

**Academy Improvement Plan  
For  
Lindfield Primary Academy  
2019-20**

## 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

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

### Attendance:

<b>Measure:</b>	<b>National 2017</b>	<b>Academy 2017</b>	<b>Target 2018</b>	<b>National 2018</b>	<b>Academy 2018</b>	<b>Target 2019</b>	<b>National 2019</b>	<b>Academy 2019</b>
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 ensure a rigorous approach to early reading and strengthen learners' confidence and enjoyment in reading and writing across the curriculum.	To ensure all staff have a good understanding of how to teach explicit and systematic phonics.	All teachers and TAs trained in RWINC.	* All teachers and TAs to attend Read Write Inc. refresher training in readiness for September.	LD	September	Attendance registers	
			* Continue with refresher training termly.	LD	Throughout the year	Attendance registers	
			*Audit and refresh RWinc resources	LD	September	Resources manager to monitor	
			*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.	

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
			*Disseminate updated training materials	LD	September	Phonics staff survey	
			* 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	
			* Further develop links in the community to provide training for local nursery schools.				
			* To continue to implement the trust's coaching approach using Iris technology to film and share teaching clips. (Refer to strategic business plan)			Undertake an evaluation to assess its impact in the teaching of phonics.	
	Assessment every 6-8 weeks by class teachers.  1:1 Rwinc intervention for	<b>To maintain rigorous phonics assessment and ensure early interventions take place to</b>	* Maintain the rigorous assessment schedule of 6-8 weeks.  * Further improve timings of assessment to ensure groups match children's current levels in September- after the holiday break.				

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
	the children not making expected progress  Communication with parents regarding decodable texts being used in school.	<b>ensure fast catch up.</b>	* Identify children not making expected progress and provide rapid one to one support				
			* 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.				
			* Replenish new book scheme in all year groups- books to match children's phonological knowledge and development				
			* Expand supply of rwinc books to enable chn to take home books matched to their phonics learning each week.				
	Reading assessments used to inform teaching	<b>To develop reading assessment in key stages one and two.</b>	* Audit how staff currently assess reading.	LD		Results of audit	
			* Staff to share formats used for formative assessment in guided/group/individual reading.	LD		Staff meeting minutes	
	Aspirational targets for attainment and progress- above	<b>For all children to achieve at least national average</b>	*Expand success of Early Years reading meeting to key stage one parents	LD	The end of the academic year	Parent feedback survey	

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
	national averages (Refer to strategic business plan)  <b>Key stage one</b>  Reading 89% 29% Writing 86% 18% Maths 87% 26%  <b>Key stage two</b> Reading 88% 40% Writing 87% 25% Maths 87% 35%	<b>attainment and progress scores.</b> (Refer to strategic business plan)	*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	
			*Use half termly 'book looks' to ensure coverage of skills.	JS/LD/ JG/VS/ LM/MH	Throughout the year	End of year results	
			*Use of Iris to improve teaching of reading (Refer to strategic business plan)	All teachers	Throughout the year	End of year results	
			* Peter Campbell staff training	PC/LD			
			* Keep spelling in focus and continue to adapt Babcock sessions to more closely match it to TT statements.				
			* Review text choice for daily reading across year groups.				* Audit of genres and reasons for choices.

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
	PP children celebrated through work on display and assemblies.  Opportunities enrich and improve their learning.	<b>To continue to celebrate and enrich the achievement of pupil premium children in reading and writing.</b>	*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	
			*Continue opportunities provided to enter competitions and celebrate achievements in and outside of school	Coordinators	Throughout the year	End of year results Pupil voice	
			*Focused support provided for pupil premium chn in phonics	Year1/2/6 teachers – RC/CL	Throughout the year	End of year results	
	All year groups have access to the library.	<b>To improve access to the library to further develop a love of reading.</b>	* Re-in state library monitors	LM/HB		Pupil voice	
			* Continue story telling sessions	LM/HB		Pupil voice	
			* Develop environment to further promote library use	LM/HB		Pupil voice	
			* 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	LM/HB			

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
			curriculum and new and popular authors.				
	Meeting National standards for greater depth writers.	<b>Aim to be in the top 10% of schools- GD.</b>	* Develop use of dialogue	MH		End of year results	
			* Look at further writing opportunities with Steve Streeter	LD/MH		End of year results	
			* Revise year group coverage of writing purposes <b>across the curriculum</b> 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	
			* Year 5 to adopt developmental marking whole class feedback sheet	LD/MH		End of year results	
			* Year 6 to share TAPS with year 5 to develop sense of audience	LD/MH		End of year results	
			* Provide write inspired inset and workshops	MH/All staff		End of year results	
	Reading enhances understanding and specific subject	<b>To further develop pupils' contextual understanding through exposure to</b>	* Reading survey	LD/JA/SG			
			* Maintain good practice and joined up working- Learning through stories				

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
	vocabulary in other subjects.	<b>interesting, authentic literature across the curriculum.</b>	* Refresh use of KWL grids in Geography, History and Science to highlight current knowledge and where reading research can enhance understanding.				
			*Strengthen links with Oathall and continue book group to support year 6 readers and transition				
			* 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.				
			* Summer reading bingo challenge				
			* Teachers as readers- book reviews on doors				
			* Specific subject word banks and definitions created in History, Geography and Science.				

## 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.	<p><b>To continue to review the Curriculum map and update in terms of the 3 I's.</b></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>Teaching of Maths, English and the wider curriculum to be at least good. <b>Refer to Business Strategic plan</b></p> <p>All subject leaders to review existing curriculum statement and update website. These to reflect CURRICULUM INTENT.</p>	<p>1.1</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>	Subject leaders	September 2019	Scrutiny of website and shared with staff.	

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>To ensure staff have an understanding 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>The Academy has an effective curriculum. However, we continue to strive to improve the systematic sequencing of skills.</p> <p><b>Refer to the Strategic Business Plan.</b></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>Draw upon our experience of what we know is an effective curriculum. Record this and share with staff</p> <p>-All subject leaders will work with JA/VS to <b>reflect and further refine IMPLEMENTATION AND IMPACT</b> in our current, curriculum. This will be shared with all staff.</p>		<p>Discussions to start in September and will be ongoing throughout the year.</p>	<p>85%+ children reaching expected standard in all foundation subjects across all year groups</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 <b>continue</b> 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 wonder of the world in which they live, through the seven areas of learning."				
	<b>To update MFL curriculum map to ensure all staff have a good understanding of how to teach MFL in both Key Stages.</b>  (KS1- Spanish KS2- French)	All staff to be confident in teaching MFL in order for 85% of children to reach expected levels.  To ensure a consistent approach across the school to ensure a progression of skills and knowledge.  Children progressively acquire, use and apply a growing bank of	1.2  - Identify key areas for staff CPD training opportunities  Further discussion of IMPLEMENTATION, focussing on refining Knowledge and Skills with staff. Present updated medium term	JA/VS/SV	September  2019 and ongoing throughout the year.	Staff survey/audit  Target Tracker analysis	

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>vocabulary organised around topics. (IMPLEMENTATION)</p> <p>To <b>continue to</b> ensure children are equipped with the necessary skills for life in the wider world. (IMPACT)</p>	<p>plans to staff. Present resources to staff.</p> <p>Hold a MFL European Day.</p> <p>To fine tune our existing curriculum and highlight the endpoints we continue to aspire to in terms of MFL across the school.</p>		<p>November 2019 and ongoing throughout the year.</p>	<p>Book scrutiny</p> <p>Learning Walks</p> <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Curriculum passports produced for the children</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
	<b>To update COMPUTING curriculum to ensure all staff have a good understanding of how to teach COMPUTING across the school.</b>	<p>All staff to be confident in teaching COMPUTING in 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>1.3</p> <p>- Present staff with a Power point showing 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>To continue to reflect on what endpoints we will aspire to in terms of</p>	JA/VS/RA	September 2019 and ongoing throughout the year.	<p>Staff survey/audit</p> <p>Target Tracker analysis</p> <p>Learning Walks</p> <p>Planning scrutiny</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)	COMPUTING across the school.		November 2019 and ongoing throughout the year.	Learning Journal scrutiny  Curriculum passports produced for the children	
	<b>To continue to generate enthusiasm for the love of learning of the Knowledge and Understanding areas of the curriculum.</b>	85%+ children reaching expected standard in History/ Geography/Science across all year groups	1.4- In a staff meeting show staff how to refine the use of Enquiry skills to continue to develop the systematic sequencing of skills in History/ Geography and Science.	JA/LD/SG	This will be ongoing throughout the year	Book and Learning Journal scrutiny and planning scrutiny.  Analysis of Target Tracker data  Focus on History/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
		<p>Continue to implement the Trusts coaching approach using IRIS technology. <b>Refer to Strategic Business Plan</b></p> <p>To continue to build on our exciting links between reading and other subjects, 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>Continue to evaluate the impact of IRIS in the wider curriculum</p> <p><b>Refer to Strategic Business Plan</b></p> <p>- refine our medium term plan to continue to help promote reading about historical/geographical and scientific knowledge.</p> <p>-Continue to promote and introduce key texts that support the learning of historical/geographical and scientific knowledge.</p>			<p>Geography days integrated into the planning</p> <p>Photos of historical/scientific/geographical displays and learning walks to find key examples of all these areas.</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>Strengthen links with Oathall to support learning across the foundation subjects.</p> <p>Continue to focus on Learning Through 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>				

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>To continue to use visits and visitors to promote the understanding of key concepts in the foundation subjects.</p> <p>Think about refining the use of KWL GRIDS to introduce and end a unit of learning.</p>				
	<b>To celebrate and enrich the achievement of all children in the foundation subjects.</b>	For children to achieve at least national average attainment and progress scores. <b>Refer to Strategic Business plan.</b>	Set aspirational targets for attainment and progress above National averages.	Teachers and SLT	Throughout the year.	<p>Target Tracker assessments.</p> <p>Photos of children and their work.</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>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>1.5.</p> <p>To continue to develop opportunities are provided to celebrate achievements in and outside of school.r</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>Book scrutiny and planning scrutiny.</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 use TT to track key children.				

## 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	
	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	
			- Use of Beanstalk readers for PP children.	Year 2 Team/ Volunteers	Ongoing	Pupil Progress Meetings Data captures	

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
			- Booster groups with specific targeted children.	SG/Year 2 Team	Spring Term	Pupil Progress Meetings Data captures	
			- Creative targeted provision.	TAs	Ongoing	Pupil Progress Meetings Data captures	
			- Promote home learning through use of online resources, e.g. MyMaths.	Teachers	Ongoing	Access/sign in data for homework/ activities	
	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.	

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"> <li>- 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.</li> </ul>	NG	Ongoing	Evidence of new or adapted approaches during lesson observations and learning walks.  Planning Scrutinies  Pupil Voice  Learning Journal book look	

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
	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.	

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
			- 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.	
			- 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.	
	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.	

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"> <li>- More Able/PP lead to monitor and oversee progress towards set targets on subject leader action plans in the RAP.</li> </ul>	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.	
			<ul style="list-style-type: none"> <li>- Subject Leaders to share ways to engage, inspire and assess more able/PP pupils in staff meeting time.</li> </ul>	Subject Leaders	Ongoing	Staff will identify children as more able in foundation subjects using TT statements or equivalent.	
	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:	<ul style="list-style-type: none"> <li>- Use PP funding to allocate additional teaching adult to run sessions with identified children.</li> </ul>	RC	Ongoing	Pupil Progress meetings to track children's attainment.  Engagement Matrix.	

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"> <li>- 12% (4chn out of 34chn) of PP chn are GDS in at least one core subject area.</li> <li>- 3% (1/34) of PP chn are GDS combined.</li> <li>- IP (Yr 4) = GDS Combined</li> <li>- NS (Yr 5) – GDS Maths</li> <li>- CS (Yr 6) – GDS Reading</li> <li>- EB (Yr 6) – GDS Maths</li> </ul>					
			- Track PP children’s progress regularly (at least termly).	RC	Ongoing	Pupil Progress meetings to track children’s attainment.	
			- Promotion of booster groups/setting	RC	Ongoing	Registers of uptake.	
			- Encourage PP parents to assist on trips and with events to promote experiences.	RC/Class teachers	Ongoing	Coordinator to keep a tally/list	

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
			- 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	
			- 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
1.	<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 intervention for groups.</p>	<p>RC</p> <p>JR</p>	Dec 2019	<p><i>ILPS to link to KPI identified gaps</i></p> <p><i>PP meeting notes will contain detailed Learning Sequence information that will be mirrored in the whole school provision map – Term 2 milestone</i></p> <p><i>Survey of staff of how feel about Learning Sequence use to show high confidence in implementing their learning sequences.</i></p> <p><i>KPI data analysis will show direct correlation between use of Learning Sequences and increased</i></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>outcomes – 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.	All staff using consistent language when using ‘Zones of Regulation’ in their interactions with children to discuss their emotional states.  For the language to be embedded in everyday practice.	<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. – Milestone term 4</i></p> <p>All adults will use the consistent language in their everyday interactions.</p>	

**Further actions recommended: (to be added to statement)**

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