



# ACADEMY IMPROVEMENT PLAN 2017 - 2018

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\*The following will be a focus across all priorities;

Boys, Children working at greater depth, developing resilient, self-motivated and self-assured learners.

*The 2016-17 priorities of Diversity and Focus on curriculum areas remain a focus across school. Each subject area has developed an action plan which will ensure that the teaching of foundation subjects match the high standards established in English and Mathematics. Crowle has now joined The Rose Learning Trust which will allow for children to experience a greater range of cultural diversity. We are now party of a larger, more diverse family and through half termly pupil exchanges and other cultural exchanges across the trust we will continue to develop pupil's respect for difference and diversity.*

# Believe and you can achieve.

## Our vision

When you walk into our school you feel the nurturing and happy atmosphere. You see that we care for our environment, it is safe and stimulating.

Step into a classroom to find teachers delivering inspirational lessons to independent learners who are confident in their own abilities and inquisitive to learn more.

Each child understands the learning journey they are on and the steps they need to take to get them there. They recognise that there will be some learning 'pits' along the way but are resilient enough to keep going in order to reach their potential.

You find a building filled with a learning family who believe in themselves and know that when they do this they can achieve.

You see that the children who are ready to leave us at the end of their primary school journey are prepared for the next stage of their education and for life in the modern world.





**OFSTED 14<sup>th</sup> June 2016**  
**Short inspection    Lead Inspector: Joan Hewitt**



The inspection considered the school as continuing to be good.

There are many positives in the report such as;

- Teamwork is at the heart of the school's success
- Teaching is consistently good and increasingly consistent in meeting the needs of all groups of pupils
- Pupils say that they feel safe because they trust adults to take action when they are in need of support...they are confident that they can talk to adults about tricky problems and explore their ideas in a safe environment
- Pupils behave well and respect each other and adults
- Leaders, including governors, have raised the aspirations of pupils and their families successfully
- Pupils also have high expectations of themselves; they take pride in their work and their appearance
- Leader's thirst for improvement has resulted in a strong, purposeful atmosphere in which nothing is taken for granted
- Children get off to a positive start in early years
- The governing body has an acute understanding of the school's strengths and areas it needs to improve

**Next steps for the school;**

Leaders and governors should ensure that:

- The most able pupils and boys are consistently challenged, so they reach their potential and exceed what is expected for their age
- The teaching of foundation subjects and the teaching of spelling, punctuation and the use of grammar match the high standards established in English and Mathematics
- Pupil's respect for difference and diversity is promoted strongly throughout the curriculum
- The school improvement plans include interim 'milestones' which are clearly measurable, so that leaders, especially governors, can check whether actions are having sufficient impact.

These objectives, along with attainment and progress data form the main priorities of the Academy Improvement Plan.

## Data 2017

### FS – Achieving Good Level of Development

	School	NLincs	National
2014	53%	65%	60.4%
2015	67%		66.3%
2016	75%	73.5%	69%
2017	67%		70.6%

### Y1 Phonics Check

Achieving Standard	School	NLincs	National
2014	84%	77%	74%
2015	78%		77%
2016	90%	83%	81%
2017	85%		81.4%

### End of Key Stage 1 Results

YEAR	READING	WRITING	MATHS	SCIENCE	RWM
% Met Standard					
2016 - School	63	63	69	86	57
2016 – NA	74	65	73		
2016 – LA	78	72	77		
2017- School	83	71	71	76	66
2017 – NA	74	78	73		63.9
2017 – LA					

### End of Key Stage 2 Results

% expected standard	READING TEST	WRITING TA	SPAG TEST	MATHS TEST	SCIENCE TA	RWM	% higher standard	READING TEST	WRITING TA	SPAG TEST	MATHS TEST	RWM
2016 - School	49	77	71	71	100	43	2016 - School	14	20	11	14	6
2016 – NA	66	74	72	70		53	2016 – NA	19	15	23	17	5
2016 – LA	57	77	67	69		47	2016 – LA	14		20	13	5
2017 - School	48	78	44	56	74	37	2017 - School	0	7	4	0	0
2017 – NA	71	76	77	75		61	2017 – NA	25	18	31	23	9
2017 – LA							2017 – LA					

Progress measure	Reading	Writing	Maths
2016	-2.2	2.1	0.1
2017	-3.1	1.6	-2.3

### Floor standards 2017

In 2017, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- The school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing

**School is therefore above the Governments floor standards**



## Action Plan 2017 - 2018

Priority 1: Improve formative and summative assessments across school to better inform teacher assessment and next steps in learning



Objectives:				Success criteria for each objective	
<p>To develop a useful and meaningful assessment system within the academy which accurately informs teacher assessment.</p> <p>To ensure that formative assessments are robust, fit the increased expectations of the curriculum and provide both staff and children with accurate information about the next steps needed to make good progress.</p> <p>To ensure that formative assessments match the end of Key stage outcomes and the new ASP measures.</p>				<p>Teacher assessment across the academy is robust and accurately reflect attainment.</p> <p>Assessment systems are embedded and well used.</p> <p>There is a consistent approach to assessment across the academy</p> <p>Assessment is used to inform gaps in teaching and learning.</p>	
Actions	Lead Person	Success Criteria for action	Monitoring Strategy	Resources / Finance / CPD	Timescale
1.1 Develop robust summative assessment across the academy.	Head teacher SLT Teachers	HT takes an active part in the assessment working party in the trust. Work alongside Maze education to develop a tracking system for summative assessments is ongoing. Moderation of marking of test papers/ teacher assessments to take place across the trust.	CEO to monitor through data drops to the trust CEO to monitor through minutes of meetings and involvement with the working party Governors monitor through questioning at meetings	HT time	Ongoing
1.2 Develop robust formative assessment across the academy.	Head teacher English lead Maths lead SLT	HT takes an active part in assessment working party in the trust. Work alongside Maze education to develop system to record formative assessments is ongoing. Formative assessment systems for Science, English and Maths are developed for the interim within the academy while work is going on with the trust to develop whole trust systems.	CEO to monitor through minutes of meetings and involvement with the working party Governors monitor through questioning at meetings Subject leads monitor ongoing assessments Pupil progress meetings review assessments made Moderation of judgements	HT time Leadership time for subject leads and assessment leads	Ongoing Academy summative assessments in place by end of Autumn term for English and Maths See Science action plan for timescales for science
1.3 Use assessment to accurately identify whole school gaps in teaching and learning	SLT Year 6 lead	Use QLA of 2016-17 to identify whole school gaps QLA used in year 6 for past SAT papers and CGP tests	CEO discussions with HT HT monitors findings – shared by year 6 leader	Training in use of QLA tool	Autumn term Ongoing

		QLA is used to address gaps in understanding			
1.4 FFT is used to set aspirational targets across the academy	SLT Teachers HT	FFT is purchased as an SLA Target setting sessions take place with all staff using FFT data (20) Targets used during pupil progress meetings to track the progress of individuals and groups	Pupil progress meetings CEO discussions SIP meetings	Cost of FFT SLA Meeting time	Ongoing
1.5 Improve teacher assessment judgements at the end of key stages	Head teacher English lead Maths lead KS2 lead	Analysis of teacher assessments and outcomes for 2016-17 Staff understand expectations of end of KS tests Staff are aware of precision marking strategies and are using them effectively to mark tests	SLT/ Maths and English leads monitoring of test marking Monitoring of marking across the trust	Staff meeting time Training	Analysis completed autumn 1 Shared with Y6 staff autumn 1 Shared with whole staff autumn 2 Training autumn term
1.6 Improve teacher assessment judgements throughout the academy	Head teacher SLT	Purchase new tests for each year group which are fit for purpose and match high expectations New tests shared with staff and used to inform the first term teacher assessments	SLT to monitor through discussions at pupil progress meetings	Cost of tests Training	Autumn term
1.7 Clear timetable in place for assessment throughout the year	Assessment lead English and Maths lead Foundation subject leads PP lead SEND lead	Trust assessment timetable used to develop CPA timetable All staff clear of expectations Assessments completed on time Timely assessments used to inform pupil progress meetings	Assessment lead Foundation subject leads, English and maths leads, SEND lead, disadvantaged lead monitor data at set points in the year	Leadership time	Ongoing
1.8 Data is well used to address gaps in teaching and learning and progress and attainment of significant groups	Assessment lead English and Maths lead Foundation subject leads	Staff have a good understanding of data for new classes and gaps in teaching and learning which need to be addressed. Pupil progress meetings used to discuss and monitor progress and attainment of significant groups	Assessment lead English and maths leads, SEND lead, disadvantaged lead monitor data at set points in the year and ensure gaps are being addressed	Leadership time	Previous years data analysed Autumn 1  Other analysis and monitoring ongoing

	PP lead SEND lead				
1.9 Ensure parents receive accurate information regarding progress and attainment	SLT Year 6 lead Year 6 teachers	Review the format of child profiles to ensure assessment is shared Parents have a clear understanding of the attainment and progress their child is making Parents have a clear understanding of the next steps in learning for their child Report format reviewed for clarity of information Year 6 pre SAT parent meetings trialled	Parent questionnaires following parent consultation evenings and reports (before and after changes are implemented)	Parent consultation time	Ongoing
1.10 Develop children's understanding of their progress and attainment and the next steps in their learning	Y5/6 teachers SLT	The mentor system is trialled in year 5/6 Mentor system is evaluated and developed	Child interviews by SLT and governors.	Time for mentor meetings (it has been agreed this will be in class during personal target time – see feedback policy)	Ongoing
1.11 Review the academy's policy for assessment	Assessment lead SLT Staff	Policy reflects up to date practise Staff are clear of expectations	Governors	Leadership time	Policy in place by end of academic year



## Action Plan 2016 - 2017

Priority 2: Attainment and progress in English across school with a particular focus on Reading and SPAG



Objectives:				Success criteria	
<p>To ensure staff have the skills, knowledge and resources to plan effective teaching and learning opportunities for SPAG and Reading</p> <p>To ensure staff have the skills, knowledge and resources to plan effective English lessons through Novel Study approach</p> <p>To develop robust assessment systems for English</p> <p>To raise attainment in reading, spelling, grammar and punctuation throughout school</p> <p>To improve the performance of specific groups, including boys, the most able and pupil premium children</p> <p>To develop resilient, self-motivated and self-assured learners</p>				<p>All English teaching judged as good or better</p> <p>Improved attainment in reading and SPAG through school (seen through test scores and teacher assessments)</p> <p>Attainment gaps closing for targeted groups</p> <p>Robust assessment systems for English are in place and are consistent across year groups</p> <p>Novel Study is effectively used to plan and deliver English lessons in KS1 and KS2</p>	
Actions	Lead Person	Success Criteria for action	Monitoring Strategy	Resources / Finance / CPD	Timescale
<p>2.1</p> <p>To embed a consistent and effective teaching approach to spelling across the Academy</p>	<p>EF</p> <p>LW</p>	<p>Spelling teaching across the year groups is analysed</p> <p>Innovative strategies for teaching spelling are explored and implemented as appropriate</p> <p>Profile of spelling is raised across the Academy</p> <p>Attainment in spelling is improved as a result of actions taken</p> <p>More able children are challenged in spellings</p> <p>Boy-friendly learning strategies are used in the teaching of spelling</p>	<p>Evaluations of CPD</p> <p>Blinks of spelling sessions</p> <p>Monitoring spelling books</p> <p>Tracking and assessment data</p> <p>Pupil progress meetings to monitor progress and attainment</p>	<p>Subject leader time</p> <p>Resources</p> <p>CPD costs</p>	<p>Ongoing 2017-2018</p>
<p>2.2</p> <p>To embed a robust and consistent assessment system for English across the year groups. (links to assessment priority)</p>	<p>EF</p>	<p>A robust and consistent assessment system for English is in place across the year groups</p> <p>Staff use the assessment system to accurately make judgments of English learning</p> <p>Reading and writing assessment</p>	<p>Book monitoring.</p> <p>Reading monitoring</p> <p>Tracking and assessment data</p> <p>Pupil progress meetings to monitor progress and attainment</p>	<p>Subject leader time</p> <p>Cost of resources</p> <p>Staff and key stage meeting time</p>	<p>Ongoing 2017-2018</p>



		focuses are in English books to support peer and self-assessment Each class has a 'Reader on a page' file that contains reading information for each child			Autumn Term
2.3 To embed novel study as an approach to delivering the English curriculum across KS1 and KS2	EF	Teaching staff are trained and confident to effectively plan and deliver English lessons through the novel study approach Planning is discussed and shared at trust network meetings Good practise is disseminated to teaching staff Attainment in English is improved More able children are challenged in English through novel study Boy-friendly learning strategies are in English through novel study	Evaluations of CPD Blinks of English sessions Monitoring planning and English books Tracking and assessment data Pupil progress meetings to monitor progress and attainment	Subject leader time Staff and key stage meeting time Cost of resources	Autumn Term  Ongoing 2017-2018
2.4 Continue to embed effective practise of whole class reading sessions to ensure teaching of key reading skills	EF LW	Staff are competent to teach key reading skills 'Greater depth in reading' by Chris Quigley delivered in Key Stage Meeting Children's books show a range of strategies taught in reading sessions Improved attainment in reading Good practise shared Reading project meetings are attended and good practise shared	Blinks of whole class reading sessions Monitoring reading books Tracking and assessment data Evaluations of training Pupil progress meetings to monitor progress and attainment	Subject leader time Key stage meeting time Staff meeting time	Ongoing 2017-2018
2.5 Introduce YARC reading and comprehension testing for KS2	EF	Children in Y6 are baselined in reading and comprehension at the beginning of the year Children in Y6 are tested in reading and comprehension at the end of the year Children in Y2-5 are tested where necessary Teachers effectively use information from YARC testing to address gaps and raise progress and attainment	Blinks of whole class reading sessions Monitoring reading journals Tracking and assessment data Pupil progress meetings to monitor progress and attainment	Purchase YARC resources Subject leader time Staff time to assess children	Ongoing 2017-2018
2.6	EF	Evidence is gathered and reading	Progress in completion of	Subject leader time	Ongoing 2017-

Complete reading award application	LW	award is completed and submitted by Summer 2018 deadline.	reading award monitored half termly		2018
2.7 To improve class book areas that promote reading enjoyment	LW	Each class has an attractive, well-maintained book area with well-chosen books appropriate for the age range and different interests including fiction and non-fiction books Book areas are interactive with recommended read book marks and book review sheets for children to complete	Monitoring of book corners Pupil interviews	Subject leader time Staff and key stage meeting time Cost of resources	Autumn Term
2.8 Volunteer readers are suitably trained to effectively question children as they read with them	EF	Volunteer readers are confident to question children when reading following training and have resources available to support this Children make progress as a result of quality one to one reading	Pupil interviews Training evaluation	Subject leader time	Autumn Term
2.9 To create a well-ordered library space that is used by children to promote enjoyment of reading and to support learning in other curriculum subjects	EF	Library books are organised into categories and audit of books shows that books are relevant, interesting and engaging	School council minutes OOS club records Feedback from subject leader News items on school APP	Purchase books/ stickers for organisation Purchase furnishings Subject leader time	Autumn 2017-2018  Ongoing 2017-2018
2.10 To embed secret storyteller sessions in KS1 and KS2 building on EYFS model	EF	All classes have the opportunity to be read to by members of the community e.g. footballers/ PCSOs Secret storytellers are boy friendly and increase the profile of reading and the children's motivation to read Attainment of reading is improved	Pupil interviews Feedback from class teachers	Subject leader time	Spring Term
2.11 To further embed Rainbow Grammar as a weekly grammar input for years 1 and 6 and in YR as appropriate	EF LW	New staff trained in delivering rainbow grammar Resources and ideas to support teaching of rainbow grammar shared Working walls reflect weekly rainbow grammar input Children applying rainbow grammar as they write Progress and attainment in writing is improved	Tracking and assessment data Monitoring of working walls and grammar books Monitoring/ benchmarking of writing books Blinks of Rainbow Grammar and English lessons	Purchase training as required Staff meeting time Subject leader time Key stage meeting time	Ongoing 2017-2018

		SPAG test results improve.			
2.12 To use Lego intervention to enthuse and boost boys writing in Y3/4	EF LW	Details of Lego intervention are disseminated to relevant staff Lego intervention is used in Y3/4 Progress and attainment in boys writing improves	Tracking and assessment data Monitoring of intervention records. Monitoring/ benchmarking of writing books	Time to pass on intervention information Staff meeting time Subject leader time Key stage meeting time	Autumn 2017-2018



## Action Plan 2016 - 2017

Priority 3: Attainment and progress in Maths across school with a particular focus on reasoning



Objectives:				Success criteria	
Improve the teaching of mathematical reasoning so that children can successfully apply knowledge learnt Improve formative assessment so that there is a triangulation between teachers, children and parents as to the next steps in learning Ensure summative assessment is fit for purpose, shows what the children have achieved and informs future learning Mastery curriculum is embedded across key stages				Attainment in reasoning papers improves across whole school Year groups meeting floor target for attainment and progress Assessment is used effectively to inform next steps in teaching for staff, parents and children Evidence of children accessing a mastery curriculum is available in books/planning.	
Actions	Lead Person	Success Criteria for action	Monitoring Strategy	Resources / Finance / CPD	Timescale
3.1 Deep dive for maths. Planning and books reviewed.	CH	Areas for development identified Overview of maths across key stages, with clear 'next steps'	Pupil interviews Book scrutiny Planning scrutiny	Subject leader time	Autumn 1
3.2 Staff training to update findings of Deep Dive and to advise of next steps	CH	Maths staff meeting completed to update staff of deep dive findings and to provide guidance for next steps	Blinks Book scrutiny Feedback monitoring	Subject leader time Staff meeting time	Autumn 1
3.3 Blinks to be completed to monitor and challenge First Class teaching of problem solving	RB CH	Blinks review the teaching of problem solving Next steps/ support in place where necessary Good practise shared	Blinks Intervention blink Book scrutiny Pupil interviews Feedback monitoring	Subject leader time	Autumn 2
3.4 Staff knowledge developed, and increased, around how to teach problem solving	CH	Maths staff meetings and Key Stage meetings to provide staff with training Staff implementing problem solving strategies, application in teaching Assessments show an improvement from previous year achieved for each year group ARE in Y4 improved (target year group)	Pupil interviews Book scrutiny – evidence of problem solving Planning scrutiny	Subject leader time Staff meeting time	Autumn 2
3.5 Research and implementation of new structure to planning – assessment based and led	CH	Training delivered, new planning format modelled and provided	Pupil interviews Book scrutiny – evidence of problem solving. Planning scrutiny	Subject leader time Staff meeting time Release time to visit another school	Autumn 2

3.6 Teachers use assessment to track gaps in pupil progress and attainment and provide intervention as necessary	CH	High impact interventions are used e.g. pre and post teaching Groups are fluid and meet the needs of the children Assessment at the beginning and end of interventions show impact on children's attainment and progress in maths	Progress meeting Tracking and assessment data Gaps analysis Blinks of interventions	Subject leader time TA time	Ongoing 2017-2018
3.7 Subject knowledge questionnaire for staff	CH	Gaps in subject knowledge/confidence identified Training – drop in session – provided to close the gap	Planning Blinks	Subject leader time	Autumn term
3.8 Improve progress and attainment in Y4 (key focus group)	CH	New planning implemented – planning is linked to summative/formative assessment QFT teaching – maths lead to plan for all three classes and support NQT in delivery Target children effectively monitored and tracked Improved attainment at the end of the academic year	Pupil interviews – with books Book scrutiny Analysis of results Analysis of intervention impact	Subject leader time	Ongoing 2017 - 2018
3.9 Research maths lesson structure	CH	Maths lesson structure researched and any changes applied to the structure of lessons within the academy	Blinks Book scrutiny Pupil interviews	Subject leader time	Autumn
3.10 Monitor the use of mastery and reasoning materials to support maths learning and teaching	CH	Staff are using the available resources, such as; White Rose, Oxford Owls, My Maths and NCTEM reasoning resources and evidence is clear across all key stages.	Lesson study Blinks Book scrutinies Pupil interviews	Maths subject leader time	Termly
3.11 Ensure children take pride in written work	CH	Gold standard consistently applied throughout school Gold standard edited during the year to reflect progress Presentation guides consistently applied throughout school Gold stamper used to identify work of Gold Standard There is a high standard of presentation in children's books Children take pride in their work and presentation	Pupil interviews – with books Book scrutiny	Subject leader time Staff meeting time Key stage meeting time	Ongoing
3.12 Higher ability children are challenged	CH	Books – evidence shows children are selecting Gold and mastery tasks are available Children write in books the challenge they	Pupil interviews – with books Book scrutiny	Subject leader time Staff meeting time Key stage meeting time	Ongoing

		have selected			
3.13 Gender gap is decreasing	CH RB	Maths staff meetings and Key Stage meetings to provide staff with training Staff implementing problem solving strategies, application in teaching Assessments, tracked termly, show gender gap decreasing	Pupil interviews – with books Book scrutiny Analysis of results Analysis of intervention impact	Subject leader time Staff meeting time Key stage meeting time	Ongoing
3.14 Independent learning is embedded	CH	Books – evidence shows children are selecting Bronze, Silver, Gold and mastery task. Children write in books the challenge they have selected. There is clear evidence children have completed 6 and moved on, either to consolidate or to the next challenge.	Pupil interviews – with books Book scrutiny		Ongoing
3.15 Maths lessons are pitched, to extend and challenge children	CH	Challenge is evident through planning and books	Analysis of planning Pupil interviews – with books Book scrutiny	Subject leader time	Autumn Spring and Summer
3.16 ARE % improving for each year group	CH RB	Maths staff meetings and Key Stage meetings to provide staff with training. Staff implementing problem solving strategies, application in teaching Assessments, tracked termly, show ARE increasing			



## Action Plan 2016 – 2017

### Priority 4a: Attainment and progress of significant groups – Disadvantaged



Objectives:		Success criteria			
1. To close the gap in attainment and achievement of pupil premium and non-pupil premium children 2. To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge and meaningful feedback in order that good progress is made 3. To raise the progress and attainment for all pupil premium children with a particular focus on the more able 4. To provide the social and emotional support and opportunities for pupils to be successful and confident		Raised attainment of PP children, gaps are closing Data to show that the progress of the more able pupil premium children is accelerated Staff are targeting pupil premium children with their teaching and feedback in order for them to make rapid progress Pupil Premium are a key priority for pre and post teaching Pupil premium children are confident and financially able to participate in events, after school clubs, trips and wider experiences and able to share their learning from these with others Targeted pupil premium children will be accessing additional exercise provision Pupil premium children with emotional and social problems are receiving additional support in order for them to be confident citizens in the future. Identified children are accessing mindfulness and nurture activities in order to meet individual needs			
Actions	Lead Person	Success Criteria for action	Monitoring Strategy	Resources / Finance / CPD	Timescale
4.2 and 4.1 Blinks completed by SLT to monitor and challenge First Class Quality Teaching with actions required addressed	SLT	Teachers and TAs are fully aware of the PP children in their classes Teaching and learning is meeting the needs of their pupil premium children enabling them to diminish the difference All teaching judged as good or better. Governors aware of teaching profile	Blink Intervention blinks Feedback monitoring HT report to governors	SLT time	Termly
4.2 and 4.1 Key stage meetings address pupil need and monitor high quality feedback.	English lead/ maths lead/ PP lead/ History and Geography lead/ science	English, maths and foundation subject staff meetings to provide staff with training and ideas Key stage and/or staff meetings to monitor and improve the use of quality feedback Staff implementing new ideas and	Blinks Book Scrutiny Pupil interviews Feedback monitoring Monitoring use of programmes	SLT time TP time to monitor Cost of renewing resources e.g. Rock Stars Maths, MyMaths.	Termly

	lead/ Art lead	resources Children accessing resources effectively e.g. Rock Star maths, My Maths, Active Learn Pupils able to discuss their individual targets			
4.2 and 4.1 Staff are trained in the collaborative approach to learning and children are learning collaboratively.	PP lead Training from external providers	Classrooms reflect the collaborative approach to learning Children are working collaboratively with children supporting each other in a coaching away Classes show a team spirit and are inclusive of everyone All children participating and engaged in lessons High expectations of all children	Blinks	Training possibly Kegan day 2	Spring Term
4.3 Monitoring of interventions and pre and post teaching with a focus on the progress made by the more able pupil premium children	SLT	PP children are accessing appropriate interventions including pre and post teaching PP children are making rapid progress within each session Progress of PP children is reflected in the data Teachers ensuring children have mastered areas of learning	Interventions work in books show children are achieving the same as their peers with additional support Data shows that the gap is diminishing Governors – presented with PP data at meetings	SLT time Training on the mastery approach	Termly
4.2 and 4.1 Staff to be using the mastery approach to learning and teaching ensuring children are fluent in their knowledge and can apply across the curriculum	PP Lead English and Maths Leads	Children are applying their basic skills in other areas of learning and readily see the connections Children are able to independently reason to try and find solutions	Reasoning and application work in books Children using resilience to complete tasks without seeking the support of an adult Blinks	SLT and subject leader time Mastery in teaching training	Spring Term
4.3 To provide more able children with a one to one mentor to help them to focus on targets in order to make rapid progress.	PP Lead	Children will be receiving a half termly meeting with their mentor Children will have a clear focus on next steps Children are making accelerated	Book scrutiny Intervention records Parent discussions	SLT time	Autumn 2 Spring 2 Summer 2



		progress Parents are supporting their child to make accelerated progress			
4.4 Investigate the use of different emotional wellbeing packages/ interventions that will meet the needs of our pupils and trial/purchase as appropriate	PP lead	Research and advice sought about the most suitable support on offer Different packages and support trialled Emotional wellbeing interventions in place and impacting positively on the children Children are accessing required emotional support to enable them to achieve	Intervention monitoring SLT discussions	Autumn and Spring	Ongoing
4.1 and 4.4 PP children accessing appropriate interventions both socially and academically	PP lead / Class teachers	CP to ensure interventions are taking place with the appropriate children Progress of these children is being monitored Intervention groups are reviewed regularly to ensure they are meeting the needs of the pupils Children are accessing required emotional support to enable them to achieve	Review half termly during Key Stage Meetings CP to track progress both socially and academically	TA time Monitoring time	Termly
4.2 PP led to work with NQT to ensure she is fully aware of the PP children in her class and is targeting children to diminish the difference	PP lead	NQT fully aware of PP children in her class and how to meet their needs NQT using quality feedback in order to diminish the difference	Progress meetings Blinks Discussions with PP lead and mentor	Leadership time and NQT time	Autumn Term
4.3 Research how to best engage the more able and develop teaching that accounts for their appropriate learning styles	PP lead/ teachers	Gaps narrowed Higher attainers engaged and enjoying learning, therefore making good progress Higher attainers accessing challenges and using a growth mind-set to challenge themselves	Data- Progress meetings Blinks Book scrutiny Pupil interview Data presented to Governors	Leadership time	Ongoing
4.4 Research the benefits of mindfulness and decide if this will have a positive impact on our children.	PP lead	Mindfulness training/observations to have taken place Research into the benefits of mindfulness will have taken place	Pupil interviews	Leadership Time Phase meeting time	

		If appropriate staff will be trained in mindfulness If appropriate children will be accessing mindfulness sessions			
4.4 Ensure PP children to have the same learning opportunities as non PP children	PP lead	PP children all participating in trips, in school visitors etc. PP children encouraged to take larger roles in school plays, performances etc. First class quality teaching engages children with real life experiences When needed trips and clubs to be supplemented by 60% from the pupil premium fund	School trip data checked Monitoring of PP participation in KS meetings Blinks APP	CP/SLT time PP funding to support trips and clubs	Termly
4.4 To improve knowledge of healthy choices and embed healthy attitudes	PP lead	Sports coach delivering lunchtime sessions that engage, excite and enthuse children Children active during lunchtimes and gaining confidence Training/ information for parents about healthy packed lunches Children encouraged to access school meals and a higher percentage are doing so Parents advised on appropriate amount of sleep, screen time etc. Children identified will be attending nurture group at lunchtimes	Observation of sessions Parents received information about school meals and encouraged to trial Taster sessions available during parents open evenings Home visits flag up the healthy benefits of school meals and make parents aware of universal free school meals in KS1 Monitor use of Dojo points	CP/SLT time Cost of external providers at lunchtime	Autumn 2 Spring
4.1 and 4.2 Children are fluent in the language of learning and are using the learnabilities to develop good learning attitudes.	All staff	Children are showing a growth mind set, resilience, collaboration and learning talk Children are engaged and willing to have a go outside their comfort zone	Class Dojo points  Children are using learning talk	All staff SLT	
4.4 Children have access and support socially and emotionally in order for them to be able to access	PP lead	Social and emotional lead for North lincs will have given advice Positive steps information will be	Blinks Intervention tracking notes	JH CP	

learning appropriately		disseminated appropriately Children will be accessing a quality social and emotional programmes that meet their individual needs	Pupil interviews		
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**Priority 4b: Attainment and progress of significant groups – SEND**

<b>Objectives:</b> To improve the progress of SEN children Close the gap in attainment and achievement of SEN Support children and those not on the register Ensure Governors are well informed regarding SEN funding				<b>Success criteria</b> Tracking shows that the attainment and achievement gap between significant groups and all children is closing Progress of SEND children is monitored and challenged when they are not making appropriate progress Progress measure for SEND children at the end of KS2 is closer to 0	
Actions	Lead Person	Success Criteria for action	Monitoring Strategy	Resources / Finance / CPD	Timescale
4.1 Monitor provision for SEND children	RG	SEN children are making at least good progress within lessons SEN children make progress over time	Blink Book scrutiny Feedback monitoring Pupil interviews Data analysis	SLT time	Ongoing
4.2 Monitoring interventions with a focus on the progress made by SEN children	RG	SEN children are accessing appropriate interventions including pre and post teaching SEN children are making appropriate progress Report to SLT	Intervention blinks Book scrutiny Progress scores from testing shows children are making progress Data shows the gap is closing	SLT time CPD for TAs delivering pre and post teaching	Ongoing
4.3 SEN children are accessing appropriate interventions.	RG/Class teachers	RG aware of interventions that are taking place and who is in each intervention Progress of SEN children monitored through SEN Support Plans and at Progress Meetings Intervention groups are reviewed regularly to ensure they are meeting the needs of SEN children TA time is used for best impact on children's learning	Termly SEN Support Plan Reviews SEN pupils' progress tracked Provision mapping completed Blinks with a focus on TA 1:1 and small group support within class TA appraisal target reviews TA time monitored through annotated timetables	TA time SLT time	Ongoing
4.4 Provision mapping for SEN is in place	RG/Class teachers	Robust system for tracking SEN provision is implemented (staff-to-pupil ratios, frequency and duration, pupils involved, cost of provision) Provision additional to and different	Provision mapping evaluated		System developed in Autumn term  Termly

		from the academy's differentiated curriculum is evaluated to ensure best value			
4.5 Data for SEN children is analysed and appropriate interventions put into place	RG/Class teachers	Data analysed and fed back to SLT and SEN Governor Children accessing relevant interventions	Inclusion conversation Progress Meetings	SLT time	Termly
4.6 Improved progress for SEN children	RG/Class teachers	Gap closing at end of KS2 as seen through improved progress measures for SEN children	Inclusion conversation Progress Meetings		Summer term
4.7 Ensure that dyslexia screening is conducted as and when appropriate, building on existing good practice	RG/Class teachers/HLTA	General hearing and visual screens are conducted as part of the assessment process Background information is obtained from parents and formally logged on CPOMs Training for all teachers to be able to analyse assessment information gained by screening, to ensure intervention is matched to the need/outcome Formally develop a system for re-assessment for monitoring purposes Outline of screening information is shared with parents and formally logged on CPOMs	Monitoring of CPOMs Training evaluations Annual check of re-assessments needed	SENCO time	Autumn/Spring term
4.8 Consider additional opportunities to enhance pupil voice	RG	Strategies for further development of pupil voice are explored and implemented as appropriate	Minutes/notes from meetings Pupil questionnaire		Summer term
4.9 Ensure pupil and parental voice is included on the academy website	RG	Pupil/parental voice updated on the academy website	Pupil questionnaire Parent questionnaire Notes from SEN Support Plan reviews CPOMs logs		Summer term
4.10 Ascertain the SEN notional budget (Elements 1 and 2) and publish a report similar to the Pupil Premium funding report	RG/MT	SEN funding report produced Governors made aware of SEN funding and expenditure and how the needs of SEN children at CPA are met	Link Governor monitoring		Summer term
4.11 Review SEN policy	RG	SEN policy reviewed and agreed by Governors	Blinks SEN Support Plans check	SENCO time	Autumn term

		Staff understand and follow policy			
4.12 Review SEN Information Report	RG, SEN Governor	SEN Information Report is clear and fulfils statutory requirements. Parents report SEN Information Report is clear	Parent questionnaire	SENCO time	Autumn term
4.13 Review Accessibility Plan.	RG	Accessibility Plan reviewed and updated	Link governor monitoring	SENCO time	Summer term