.</p>			For all children reaching expected standard in all foundation subjects across all year groups	

KEY TARGET ACTION PLAN 3 2021-22

Wellbeing and Worth

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
2:	New to review behaviour management policy – the model for all staff to positively impact on childrens high	Consistently high expectation of behavior visible in school and uniformity of language and strategy.	Book “when the adults change everything changes” – focus on reward systems to be revamped – key areas of being Ready, Respectful and Safe	All staff	Autumn 1 Term	Note evidence on CPOMS and if incidents have reduced. Feedback from visitors.	

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	expectations of themselves and their engagements						
2	<p>Cont Wellbeing tracking – post covid best practice continuation</p> <ul style="list-style-type: none"> - Pupil voice increased and built on 	<p>High attendance and low absence.</p> <p>Low number of children identified in a ready state to learn.</p>	<p>GROW model for ILP targets – move to ch attending ILP meetings</p> <p>Introduce Mindfulness Monday/Wellbeing Wed and Feel good Friday! Disseminate through staff meeting.</p>	<p>JR</p> <p>JR and working party</p>	<p>Summer Term</p> <p>Autumn 1</p> <p>Summer 22</p>	<p>Evidenced in ILP meeting and paperwork and pupil voice discussions.</p> <p>Wellbeing questionnaire and unique project – formation of “There is only one You” project.</p>	

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3	<p>Increased numbers of SEND – need to continue very good outcomes – 78% of SEND achieved 6 steps progress can we cont and build on this as we grow and expand</p> <p>PP – 90% can we continue this trend?</p> <p>100% of PP in Year 2 passed phonics – can we maintain this?</p>		<p>4 areas of SEND – CPD – go over ordinarily available best practice for SEND parents and staff – offer workshops on the four areas</p> <p>Offer therapeutic thinking course?</p> <p>Invest in Clicker 8</p> <p>Build on Lexia intervention more year groups introduced</p> <p>RWI – daily interventions</p> <p>Working Memory Project (Yr3) and NELI project. (EYFS)</p>	JR + RC	On-going	<p>Pupil Progress Meetings (3 a year) and SATs data.</p> <p>SEND coffee mornings – optional CPD meetings – create video a resource bank for CPD.</p> <p>Reviewed every term.</p> <p>Review data at end of 10 week project.</p>	

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			Work as part of the SEND work stream as part of the trust enrichment project			Developed on-going throughout the academic year.	

KEY TARGET ACTION PLAN 4 2021-22

MATHS-To continue with the outstanding coverage and outcomes for our pupils

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.	WEBSITE Subject Intent Promotion of Subject	Website will be current and purposeful throughout the year.	1.1. Update website regularly.	JS	Ongoing	Up to date website	
		Film and upload calculation strategy clips onto the website	1.2. Upload clips of children modelling good practice of calculation strategies from Years 1-2. Plus division Y3-6	JS	Spring Term	Videos on website	
2	TEACHING AND LEARNING IMPLEMENTATION	85%+ of children reaching expected standard in Maths across all year groups.	2.1 Booster groups from Years 2, 5, 6. Catch up groups 1,2,3,4,5,6	JS/Year groups	Set up in Autumn for Autumn 2 and beyond	End of Keys stage assessments and Target tracker	

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			2.2 Lesson drop ins	JS/LM	1 x am Learning Walk – Autumn Term	End of Keys stage assessments and Target tracker	
			2.3 Book Scrutiny – (including Fluency Time and TTR sheets) to be conducted every term.	JS/VS/ LM/ NG/SO	Autumn/Spring/Summer Term	End of Keys stage assessments and Target tracker	
			2.4 Times Table Rockstars to be monitored as a ‘paper’ exercise once a week in Years 3&4.	JS/ Year 3&4 teachers	Monitored as part of the book scrutiny 3x per year.	End of Keys stage assessments and Target tracker	
			2.5 Times table Rockstars and Numbots – drive for more participation	JS/LM	Certificates, battles, bigger profile, displays boards update		

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3	ASSESSMENT – IMPACT	85%+ of children reaching expected standard in Maths across all year groups.	3.1 Monitor White Rose assessments every term and look at the effectiveness of teaching fluency and problem solving	JS/LM	Spring Term and Summer Term	End of Keys stage assessments and Target tracker	
			3.2 Monitor intervention groups on Target Tracker to evaluate effectiveness of interventions.	JS/LM/ VS	Aut/Spring/ Summer Term	End of Keys stage assessments and Target tracker	
			3.3 Pupil Voice Focus Groups – all years	JS/LM	Spring Term	Review of focus - report	
			3.4 Pupil Voice Questionnaires	JS/LM	Summer Term	Analysis of response	

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4	SUPPORT FOR STAFF	85%+ of children reaching expected standard in Maths across all year groups.	4.1 – Mastering Number Program - Fluency project – EYFS/Y1/Y2	SO/LM/SG	Throughout academic year	Improved confidence with concrete resources Improved arithmetic scores – KS1 SATs	
			4.2 Termly staff meetings – focus TBC	JS/LM	Autumn, Spring and Summer Term	Staff confidence	
			4.3 White Rose webinars for teachers and TAs.	JS	Throughout the year.	Staff confidence	
			4.4 Resources – purchase new resources to support mastery teaching following audit.	JS/LM	Autumn Term	Resources purchased and used	

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			4.5 Adjust calculation policy to align with White Rose – re division.	JS/LM	Autumn – first 2 weeks	Updated policy and videos on website	
5	RECOVERY CURRICULUM	85%+ of children reaching expected standard in Maths across all year groups.	5.1 Monitor resources and planning (flipcharts) to ensure varied lessons. Building on White Rose resources from last year	JS	Autumn Term ongoing	Target tracker and end of key stage assessments	
			5.3 Booster Groups from Years 2, 5 & 6 Catch up groups – maths a significant focus – 3,4,5 & 6	JS/ Class Teachers	Autumn Term ongoing	Target tracker and end of key stage assessments	

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6	OUTDOOR LEARNING	All children in KS1/EYFS working outside in maths every week. All children in KS2 working outside in maths every month	6.1 In maths staff meeting teachers to map out opportunities to teach maths outside.	JS/LM/MF/EC/SO	Spring Term	Displays, evidence in books, more children outside	
			6.2 Check evidence in maths books (photos etc.) and display	JS	Spring Term	Displays, evidence in books, more children outside	
7	SEND	Teachers to be confident in assessing gaps and designing Learning Sequences for LA/SEN children	7.1 Hands on Maths interventions to be monitored.	JS	Autumn Term	Accelerated progress from SEN children	

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		TAs to be more confident with their use of mathematical language to support learners and run interventions.	7.2 JS/JR to run TA training on language used in mastery.	JS/JR	Autumn Term	More confident TAs	
8	YEAR FOUR TIMES TABLES ASSESSMENT	Lindfield to be 5%+ higher than national on Times Table Screening	8.2 JS to liaise with Year Four throughout the year. Raise the profile through TTR, discrete lessons, certificates battles etc.	JS/ Y4 Team	Throughout the year.	Screening scores in Summer	
9	EARLY YEARS	88% to meet their maths ELG	9.1 White Rose planning to be consolidated throughout the year	SO/JS	Throughout the year.	End of year assessments	

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		All children to know the number rhymes for formation to 10 by Spring Term. Parents to use these at home.	9.2 Number rhymes and formations to be started earlier and shared with parents	SO/JS	Autumn Term	End of year assessments	
		All children to complete at least one independent Maths activity each week.	9.3 Use of key text to stimulate enthusiasm and encourage children to complete discovery tasks independently	SO/JS	Ongoing	End of year assessments	