

# DEVELOPING EXCELLENCE PLAN

2018-2019



**Crowle**  
Primary Academy

LEARNING AND GROWING TOGETHER

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1.1 Standards Action Plan – Raising attainment in reading, maths and combined	
<b>Objective</b>	To raise attainment and progress to above national in reading and maths in ARE and subsequently combined.
<b>Why?</b> <i>Define the problem we want to solve</i>	<p>In 2018 69% of KS2 pupils in Crowle Primary academy reached the expected standard in maths, 67% reached the expected standard in reading and 55% in reading, writing and maths, compared nationally to 75%, 76% and 64% respectively.</p> <p>The academy is in the 4<sup>th</sup> quintile for reading and maths attainment but broadly in line with national for progress.</p> <p>Reading and maths has significantly improved from 2016 (19% reading, 13% maths and 18% combined) but needs to continue on this trajectory to ensure the academy is above national standards.</p> <p>In KS1 73% reached the expected standard in maths, 68% reached the expected standard in reading and 59% in reading, writing and maths, compared nationally to 76%, 75% and 65% respectively.</p> <p>In EYFS 68% of children achieved a GLD (below national for 2017). In reading 68% at expected and 12% at exceeding, combined this is above 2017 national average. In maths 79% were at expected and 3% exceeding, this is again above 2017 national. The academy recognises that it needs to continue to build on these into KS1.</p> <p>The Rose Learning Trust defines “mastery teaching and learning”, as the expectation that, in almost all circumstances, every pupil can achieve age related expectations. Research suggests that it is the development of metacognition in tandem with high quality application that makes this feasible.</p>
<b>Overall Impact Measure</b> (To be completed at the end of the plan)	

<b>Goals</b> <i>What do we want to accomplish?</i>	<b>Strategy</b> <i>How will we achieve it? Clear implementation plan</i>	<b>By when?</b>	<b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i>
<p><b>Maths</b></p> <p>EYFS At least 71% of pupils attain GLD. Ensure all children make expected or better than expected progress throughout FS1 and 2.</p> <p>KS1 At least 73% of pupils reach expected standard in maths.</p> <p>To be above national for GD (21%)</p> <p>KS2 At least 76% of pupils reach expected standard in maths.</p> <p>All children who are targeted GD from FFT 20 to achieve. GD attainment is above national average.</p> <p><i>*may change when 2018 national figures released for EYFS and KS1</i></p>	<p><i>*see maths curriculum plan for full development of strategy</i></p> <p>Use of QLA to outline development areas.</p> <p>Engage in training through the SY maths hub for mastery maths approach.</p> <p>Implement and monitor effective use of mastery maths resources.</p> <p>Engage in CPD networking and communications to allow for outstanding practice to be shared from Trust schools.</p> <p>Use of trust SLE to support developments in mastery maths.</p> <p>Engagement in trust QA meetings and twilight sessions to reflect on practices in school.</p> <p>Use of EEF Metacognition document to support how children learn.</p> <p>Use trust SLE for metacognition in practice to further develop metacognition in maths.</p> <p>Engage in school to school visits between practitioners share outstanding practice of metacognition.</p> <p>Trust quality assurance activities support mastery teaching and development of practise</p>	<p>Sept 18</p> <p>Sept 18 – ongoing</p> <p>Oct 18</p> <p>Ongoing</p> <p>When needed</p> <p>Termly</p> <p>Autumn term</p> <p>When needed</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Short-term Evidence of an aligned maths mastery strategy.</p> <p>Positive impact on teaching and learning and pupil outcomes (monitoring of NFER test results and progress each term)</p> <p>High quality teaching and learning is prioritised</p> <p>Medium-term School has accessed professional learning opportunities through the Trust.</p> <p>Teachers have a deep understanding of maths mastery and are determined that all pupils do well.</p> <p>Long-term Evidence of improved attainment and progress of pupils</p>
<p><b>Reading</b></p> <p>EYFS At least 71% of pupils attain GLD Ensure all children make expected or better than expected progress throughout FS1 and 2.</p> <p>KS1</p>	<p><i>*see english curriculum plan for full development of strategy</i></p> <p>Use of QLA to outline development areas.</p> <p>Continue to develop the novel study approach to the teaching of reading.</p> <p>Ensure greater coverage of non-fiction and poetry through the use of linked texts.</p>	<p>Sept 18</p> <p>Ongoing</p> <p>Termly</p>	<p>Short-term Positive impact on teaching and learning and pupil outcomes (monitoring of NFER test results and progress each term)</p> <p>High quality teaching and learning is prioritised</p> <p>Medium-term</p>

<p>At least 74% of pupils reach expected standard in reading.</p> <p>To remain above national for GD.</p> <p>KS2</p> <p>At least 75% of pupils reach expected standard in reading.</p> <p>At least 25% of pupils achieving GD.</p> <p><i>*may change when 2018 national figures released for EYFS and KS1</i></p>	<p>Collaborate with other trust schools to develop novel study approach.</p> <p>Engage in CPD networking and communications to allow for outstanding practice to be shared from Trust schools.</p> <p>Engagement in trust QA meetings and twilight sessions to reflect on practices in school.</p> <p>Use of EEF Metacognition document to support how children learn.</p> <p>Use trust SLE for metacognition in practice to further develop metacognition in reading.</p> <p>Engage in school to school visits between practitioners to share outstanding practice of metacognition.</p> <p>Monitoring of reading teaching to ensure it is moving towards outstanding.</p> <p>Embed quality phonics teaching in LKS2 for appropriate children.</p> <p>Continue to develop precision marking and teaching, developing children's independence in ensuring learning is precise.</p>	<p>Termly</p> <p>When needed</p> <p>As arranged</p> <p>Ongoing</p> <p>When needed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn</p> <p>Ongoing</p>	<p>School has accessed professional learning opportunities through the Trust.</p> <p>Teachers have a deeper understanding of novel study approach and are determined that all pupils do well.</p> <p>Long-term</p> <p>Evidence of improved attainment and progress of pupils</p>
<p><b>Combined</b></p> <p>KS1</p> <p>At least 64% of pupils reach expected standard in RWM</p> <p>To remain above national for GD.</p> <p>KS2</p> <p>At least 64% of pupils reach expected standard in RWM.</p> <p>At least 10% of pupils achieving GD.</p> <p><i>*may change when 2018 national figures</i></p>	<p>Introduce flight paths in year 6 to closely monitor progress towards RWM.</p> <p>Ensure parents and children have a good understanding of flight paths and use these to inform Y6 progress meetings with individual children.</p> <p>Improve data literacy to better track combined in all year groups.</p> <p>Children identified and appropriate interventions in place for achievement of combined RWM.</p> <p>Provision mapping and interventions monitored.</p> <p>Work with Maze education to develop a tracking system for attainment</p>	<p>Spring term</p> <p>End of Spring term</p> <p>Autumn term</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Short-term</p> <p>Teachers have good knowledge of RWM data for each year group.</p> <p>Provision maps are targetted to ensure children achieve combined</p> <p>Medium-term</p> <p>Combined data tracked each term and shows increases in number of children on track for combined at end of academic year.</p> <p>Long-term</p> <p>Evidence of improved attainment and</p>

released for EYFS and KS1	and progress.	Ongoing	progress of pupils
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Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y6 to use QLA from baseline SAT to inform teaching (maths and reading)</p> <p>Targets set for combined outcomes in year 6.</p>	<p>2018 QLA results analysed by maths and english leads and development areas shared with staff.</p> <p>Y6 staff to use QLA to analyse gaps of SAT test</p> <p>Trust QA meeting to be attended</p> <p>New staff trained on precision marking and teaching</p> <p>Flight paths used for Y6 children and sent to parents</p> <p>Targets set for combined outcomes in each year group</p> <p>Teachers to track combined for all groups, identify children who are target children for combined</p> <p>Monitor provision maps to ensure appropriate provision in place.</p>	<p>EEF metacognition document used with staff to look at next developments in school (used as audit tool)</p> <p>Monitoring of reading teaching through Trust enquiry</p> <p>Monitor provision maps to ensure appropriate provision in place.</p>	<p>Y6 staff to use QLA to analyse gaps of SAT test (maths and reading)</p> <p>Trust QA meeting to be attended</p> <p>Y6 flight paths sent to parents</p> <p>Combined outcomes a focus in pupil progress meetings</p> <p>Monitor provision maps to ensure appropriate provision in place.</p>	<p>Y6 staff to use QLA to analyse gaps of SAT test (mock tests) (maths and reading)</p> <p>Monitor provision maps to ensure appropriate provision in place.</p>	<p>Revisit EEF metacognition document. Actions for the next academic year.</p> <p>Trust QA meeting to be attended</p> <p>Combined outcomes a focus in pupil progress meetings</p> <p>Monitor provision maps to ensure appropriate provision in place.</p> <p>Tracking system for attainment and progress through Maze education in place.</p> <p>Combined outcomes meet targets set for all year groups.</p>

	Parents informed of the maze QLA system and how this will help them, and their children understand gaps in knowledge				
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1.2 Standards Action Plan – Raising attainment and progress of vulnerable groups	
<b>Objective</b>	To narrow the attainment gap between disadvantaged/ non disadvantaged pupils and boys/ girls in English and Maths, removing educational inequality and ensuring all pupils have the same opportunity to succeed.
<b>Why?</b> <i>Define the problem we want to solve</i>	<p>Too few pupils from disadvantaged backgrounds are reaching the expected standard in English and Maths by the time they leave Primary School. In KS1 60% of disadvantaged achieved ARE combined (4% gap from all), 80% in maths (better than all children) and 60% in reading (8% gap when compared to all)</p> <p>In EYfs there was no gap between disadvantaged and non.</p> <p>This is significantly diminishing in maths and reading (gap of 33% when compared to all in 2017) however there remains a difference which needs to be addressed.</p> <p>In KS2 31% of pupils from disadvantaged backgrounds, at Crowle Primary Academy, reached the expected standard in RWM, 0% reach greater depth compared nationally (all other pupils) to 55% and 10% respectively. The in school gap between disadvantaged children and all/ other children is diminishing in all areas except when comparing disadvantaged to other children for combined RWM.</p> <p>In reading, the 'Disadvantaged' cohort (15) have a progress score of -0.59 which is below the national for all pupils but 0.11 above the average for the same group nationally.</p> <p>In writing, the progress score is -1.54 which is below the national for all pupils and -1.17 below the average for the same group nationally and in maths, the progress score is -1.97 which is below the national for all pupils and -1.37 below the average for the same group nationally.</p> <p>Data shows that there is a boy girl gap at KS2, in 2018 39% of boys achieved expected in RWM compared with 67% of girls, 0% of boys achieved higher attainment in RWM compared with 17% of girls.</p> <p>In reading, the 'Boys' cohort (18) have a progress score of -3.7 which is below the national for all pupils and -3.44 below the average for the same group nationally.</p> <p>In writing, the progress score is -3.33 which is below the national for all pupils and -2.52 below the average for the same group nationally and in maths, the progress score is -0.84 which is below the national for all pupils and -1.47 below the average for the same group nationally.</p> <p>The boy/ girl gap is diminishing (see 2017 data) but continues to be a school priority.</p> <p>In KS1 the gap is diminishing (2017 – 2018) however there remains a gap in all areas with the exception of maths.</p> <p>EYFS 61% of boys achieved GLD and 75% of girls. The biggest gender gap is in boys writing.</p>
<b>Overall Impact Measure</b> (To be completed at the end of the plan)	



<b>Goals</b> <i>What do we want to accomplish?</i>	<b>Strategy</b> <i>How will we achieve it?</i> <i>Clear implementation plan</i>	<b>By when?</b>	<b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i>
<p><b>Disadvantaged</b> EYFS Gap remains closed between disadvantaged and all pupils.</p> <p>KS1 At least 64% of pupils from disadvantaged backgrounds reach expected standard in RWM.</p> <p>KS2 At least 64% of pupils from disadvantaged backgrounds reach expected standard in RWM (combined)</p> <p>Gap closed between disadvantaged and all children across school.</p> <p>*specific targets to be set for each year group using FFT 20 at the beginning of academic year.</p> <p>Attendance of disadvantaged children to be above 96%.</p>	<p>*see also disadvantaged strategy statement</p> <p>Engage in disadvantaged review with Trust to ensure a change of culture based on research towards disadvantaged pupils.</p> <p>Develop case studies based upon disadvantage enquiries building on the best practice identified across the Trust and ensuring that this is put into practise in school.</p> <p>HT to work as lead in Trust with CEO for disadvantaged pupils ensuring that good practise is embedded in CPA.</p> <p>Collaborate with disadvantaged group across the trust to research and embed good practise.</p> <p>All staff attend CPD delivered by Marc Rowland on Tackling Educational Disadvantage.</p> <p>Explore published evidence re disadvantaged from EEF including EEF family of schools database.</p> <p>Research and implement strategies to improve attendance of disadvantaged pupils.</p> <p>Engage in NCA CPD for governors on disadvantaged children.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Autumn 2018</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Short-term Pupil premium strategy aligned to culture of the Trust.</p> <p>Positive impact on teaching and learning and pupil outcomes for disadvantaged pupils.</p> <p>High quality teaching and learning is prioritised</p> <p>Medium-term Effective collaboration with implementation group across the trust, impacting on communication and delivery of a strategy for tackling educational disadvantage.</p> <p>Long-term Evidence of improved attainment and progress of pupils showing a closing of the attainment gap.</p>
<p><b>Boys</b></p> <p>Gap between attainment and progress of boys and girls diminishes further in all areas.</p> <p>Attainment is at least in line with national for boys.</p> <p>*specific targets to be set for each year</p>	<p>EYFS Further develop learning opportunities and the role of the practitioner in the outdoors (see EYFS curriculum action plan for full details).</p> <p>KS1 and KS2 Data analysis to be completed to further establish the key group (Summer born boys/ PP boys/ SEND boys)</p> <p>Ensure the transition from EYFS to KS1 meets the needs of boys, play based learning, access to outdoors and manipulatives in learning.</p>	<p><i>Ongoing</i></p> <p><i>Autumn 2018</i></p> <p><i>Autumn 2018</i></p>	<p>Short-term Staff have a clear understanding of the data and are able to identify key children at risk of falling behind. Children are identified and planned for in provision maps.</p> <p>Medium-term Positive impact on teaching and learning and pupil outcomes for boys.</p>

<p>group using FFT 20 at the beginning of academic year.</p>	<p>Mastery approach to maths used to enhance the use of manipulatives, meeting the needs of boys (see maths action plan).</p> <p>Ensure boy friendly texts are chosen by year groups to encourage boys to take greater enjoyment in reading (see English action plan).</p> <p>Engage in the premier league 'supporter to reporter' programme to engage boys in reading and writing (Y5 focus).</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Autumn Term</i></p>	<p>Long-term Evidence of improved attainment and progress of pupils showing a closing of the attainment gap between boys and girls.</p>
<p><b>SEND</b> Progress for SEND children in line with all children nationally.</p> <p>Attainment for SEND children at least in line with SEND nationally.</p> <p>*specific targets to be set for each year group using FFT 20 at the beginning of academic year.</p>	<p>*see SEND curriculum development plan for full details of strategy.</p> <p>Engage with Trust SEND review to ensure a clear action plan for improvement is in place.</p> <p>Work in collaboration with Jill Walker (Trust SEND lead) to develop provision and early identification of SEND pupils.</p> <p>Leader to engage in SEND network, ensuring that best practise is shared and embedded in CPA.</p>	<p><i>Autumn 2018</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Short-term/ medium term Positive impact on teaching and learning and pupil outcomes (monitoring of NFER test results and progress each term)</p> <p>High quality SEND teaching and learning is prioritised</p> <p>Long-term Evidence of improved attainment and progress of SEND pupils.</p>
<p>Strategies for all vulnerable groups</p>	<p>Embed the use of QLA following each assessment across school and ensure this is used as a tool to inform quality first teaching.</p> <p>Monitor outcomes at set times (data drops), focus groups to form discussion during pupil progress meetings.</p> <p>Continue to improve staff data literacy to ensure there is a shared understanding of the data for classes/ year groups/ whole school which then impacts upon teaching and learning.</p> <p>Ensure that vulnerable groups are a focus for all curriculum action plans.</p> <p>Monitor and evaluate impact of TAs.</p> <p>Embed the practise of pre and post teaching as the intervention strategy used across school.</p>	<p><i>Ongoing</i></p> <p><i>Termly</i></p> <p><i>Ongoing</i></p> <p><i>Autumn Term</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	

	<p>Ensure appropriate access arrangements are in place in every year group when completing assessments.</p> <p>Research and embed collaborative learning approaches (trust CPD and observations in leading school).</p> <p>Engage in pupil conferencing/ structured conversations CPD, ensure this is disseminated to key staff and used with Y5/6 as a pilot.</p> <p>Whole staff Thrive training and whole school Thrive screening/ activities in key year groups (Y2,4 and 5) to improve the sense of belonging and engagement in learning. (see Thrive action plan)</p> <p>Research 'read aloud' approach (dialogic learning) for appropriate children.</p> <p>Access Trust metacognition training and support from SLE for metacognition.</p>	<p><i>Termly</i></p> <p><i>Spring term</i></p> <p><i>Autumn Term</i></p> <p><i>Spring Term</i></p> <p><i>Autumn Term</i></p> <p><i>Ongoing</i></p>	
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Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6 children to be tested for access arrangements	<p>Data drop.</p> <p>Key groups are identified in pupil progress meetings</p> <p>DHT attend trust data literacy training. Teacher training on navigate to take place</p> <p>Staff input results on navigate</p> <p>Research on best use of TAs taken place</p> <p>Access arrangements in place through school for all vulnerable children.</p> <p>Training on collaborative learning approaches attended</p> <p>Structured conversations training (Y6)</p> <p>Y6 to start dialogic learning</p>	<p>TA/ whole staff training to share research and identify next steps</p> <p>How many collaborative learning approaches are we using? How can we improve this?</p>	<p>Data drop.</p> <p>Key groups are identified in pupil progress meetings, progress monitored.</p> <p>Staff input results on navigate</p> <p>Monitor use of TAs</p> <p>Access arrangements in place through school for all vulnerable children.</p> <p>Identified Y6 children to use dialogic learning in test situations</p>	<p>Monitor use of collaborative learning approaches in lessons, what impact is it having on learners.</p>	<p>Data drop.</p> <p>Key groups are identified in pupil progress meetings, progress analysed and information passed onto next teacher.</p> <p>Evaluate how TAs have been used (impact of strategies)</p> <p>Access arrangements in place through school for all vulnerable children.</p> <p>Vulnerable learners made good or better progress. Gaps are closing across school.</p> <p>Identified Y6 children to use dialogic learning in test situations</p>

**1.3 English action plan**

<p>Key objectives</p>	<p>To raise attainment in writing across the school.          To raise attainment in SPaG across the school.          To improve the performance of the most able children in English.          To raise attainment and progress made in reading across the school.</p>
<p>Why?  <i>Define the problem we want to solve</i></p>	<p>Low progress and attainment in reading:          KS1 EXS+ 7% below LA and national.          End of KS2 progress improved from -3.1 in 2017 and -2.2 in 2016 but remains below 0 in 2018 at -1.3 progress measure.</p> <p>Low attainment and progress in writing:          EYFS 67.6%- below LA          KS1 0.3% decrease since 2016          KS2 not improved since 2016 : 76% ARE in 2018, compared with 78% in 2017 and 77% in 2016.          Y1-4 attainment below floor standard</p> <p>Low attainment and progress in SPaG:          Y2- y4 below floor standard          KS2 results in line with LA but 2% below national</p> <p>Number of children achieving greater depth improved in end of KS1 and KS2 testing but remains low Y1, 3,4,5:          Low number of children achieving greater depth in reading in y3 and y5, 12% GD in y3, 11% GD in y5.          Low number of children achieving greater depth in SPaG in y2,y3 and y5: 9% GD in y2, 12% GD in y3, 11% GD in y5.          End of KS2 SPaG greater depth in line with LA but below national.          End of KS2 reading greater depth below LA and national.          KS2 writing greater depth below LA and national.</p>
<p>Impact Measures  <i>(To be completed at the end of the plan)</i></p>	

Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan. How will it be monitored?</i>	By when? <i>(Completed)</i>	Measures <i>What will we measure as an indicator of our ongoing process?</i>
Raise attainment and progress in reading across the school.	Continue to develop teaching of reading through whole class ERIC approach. Provide support on planning whole class reading, where necessary, to phases. Support NQT in the teaching of reading. Ensure all year groups have access to volunteer readers. Continue to develop reading for pleasure across school through reading events, book corners and visits. Introduce 'secret storytellers' across in KS1 and KS2, building on EYFS model. Continue to develop the use of 'reader on a page' as an assessment tool.	<i>Ongoing</i>  <i>Autumn</i>  <i>Ongoing</i> <i>Ongoing</i>  <i>Ongoing</i>  <i>Ongoing</i>	Blinks and book monitoring show that high quality teaching is enabling children to be successful in their learning.  Termly teacher assessments show that an increasing number of children are working at age related expectations.  End of year teacher assessment of reading reaches targets set across the school (see individual year group targets) .  Y2 and Y6 SAT reading SAT results are in line with or above National.
Raise attainment in writing	Ensure new staff are trained in Rainbow Grammar. Monitor teaching of Rainbow Grammar through blinks and book monitoring. Cluster and trust moderations to be attended. English trust network meetings to be attended. Writing to be moderated in key stage meetings each half term. 15 y5 boys to take part in Supporter 2 Reporter session to boost motivation to write. Continue to develop teaching of English through novel study. New Pre-Key stage standards are understood by all and used to assess at the end of KS1 and 2. Jason Wade 'Seven Ects' writing training attended by subject lead and introduced as a strategy for modelling writing across school. Introduce 'editing stations' as an editing and improving strategy across school to enable children to independently make improvements.	<i>Autumn</i> <i>Spring</i>   <i>Termly</i> <i>Termly</i> <i>Termly</i> <i>Autumn Term</i>  <i>Ongoing</i> <i>End of year</i>  <i>Autumn</i>  <i>Autumn</i>	Blinks and book monitoring show that high quality teaching is enabling children to be successful in their learning.  Termly teacher assessments show that an increasing number of children are working at age related expectations.  End of year teacher assessment of writing reaches targets set across the school (see individual year group targets).  Y2 and Y6 SAT writing teacher assessments are in line with or above National.
Raise attainment in SPaG	Ensure new staff are trained in Rainbow Grammar. Monitor teaching of Rainbow Grammar through blinks and book monitoring. Teaching staff to be trained in Jason Wade spelling strategies. Implementation of new spelling strategies to be discussed in key stage meetings. Spelling teaching and learning to be monitored through blinks and book monitoring. Spelling bee to be rolled out across school and take place every term. Update school spelling policy. English trust network meetings to be attended.	<i>Autumn</i> <i>Spring</i>   <i>Autumn</i> <i>Autumn 2/</i> <i>Spring</i> <i>Spring</i>  <i>Termly</i> <i>Spring</i> <i>Termly</i>	Blinks and book monitoring show that high quality teaching is enabling children to be successful in their learning.  Termly testing and teacher assessments show that an increasing number of children are working at age related expectations.  End of year test scores and teacher assessment in SPaG reaches targets set across the school (see individual year group targets). SPaG SAT results are in line with or above National.

Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan. How will it be monitored?</i>	By when? <i>(Completed)</i>	Measures <i>What will we measure as an indicator of our ongoing process?</i>
Increase performance of the most able children across school.	More able reading and writing days to be organised. Provision mapping to include groups for the most able. English monitoring to focus on the challenge and opportunities given to children to enable them to access greater depth.	<i>Termly</i> <i>Ongoing</i> <i>Termly</i>	Blinks and book monitoring show children are accessing greater depth learning. Increased percentage of children achieving greater depth scores in end of year testing. Teacher assessments to show an increased percentage of children reaching greater depth.

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>New staff are trained in Rainbow Grammar.</p>	<p>Reader on a page files are updated.</p> <p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>Staff are trained on the teaching of spelling and it is beginning to be used.</p> <p>Spelling bees have been introduced in each phase.</p> <p>KS writing moderations show demonstrate consistency in assessment across classes.</p> <p>Monitoring of English shows learning is challenging and children are given opportunities to access 'greater depth' learning.</p> <p>Staff trained in using editing stations.</p> <p>Assessment data shows 70%+ children are on track to achieve ARE by the end of the year in all year groups.</p> <p>Assessment data shows 15% + children are on track to achieve GD by the end of the year in all year groups.</p> <p>Gaps have been analysed and are being used to inform teaching.</p>	<p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>Monitoring of book areas shows they are relevant, tidy and interactive.</p> <p>J.W spelling strategies are embedded into the teaching of spelling and being consistently.</p> <p>Monitoring of English books show teachers are using the Rainbow Grammar overview for their year group and the learning is relevant and challenging, with opportunities for children to access 'greater depth' learning.</p> <p>Provision mapping across school includes groups for the most able children to access greater depth learning</p>	<p>Reader on a page files are updated.</p> <p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>All year groups have participated in a termly spelling bee.</p> <p>KS writing moderations show demonstrate consistency in assessment across classes.</p> <p>Monitoring shows editing stations are being used effectively in KS1 and Ks2.</p> <p>Assessment data shows 70%+ children are on track to achieve ARE by the end of the year in all year groups.</p> <p>Assessment data shows 15% + children are on track to achieve GD by the end of the year in all year groups.</p> <p>Gaps have been analysed and are being used to inform teaching.</p>	<p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>Monitoring of book areas shows they are relevant, tidy and interactive.</p> <p>Secret storytellers have had a positive impact on the enjoyment of reading in EYFS, KS1 and Ks2.</p> <p>Spelling policy has been updated to reflect recent spelling training.</p> <p>Monitoring of English shows learning is challenging and children are given opportunities to access 'greater depth' learning.</p> <p>Provision mapping across school includes groups for the most able children to access greater depth learning.</p>	<p>Reader on a page files are updated.</p> <p>Book band trackers are updated and show children are progressing across the reading bands.</p> <p>All year groups have participated in a termly spelling bee.</p> <p>Monitoring of English books show complete coverage of the Rainbow Grammar overview for year groups.</p> <p>End of year assessment data shows individual year group targets have been met.</p> <p>End of year assessment data shows 15%+ children assessed as GD in all year groups.</p> <p>KS writing moderations show demonstrate consistency in assessment across classes.</p>





1.4 Maths action plan	
Key objectives (3 at most)	To raise attainment in maths across the school. Improve progress and attainment in Y2 and Y5 (key focus groups) To implement Mathematics Mastery teaching throughout school
Why? <i>Define the problem we want to solve</i>	In 2018 69% of KS2 pupils in Crowle Primary Academy achieved the expected standard in maths, this is an overall drop in attainment from 2016 where 71.4% achieved ARE. 2018 results have shown the CPA is reversing the decline from 2017 results. Y5 – (34 in cohort) many PP children are SEN 44% below ARE. 6 children who were M at ks1 now W3 .2 children started Y4 at w2 who were M in KS1. 5boys M at ks1 W3 at the end of Y3, 2 of these boys have made accelerated progress to move to M. Increase from 26.5% to 33% ARE. Yr group below floor targets. 52% boys below 11/21. Girls 46% below 6/13. Disadvantaged 87% below 7/8. SEN 100% below. PP 89% below 8/9 pupils. In ks1 73% reached the expected standard in maths compared to 76% nationally. This is an upward trend over three years (3.3% rise since 2016) Y1 children below floor targets last yr. Drop from 76% ARE in spring to 60% at the end of the summer term. In September 2018 Crowle Primary Academy joined the Mastery Mathematics project and will be implementing a MM approach from YR-Y6.
Impact Measures <i>(To be completed at the end of the plan)</i>	

Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan</i> <i>How will it be monitored?</i>	By when? <i>(Completed)</i>	Measures <i>What will we measure as an indicator of our ongoing process?</i>
To raise attainment in maths across the school.	Gaps analysis completed when assessments carried out. These are used to inform next steps in learning.  High quality, robust assessments (Mastery maths half termly and termly NFER tests) used to inform teacher assessment in maths.  Gold standard is evident in all books – blinks show GS is an expectation for all children and GS star is used to indicate where this has been achieved.  Provision maps show that the needs of individual pupils are met and impact on progress and attainment. Monitoring of these by maths lead shows improved individualised interventions. High impact interventions are used e.g. pre and post teaching. Groups are fluid and meet the needs of the children.	<i>Termly</i>  <i>Termly</i>  <i>Termly</i>  <i>Ongoing</i>	Monitoring by maths lead shows that gaps analysis has been completed and being used to inform planning/ work in books.  Termly teacher assessments show that an increasing number of children are working at age related expectations  Books show high expectations and children taking pride in their learning.  Assessment is used effectively to inform next steps in teaching.  Half termly assessments show attainment is at least moving in line with national expectations .

<b>Goals</b> <i>What do we want to accomplish?</i>	<b>Strategy</b> <i>How will we achieve it? Clear implementation plan</i> <i>How will it be monitored?</i>	<b>By when?</b> <i>(Completed)</i>	<b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i>
	<p>Assessment at the beginning and end of interventions show impact on children's attainment and progress in maths.</p> <p>Clear expectations around the use of formative assessment within maths books.</p> <p>KS meetings collaborative review of books/ observations and pupil voice show improving standards and consistent expectations.</p>	<p><i>Ongoing</i></p> <p><i>Monitored each term</i></p>	
<p>To implement Mathematics Mastery teaching throughout school.</p>	<p>Engage in training through the MM hub for Mastery Maths approach – attended training day in September.</p> <p>Teachers accessing and using toolkit.</p> <p>TA training completed for MM.</p> <p>Maths talk implemented and used effectively across school.</p> <p>Units followed sequentially to ensure consistency and coverage throughout school.</p> <p>Staff engage in peer to peer coaching sessions to further improve teaching and learning in maths.</p> <p>Implement 6-part MM lessons following MM plan. Implement and follow effective use of MM resources.</p> <p>Use of trust SLE to support developments in mastery maths. Engagement in trust QA meetings and twilight sessions to reflect practices in school</p> <p>Monitoring of maths teaching to ensure it is moving towards outstanding.</p>	<p><i>Sept 2018</i></p> <p><i>Sept 2018</i></p> <p><i>Autumn 1</i></p> <p><i>Autumn 1</i></p> <p><i>Autumn 1</i></p> <p><i>Autumn 2</i></p> <p><i>Autumn 1</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>High quality teaching following MM is enabling children to be successful in their learning.</p> <p>MM 6 part session is being adhered to.</p> <p>Maths meetings in place.</p>

<b>Goals</b> <i>What do we want to accomplish?</i>	<b>Strategy</b> <i>How will we achieve it? Clear implementation plan</i> <i>How will it be monitored?</i>	<b>By when?</b> <i>(Completed)</i>	<b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i>
Improve progress and attainment in Y2 and Y5 (key focus groups)	<p>Monitoring of provision mapping to ensure that needs are identified and met.</p> <p>Clear use of KS1 data to ensure children are making rapid progress to diminish the gap. Maths lead to support Y2 teachers with gaps analysis and MM planning to ensure gaps diminished.</p> <p>Half termly assessments show attainment is moving in line with national expectations.</p> <p>Clear expectations around the use of formative assessment within maths books.</p> <p>Phase meetings to support initial implementation of MM.</p>	<p><i>Half termly</i></p> <p><i>Termly following data drop</i></p> <p><i>Half termly following testing</i></p> <p><i>Ongoing</i></p>	<p>Assessment is used effectively to inform next steps in teaching.</p> <p>Half termly assessments show attainment is at least moving in line with national expectations.</p>
Attainment across school improved.	Support given through the mastery maths approach has a positive impact on end of year outcomes.		<p>Termly teacher assessments show that an increasing number of children are working at age related expectations</p> <p>End of year teacher assessment of maths shows year group targets are reached across the school.</p> <p>KS1 and KS2 maths results meet targets set.</p>

Milestone indicators

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Staff attend MM training. TA training MM. Support from MM hub. MM started across school. Maths Meetings in place across school. Resource audit. Provision mapping shows individual needs are being met. Assessment monitored – use of the back of children’s maths books is up to date and being effectively used.</p>	<p>Trust SLE to support MM implementation. Data assessment following data drop identifies key areas of support and strengths. New resources in place and utilised to support teaching. Provision mapping shows individual needs are being met. Books monitored – Gs being met and clear evidence of MM teaching. Trust QA meetings attended, staff knowledge improved. Peer to peer coaching identifies individual strengths and areas for development. All year groups data tracked (focus on Y2/5) gaps analysed and used to inform teaching. Assessment monitored – use of the back of children’s maths books is up to date and being effectively used. Book scrutiny during KS meetings.</p>	<p>Provision mapping shows individual needs are being met. Blinks show MM teaching is securely in place –6-part lesson being followed. Book scrutiny to ensure progress across key stages – MM in place.</p> <p>Plenary blinks to ensure Marvellous mistakes are celebrated.</p> <p>Assessment monitored – use of the back of children’s maths books is up to date and being effectively used. Book scrutiny during KS meetings.</p>	<p>Trust SLE to support MM implementation. Data assessment following data drop. Provision mapping monitored to ensure targeting of children is accurate and fluid. All year groups data tracked (focus on Y2/5) gaps analysed and used to inform teaching. Assessment monitored – use of the back of children’s maths books is up to date and being effectively used. Book scrutiny during KS meetings.</p>	<p>Provision mapping shows individual needs are being met. Blinks to ensure MM taught as required – support given. Books monitored to ensure MM sessions completed. Assessment monitored – use of the back of children’s maths books is up to date and being effectively used. Book scrutiny during KS meetings</p>	<p>Trust SLE to support MM implementation. Data assessment following data drop. Blinks to monitor MM teaching is securely in place. Books monitored – Gs being met and clear evidence of MM teaching. Trust QA meetings attended, staff knowledge improved. Assessment monitored – use of the back of children’s maths books is up to date and being effectively used. Book scrutiny during KS meetings.</p>



**Area 2 - Pupils' Personal Development, Behaviour and Welfare**

<p><b>Objective</b></p>	<p>To improve self-confidence, resilience, mental and physical health of the school community.          To embed a culture of awareness, tolerance and acceptance of mental and physical health.          To promote positive mental and physical health strategies.</p>
<p><b>Why?</b>   <i>Define the problem we want to solve</i></p>	<p>Research evidence shows that education and health are closely linked. So, promoting the health and wellbeing of pupils and students within school has the potential to improve their educational outcomes <i>and</i> their health and wellbeing outcomes.          The review by Public Health England has 4 main findings;          Pupils with better health and wellbeing are likely to achieve better academically.          Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.          The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.          A positive association exists between academic attainment and physical activity levels of pupils.          The proportion of children in reception at CPA that are overweight or obese (2014-2017 combined data) is 11% obese and 17% overweight, in year 6 this is 24% obese and 14% overweight. In any population of children of all ages it would be expected that 10% would be overweight and a further 5% obese.          Pupils who can set goals, manage stress and organise school work achieve better. Those with mental health needs are most likely to have the lowest attendance rate and are at risk of exclusion. Only 24% of children with mental health needs leave primary with the required reading, writing and maths achievements.</p>
<p><b>Overall Impact Measure</b>           (To be completed at the end of the plan)</p>	<p>Gold school games mark obtained.          Proven impact of active measures (to be added when action plan completed).          Thrive approach used across school.          LGBTQ award obtained.          Mental Health silver award obtained.</p>

Area 2.1 - Healthy minds and health bodies.			
Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan</i>	By when?	Measures <i>What will we measure as an indicator of our ongoing process?</i>
<p>To ensure all children are active for at least 30 minutes per day.</p> <p>All children participate in daily physical activity and are encouraged to complete an additional 30 minutes at home.</p> <p>To ensure children who are inactive are given additional time to be physically active.</p> <p>Increase the amount of children who travel to school in an active way to 70%.</p>	<p>Engage with North Lincs 'Let's Get Healthy' sports provision (audit and specific action plan to be completed in September)</p> <p>Children should experience daily exercise in addition to 2 hours high quality PE. Teachers should use the ideas from the Active Learning staff meeting (Summer term 2018) within their teaching to achieve active 30.</p> <p>Identify our least active children using data collected last year. Let's Get Healthy team to work with these children. - Healthy Heroes Club.</p> <p>Encourage active playtimes and lunchtimes - audit resources and replenish as needed. Invest in class Fit Bits or pedometers to track activity</p> <p>Work alongside 'Let's Get Healthy' to encourage active travel. Incentivise active travel as part of the whole school reward system for making an active choice. Pledge cards and sticker system.</p>	<p><i>October 2018</i></p> <p><i>Ongoing</i></p> <p><i>Group set up by Autumn 2</i></p> <p><i>End of Autumn 2</i></p> <p><i>Ongoing</i></p>	<p>Whole school awareness of the importance of being healthy. Let's Get Healthy data collection - By Summer term, our percentages will have improved.</p> <p>100% of pupils will be active for at least 30 minutes per day. The percentage of pupils who travel to school in an active way will be at least 70%</p> <p>All pupils make active choices during different parts of the day (walking to school, playtime/lunchtime etc) and achieve at least 30 minutes each day.</p>
<p>The profile of PE is raised across the school.</p> <p>Children recognise the importance of physical activity in leading healthy lifestyles.</p> <p>Sports Leaders are empowered to deliver high quality provision during break and lunchtimes.</p> <p>To ensure PE is inclusive to all. Provide opportunities for HA in 'aim high' events like Future Stars and SEN/less able</p>	<p>Engage with North Lincs 'Let's Get Healthy' sports provision.</p> <p>Health and well-being assemblies are a focus for the autumn term PE Lead to deliver assembly on importance of being active. Participate in National Fitness Da.</p> <p>Sports Leaders/Ambassadors in place and are confident in delivering activities and games which develop our Growth Mindset ethos: effort, resilience and collaboration.</p> <p>PE lead to identify opportunities for all: Gifted and talented: Future Stars EIS</p>	<p><i>October</i></p> <p><i>Autumn 1</i></p> <p><i>New leaders in position by Autumn 2</i></p> <p><i>Ongoing opportunities</i></p>	<p>PE is used as a driver to teach and empower children to be resilient, able to collaborate and work as part of a team. PE is inclusive to all, no matter what the ability of the child, all children will have the opportunity to represent the school or a team. (intra and inter school.)</p> <p>Increased self esteem and confidence. Questionnaires show that attitudes to sport from the least active of our children are improving.</p>



pupils to take part in inclusive sports and competitions.	SEN/Less able: Inclusive events Use well-being group to develop confidence in participation	<i>throughout the year</i>	
Increased confidence, knowledge and skills of all staff in teaching PE and Sport  Staff to attend/receive quality training and implement ideas and strategies in their teaching.  Further develop CPD to enhance the teaching and learning of PE Teacher PE skills audit undertaken, individual training needs identified and CPD organised as required.  Staff are increasingly confident in delivering the PE curriculum.	Staff CPD Audit to identify training needs.  PE Lead organise CPD for staff as required- Investigate possibility of team teach sessions with Sarah Burdett.  Monitor impact – before and after training.  Staff to use the new Primary steps in PE planning which incorporates video and music support for lessons.	<i>Autumn term</i>  <i>Throughout the year as needed</i>	Blinks, questionnaires and discussions with staff show they are confident in delivering high quality PE lessons. Blinks, questionnaires and discussions with pupils show they are engaged in high quality lessons which are differentiated to meet the needs of all pupils. Assessment data shows that at least 70% in each year group achieve ARE+.
To ensure a broader experience of a range of sports  To provide opportunities for children to experience a variety of sports.  To provide after school and lunchtime clubs which encourage children to try something new.	Use lunchtime to try something new: Carrie to deliver a range of sports at lunchtime which encourage different children to participate.  Signpost children to local clubs.  Research and book in coaches to deliver taster sessions working alongside staff members so can act as CPD too.	<i>Autumn term</i>  <i>Ongoing</i>  <i>Ongoing Summer term</i>	Blinks of lunchtime show high levels of engagements in a range of sports throughout the year.  A high number of pupils participate in a range of activities at lunchtime. These may encourage them to join clubs out of school. Implementation outcome: Competition trackers show that children are representing school in competitions.  Pupils feel confident and able to represent school/their team.
Sainsbury's School Games Mark Continue to fulfil requirements of Gold Award.	PE lead to have good understanding of the criteria to meet gold award  PE lead to actively collect evidence for each criterion.	<i>Ongoing data collection</i>	Gold status achieved
To monitor what is happening in PE through blinks, questionnaires, data etc.	Baseline data conducted by 'Let's Get Healthy' team.  PE lead to conduct Blinks to monitor impact on CPD conducted last academic year.	<i>Autumn 1</i>  <i>Ongoing</i>	PE lead can complete an accurate subject SEF based on the findings.  Pupils have a voice and their

	<p>PE lead to monitor lunchtime provision with a focus on the sports ambassadors/leaders and Carrie.</p> <p>PE lead to discuss lunchtime with children – what would make our lunchtime better? What sports would you like on offer? How can the leaders encourage you to be healthy?</p>	<p><i>Ongoing</i></p> <p><i>Autumn term</i></p>	<p>ideas/suggestions are considered.</p>
<p>To introduce personal challenges</p>	<p>PE lead to investigate personal challenges and access suitable resources.</p> <p>Put personal challenges on the school APP each month to encourage pupils to be active outside school.</p> <p>Provide class pedometers/fitbits to track fitness – children to set themselves challenges for next time.</p> <p>Monitor fitness levels – how many laps can children complete on Thursday run? Set challenges for each half term.</p>	<p><i>Autumn term</i></p> <p><i>Ongoing</i></p> <p><i>Autumn 2</i></p> <p><i>Ongoing</i></p>	<p>Data tracking shows improvements to fitness being made.</p> <p>Children are becoming fitter - e.g. tracking from weekly run shows children are achieving an increased amount within the time given</p>
<p>To identify key groups to children and track attainment throughout the year. Ensure assessments are accurate.</p>	<p>Data will be monitored and analysed termly. Identify children to track based on Autumn data to ensure that children previously identified as E are being challenged and children identified at W3 are closing the gap.</p>	<p><i>Ongoing</i></p>	<p>Assessments are accurate and are reflective on what the children can do. There will be a proportion in each year group who are working at exceeding.</p>

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Let's Get Healthy baseline and action plan written and shared with staff</p> <p>Pledge cards are in place for every child in school</p> <p>Sports Ambassadors/Leaders in place</p> <p>Carrie – active lunchtimes in place 3 times per week</p> <p>Extra-curricular clubs in place</p> <p>Complete CPD audit to identify staff training needs</p> <p>PE lead to attend Humber Conference</p> <p>Sports Premium budget – figure to be announced and outline plans made</p>	<p>Participate in competitions</p> <p>Analyse staff needs for CPD and discuss with staff. Put a plan into place for the year</p> <p>Healthy Class Award: Sticker system in place to track children making healthy choices with regard to food or being active.</p> <p>Winning class to receive additional PE lesson with Jess</p> <p>Remind staff to use assessment guidance when making judgements to ensure judgements are accurate.</p> <p>Sports ambassadors/leaders are trained in their role and are leading games at lunchtimes.</p> <p>Discussions with Carrie/pupils show that children are accessing a range of sports at lunchtimes</p> <p>Personal challenges have</p>	<p>Participate in competitions</p> <p>Analyse Autumn data – identify key year groups/pupils to track</p> <p>Blinks conducted of lunchtimes show that leaders are leading games and encouraging others to be active</p> <p>Resources checked and ordered as required</p> <p>Personal challenges are displayed on the APP</p>	<p>Participate in competitions</p> <p>Audit and Guidance tool completed and uploaded onto school website</p> <p>Monitoring of active travel shows that at least 60% of our pupils travel to school in an active way</p> <p>Monitoring of breakfast club shows that the number of children making healthy choices have improved by 25%</p> <p>Monitoring of lunches shows that an increased number of children make healthy choices.</p> <p>Sticker system used to track children making healthy choices with regard to food or being active.</p> <p>Winning class to receive additional PE lesson with Jess</p> <p>Remind staff to use assessment guidance when making judgements to ensure judgements are accurate.</p>	<p>Participate in competitions</p> <p>Analyse Spring data – focusing on key groups identified from Autumn term.</p> <p>Gather data for School Games mark</p> <p>Sports Day prep</p> <p>Personal challenges are displayed on the APP</p>	<p>Participate in competitions</p> <p>Personal challenges are displayed on the APP</p> <p>Monitoring of active travel shows that at least 70% of our pupils travel to school in an active way</p> <p>Monitoring of breakfast club shows that the number of children making healthy choices have improved by 50%</p> <p>Monitoring of lunches shows that an increased number of children make healthy choices.</p> <p>Sticker system used to track children making healthy choices with regard to food or being active.</p> <p>Winning class to receive additional PE lesson with Jess</p> <p>Sports Day completed</p> <p>Data entered for Sports Mark</p> <p>Monitoring of end of year data is reported in the SEF</p> <p>SEF completed which identifies strengths and next steps</p> <p>Sports premium – evaluated for impact</p>

	begun and are displayed on the APP. Monitor engagement with this through pupil discussion		Personal challenges are displayed on the APP		
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<b>Area 2.2 – Thrive</b>			
<b>Goals</b> <i>What do we want to accomplish?</i>	<b>Strategy</b> <i>How will we achieve it? Clear implementation plan</i>	<b>By when?</b>	<b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i>
Thrive practitioner in school. Children supported through the Thrive approach.	Learning mentor to complete Thrive practitioner training. High needs children identified and accessing support through the programme. Thrive practitioner to visit other schools to observe good practise.	<i>Autumn 1</i>  <i>Autumn 1</i>	Thrive practitioner in school  Needs of identified children being catered for.
Ensure that all staff understand the needs being signalled by children's behaviour and are able to use targeted strategies and activities to help them re-engage.	Thrive training for all staff. All children thrive screened. Needs of each class identified. Activities planned to address class needs. Staff needs audited, possible visits to other thrive schools to observe sessions. Re-screening to take place for identified children at appropriate intervals.	<i>Spring 1</i> <i>Spring 2</i>  <i>Ongoing</i>	Thrive approach used consistently through school.  Individual needs met.
All staff understand the correct language to use to support good choices for children.	Language review completed across school, new expectations in place for language used by staff. Monitoring of language use across school and impact.	<i>Spring 1</i>  <i>Ongoing</i>	Children supported to make the right choices. Language used by staff appropriate to the children's needs.
Work with partner agencies to ensure good practise is shared.	Children's centre staff invited to training. Links with children's centre to identify the impact of training on children worked on.	<i>Spring 1</i> <i>Ongoing</i>	Improved links with external agencies.
A safe space available in school for Thrive practise.	Possibilities through school discussed with SLT and Governors. Resources purchased for safe space. Safe space created	<i>Ongoing</i> <i>End of year</i>	Safe space available to support the needs of individual children.

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Thrive practitioner to engage in training.</p> <p>High needs children identified and sessions take place.</p>	<p>Thrive practitioner successfully gains qualification.</p> <p>High needs children identified and sessions take place.</p>	<p>Staff training completed – all staff have a better understanding of the Thrive approach.</p> <p>Links with children’s centre improved. Same approach used by all agencies.</p> <p>Expectations around language used with children established.</p>	<p>All children screened. Individual and class concerns highlighted.</p> <p>Monitoring shows Thrive sessions meet the needs of whole class and individuals.</p> <p>Monitoring shows that staff are using appropriate language with the children.</p> <p>Parents informed of the approach and the theory behind it.</p>	<p>Children re-screened when necessary.</p> <p>Monitoring shows some improvements in behaviour for key children.</p>	<p>Safe space established and used. Needs of children being met.</p> <p>Monitoring shows consistent use of positive language with the children.</p> <p>Thrive display in school to raise profile of the approach.</p>

Area 2.3 – Mental Health			
Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan</i>	By when?	Measures <i>What will we measure as an indicator of our ongoing process?</i>
<p>Mental Health and Wellbeing is a whole school approach driven primarily by Senior Leaders but also by all staff.</p> <p>Data is used to influence next steps and actions to ensure staff turnover and sickness is low.</p>	<p>Mental Health is respected by all staff and they see this as part of their job roles- regular Jigsaw sessions are in place. This is monitored by Senior Leaders.</p> <p>Policies reflect the importance of mental health in school both in staff policies and children’s policies. E.g. Mental Health and Wellbeing Policy, stress management, Anti-bullying, Grievance, Attendance management, safeguarding, Whistleblowing and Staff induction, SEND.</p> <p>Regular reports (HR &amp; Pastoral) are used by Leaders to inform next steps. Data taken from; Attendance &amp; Sickness, Well-being referrals, Turnover data, Behaviour, Disadvantaged, Exclusions, Parent Voice, Child Voice, SEND reports are evaluated and actions put in place every half term.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Termly</i></p>	<p>Mental Health high on staff and school agenda.</p> <p>Staff have a better understanding of mental health policies.</p> <p>Staff have increased responsibility for own mental health.</p> <p>SLT have increased understanding of staff mental health and how to support this.</p> <p>Understanding about mental health raised through better understanding by staff.</p> <p>Increased access to jigsaw activities (particularly meditation element)</p>
<p>School is a positive working environment where all staff feel safe and supported to do their best and share concerns that affect their mental health.</p> <p>They feel valued and understand how they are all part of one clear vision to use their skills and expertise to drive the school forward.</p> <p>Staff well-being is a priority (research shows that there can be an 8% fluctuation in data dependent on the wellbeing of staff).</p> <p>Staff wellbeing has an impact on the wellbeing of pupils, behaviour and attainment.</p>	<p>Staff well-being questionnaire is distributed, and results analysed, and next steps put in place.</p> <p>The staffroom is re-decorated, and a focus is made on the area being a ‘haven’ for staff to retreat to. Lunchtimes become a place to relax and enjoy social times with work colleagues but also a place to enjoy lunch to support well-being.</p> <p>Staff wellbeing board set up in the staffroom with a focus on support, social activities, resources and inspirational quotes and advice.</p> <p>Leaders regularly listen to employees to gain formal and in-formal feedback on stress-related issues. Used to inform next steps.</p> <p>A staff-wellbeing working group is set up to share ideas and move the school forward. A cross -section of all staff members are on the team.</p> <p>Workload expectations are made explicit and well managed and staff are aware of their roles and responsibilities. Staff handbooks in place</p>	<p><i>Autumn term</i></p> <p><i>Autumn term</i></p> <p><i>Autumn term</i></p> <p><i>Ongoing</i></p> <p><i>Group established Autumn 1 Half termly meetings</i></p>	<p>Staff wellbeing is a high priority and staff feel supported and valued.</p> <p>Positive language is heard around school.</p> <p>Improved behaviour and attainment.</p>

	<p>for assessment, monitoring etc.</p> <p>Staff self-care is encouraged. Links with local gyms, sharing good books, offers for treatments in local businesses are shared on the well-being board. 5 Ways to Wellbeing. Action for Happiness monthly calendars distributed.</p> <p>Senior leaders model the expectations to all staff to promote good mental health. E.g. Well-being bell at 4.30pm on a Friday.</p> <p>Positive language is modelled by all staff. Staff support each other and give praise when needed. Shout out board set up in the staffroom.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i> <i>Monthly</i> <i>calendars</i> <i>Ongoing</i></p>	
<p>A whole school approach is established where all stakeholders and professionals are valued and respected.</p> <p>Mental health and wellbeing are high profile and openly discussed. Children can talk about their feelings with confidence. They understand how they may feel in different situations and can begin to self-regulate and control them.</p> <p>Mental Health and wellbeing opportunities are embedded into the whole curriculum.</p> <p>Pupils are listened to and ideas shared. They shape the development of the school and ways to move it forward.</p> <p>Growth mindset approach is developed, and children understand different ways of learning.</p>	<p>Strategies that promote and develop mental health and wellbeing are embedded in the curriculum and is designed to meet the needs of the pupils specific to their social and emotional needs and developmental age. Regular whole class Jigsaw sessions are in place.</p> <p>Learnabilities are reviewed and revised and are embedded in the classroom and there is a focus on developing the whole child through a Growth Mindset approach.</p> <p>Talk about mental health is normalised, any stigma is challenged by creating a culture of empathy and openness through an ongoing forum of discussion and exploration. Mental Health is high profile across school. Pupils develop the confidence to talk about it and tackle any issues with the support of staff members and other pupils.</p> <p>Children who are expressing concerns are listened to. Whether it by the class teacher, learning mentor or TAs. All children have two 'trusted adults' who they can talk to.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Mental health and wellbeing are high profile and openly discussed. All stakeholders and professionals are valued and respected.</p> <p>Children can talk about their feelings. Children demonstrate a 'Growth Mindset' attitude.</p>
<p>Reduce staff sickness and cover costs.</p> <p>Staff morale is high and a culture of everyone working together is in place. Staff support each other and offer support and praise when needed.</p>	<p>A comprehensive staff health and wellbeing offering supports staff mental health. This is clearly advertised in the staffroom with all benefits easy to see and access.</p> <p>The school consistently works towards reducing the stressors that affect staff mental health. Research into reducing teacher workload is utilised and actions put in place.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Staff are clear about the support available. Staff are aware of their own stressors. Staff participate in self-care.</p>



<p>Clear structures are in place and all staff know where the support is when they need it.</p> <p>Wellbeing is high priority and staff take opportunities for self-care which in turn allows for more productivity</p>	<p>School has clear pathways to staff support which are understood by all colleagues.</p> <p>Access to coaching and counselling is available and encouraged where deemed helpful.</p> <p>Staff Self-reflection tools are used to determine their own stressors. E.g. Myers Briggs Temperament Analysis Tool.</p> <p>Staff are encouraged and supported to establish and participate in activities that foster good mental health and wellbeing, based on sound evidence of their impact. Gym memberships, offers for wellbeing, Mindfulness sessions, Book Clubs, Running Clubs etc.</p> <p>Successes are regularly acknowledged and celebrated. Success boards in the staffroom.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Autumn term</i> <i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	
<p>Well-equipped and trained staff that have the opportunities to develop their professional practice and expertise. They are aware of current research and factors that affect the mental health of children.</p> <p>Staff know where they can go to get further support and advice for the children in their care. They are given opportunities and tools to implement new strategies into their classrooms and curriculum.</p> <p>Staff are given the strategies to support their own emotional health and wellbeing.</p>	<p>The school has a proportion of staff trained in Mental Health First Aid for adults appropriate to the size of the staff cohort</p> <p>School Governor for mental health develops and understanding of needs and can support the school in good mental health.</p> <p>Staff CPD relating to pupil and staff mental health is aligned to clearly defined, expected outcomes which set out the mental health requirements for their role. Mindfulness sessions, introduction to THRIVE.</p> <p>Staff are able to develop their understanding and practice in adult mental health, wellbeing and self-care through effective CPD opportunities and act as role models for pupils. Thrive training, mindfulness for the classroom.</p> <p>Staff have access to information and have the opportunities to develop their practice in relation to new challenges posed by information technology and social media such as cyber bullying. E-Safety training etc.</p> <p>Research articles and interesting readings are placed on the Wellbeing board for all staff to share and access. A shared board for shared ideas</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i> <i>THRIVE training</i> <i>– January 19</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Well-equipped and trained staff can develop their professional practice and expertise.</p> <p>Children’s mental health is supported through improved adult understanding.</p>

	culture is developed.		
<p>Mental health and wellbeing is high profile and openly discussed. Teachers can talk confidently about the needs of children and understand the factors that affect this.</p> <p>Mental Health and wellbeing opportunities are embedded into the whole curriculum.</p> <p>Pupils are listened to and respected by all adults. They are supported and taught strategies for self-regulation.</p> <p>Growth mindset approach is developed, and children understand different ways of learning.</p> <p>Children who show difficulties with their own mental health are supported in a positive way, where they are respected and understood. Professionals and specialists are involved where needed.</p>	<p>Mental health and wellbeing are embedded in the curriculum with supporting activities including assemblies, focus days, lessons and other events where mental health, wellbeing, social and emotional skills, attitudes and values are explicitly taught by well trained and enthusiastic teachers using positive, experiential and interactive methods and resources. This learning is integrated into the mainstream processes of school life.</p> <p>Pupil wellbeing is developed through implicit methods of teaching and learning such as: resilience and self-awareness- Jigsaw, Thrive, Mindfulness embedded into the classroom environment.</p> <p>Relationships within the school are positive providing a nurturing, safe and supportive environment which creates a sense of belonging for pupils.</p> <p>Pupils understand and can express a range of emotions and are able to share their emotions and ask for help to support their emotional awareness- feelings boards for reflection.</p> <p>Displays and posters provides various information on evidence based mental health support and how to improve wellbeing such as self-help booklets, library books and other media resources. Brain displays, Learnabilities etc</p> <p>Effective early intervention support is provided and evaluated - Thrive assessments, Happiness Surveys.</p> <p>Physical activity and relaxation activities are on offer that improve wellbeing</p> <p>Achievements and successes of students are recognised and celebrated.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i> <i>Introduce feelings boards in spring</i> <i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i> <i>Spring term to look at mindfulness sessions on a Friday</i></p>	<p>Mental health and wellbeing is high profile and openly discussed.</p> <p>Pupils are listened to and respected by all adults. They are supported and taught strategies for self-regulation.</p>
<p>Links between parents and careers are established. Parents understand the priority of the school and how they can not only help their child but where to go for further</p>	<p>Parents have access to school mental health and wellbeing policies.</p> <p>The school is committed to continuously improving parental communication.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Improved links between home and school around mental health issues.</p> <p>Parents have improved understanding of how to support their children.</p>

<p>support and guidance. There are positive relationships between school, parents and professional agencies.</p>	<p>Parents have access to staff or mental health professional/s if they have concerns about their child's mental health.</p> <p>Any stigma shown by parents about mental health is handled sensitively yet firmly.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Pupil's mental health supported at home and at school.</p>
<p>Ensure school accesses all agencies that are available to support both staff and pupils. Professionals to support and offer the next level of training where needed.</p>	<p>Staff understand the clear referral procedures to access timely external services- clear structure in place to access through the inclusion team and SENDCO.</p> <p>Links with CAHMS is utilised.</p> <p>The school is up to date with new legislation and DfE guidance- shared with all staff members in safeguarding updates and training, staff bulletins in the staffroom.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Referrals are timelier and support children.</p> <p>Individual needs met.</p>

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Staff wellbeing questionnaire completed and findings analysed.</p> <p>Establish staff wellbeing group.</p> <p>Assemblies with a mental health/wellbeing theme have been delivered.</p> <p>Mental health statement on school website.</p> <p>Communication/email protocol in place.</p> <p>Meet with wellbeing group.</p> <p>Other actions this half term Action for Happiness calendars issued and staff encouraged to act upon these</p> <p>Mental health lead attended MAT cluster meeting to keep up to date with any developments</p>	<p>Mental health statement on school website.</p> <p>Communication/email protocol in place.</p> <p>Establish 'wellbeing hub' within the staffroom 'Wellbeing Hub' officially opened. Staff recognition board in staffroom.</p> <p>Research and register for participation in Children's Mental Health Week.</p> <p>Mental health and wellbeing policy written and shared.</p> <p>Identified children completed happiness survey.</p> <p>Staff attend Trust wellbeing day.</p> <p>Meet with wellbeing group</p> <p>Staff workshop – dealing with anxiety and stress.</p> <p>Upload evidence on PebblePad.</p>	<p>Whole school participation in Children's Mental Health Week.</p> <p>Meet with wellbeing group.</p> <p>Blink reviews of Jigsaw lessons – particular focus on use of calm me script.</p>	<p>Meet with wellbeing group</p> <p>Upload evidence on PebblePad.</p> <p><i>Further actions to be identified following sessions with coach for the award process.</i></p>	<p>Meet with wellbeing group</p> <p>Upload evidence on PebblePad.</p> <p><i>Further actions to be identified following sessions with coach for the award process.</i></p>	<p>Staff wellbeing questionnaire completed and findings compared with Autumn findings</p> <p>Meet with wellbeing group Discuss impact and benefit of having this group.</p>