

# DEVELOPING EXCELLENCE PLAN

2019-2020



**Crowle**  
Primary Academy

LEARNING AND GROWING TOGETHER

## Contents

### Excellence Plan Overview

- 1 Outcomes for Children and Learners and the Quality of Teaching, Learning and Assessment
  - 1.1 Standards action plan - Raising attainment in combined across the academy with a particular emphasis on raising attainment in KS1
  - 1.2 Standards action plan - Raising attainment and progress of vulnerable groups
- 2 Pupils' Personal Development, Behaviour and Welfare (healthy minds, healthy bodies)
  - 2.1 Healthy bodies – being active
  - 2.2 Health minds - Mental health
- 3 Development of the curriculum

1.1 Standards Action Plan – Raising attainment in combined across the academy with a particular emphasis on raising attainment in KS1	
<b>Objective</b>	To raise attainment and progress to above national in combined across the academy with a particular emphasis on KS1.
<b>Why?</b> <i>Define the problem we want to solve</i>	<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.</p> <p>In 2019 attainment at KS2 was above national and local authority for all areas of learning and combined. This is a three year improving picture with improvements of 29% in reading, 25% in maths, 9% in writing and 29% combined since 2017. Progress has improved in reading from –3.1 in 2017 to 0.4 in 2019, maths has increased from –2.3 to 1.4 and writing from 1.6 to 2.3. The academy is committed to continuing this so that all pupils meet and exceed their targets.</p> <p>Attainment in KS1 has declined over three years. 55% of KS1 pupils in Crowle Primary academy reached the expected standard in maths, 62% reached the expected standard in reading, 59% in writing and 45% in reading, writing and maths, compared nationally to 76%, 75%, 70% and 65% respectively. This is a key area of development for the academy.</p> <p>In EYFS 70% of children achieved a GLD (just below the national figure of 71.9%). The academy recognises that it needs to continue to build on this into KS1.</p> <p>In order to continue to improve the percentage of children achieving combined at the end of KS1 and KS2 the academy needs to ensure that this is a priority in all year groups.</p> <p>The percentage of children achieving greater depth at the end of KS2 has a 3 year improving trend (increased by 19% in reading, 18% in writing and 26% in maths). The percentage of children achieving GD in KS1 has dipped in everything with the exception of maths. This therefore remains a priority for the academy.</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>
<b>*The development of maths and english is a major driver in the academy - see subject specific DEPs for improvement goals in these areas.</b>			
EYFS At least 72% of pupils (national average) attain GLD. Ensure all children make expected or better than expected progress throughout FS1 and 2.	HT and EYFS understand data and trends. Action plans match data trends Action plans are monitored regularly by SLT and Governors for impact.  See EYFS DEP for specific actions	Autumn 2019 Autumn 2019 Ongoing	Monitoring shows high quality teaching and learning which meets all pupils needs.
KS1 Increase attainment in KS1 to at least in line with National.  Ensure all children make appropriate progress from their starting points.  End of KS2  69%+ of children achieve ARE in RWM.  All children make expected or better progress.  Whole school The percentage of children achieving ARE in combined is above 65% (national) in all year groups.  All children make expected or better progress.  The percentage of children achieving GD in combined is increasing in each year group and meets national at the end of KS1 and 2.	Review of individual targets using FFT. All targets to be aspirational.  Use of flight paths in whole school to closely monitor progress towards RWM.  Ensure parents and children have a good understanding of flight paths and use these to inform progress meetings with individual children.  Improve data literacy to better track combined in all year groups. Data meetings focus on individual children to ensure combined is achieved.  SLT to meet regularly with Y2 and Y6 teachers to monitor progress of children and identify children who need further support / provision.  Increase data meeting to half termly for years 1, 3,4 and 5  Children identified and appropriate interventions in place for achievement of combined RWM.  Provision mapping and interventions developed further and monitored.  Work with Maze education to develop the tracking system for attainment and progress.  Continue to embed the use of QLA after testing across the academy to identify gaps in learning and swiftly address these with high quality teaching.	Autumn 2019  Ongoing  Ongoing  Termly  Ongoing  Termly  Termly  Ongoing  Ongoing  Ongoing	Short-term Teachers have good knowledge of RWM data for each year group.  Provision maps are targetted to ensure children achieve combined.  Medium-term Combined data tracked each term shows increases in the number of children on track for combined at end of academic year.  Long-term Evidence of improved attainment and progress of pupils at the end of key stage assessments.

	<p>Review the testing procedures across the academy so that dialogic learning is embedded and each child has access to appropriate access arrangements.</p> <p>High expectations to be set, reviewed regularly and monitored across the academy.</p> <p>New staff to be trained in precision marking and teaching</p> <p>Review teacher workload and use workload reduction tool to allow more time for high quality teaching and learning (see mental health DEP for specific details).</p> <p>Engage in CPD networking and communications to allow for outstanding practice to be shared from Trust schools. Visit other Trust schools and partner peer school where good practice has been identified (particularly in KS1).</p> <p>Support for KS1 teachers from maths and english lead (see maths and english DEP).</p> <p>Robust monitoring of KS1 – blinks, data meetings and evidence reviews.</p> <p>Review of the KS1 curriculum, ensuring sufficient time to teach basic skills and ensure reading is of the highest priority within the curriculum.</p> <p>Robust monitoring of judgements within school, trust, collaborative and peer school.</p> <p>Monitoring of teaching to ensure it is moving towards outstanding.</p> <p>Improve parent understanding of the curriculum and expectations with workshops based around findings from QLA.</p> <p>Continue greater depth groups in Y6.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2019</p> <p>See mental health DEP for timescales.</p>	
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	Ensure greater depth opportunities are provided across the curriculum to ensure children are challenged.		
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Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FFT targets are aspirational for all children following review.</p> <p>HT/ DHT and Y6 team have up to date knowledge of the attainment and progress in Y2 and Y6 following frequent progress meetings.</p> <p>Additional data meetings for Y1, 3, 4 and 5 enables teachers to monitor progress and adapt teaching and learning in response.</p> <p>Monitoring of provision maps shows that interventions are well matched to needs.</p> <p>Y6 GD children are being challenged through established GD groups.</p> <p>New staff have a good understanding of precision and marking following training.</p>	<p>Maze tracking system used to identify children who are not on track for combined.</p> <p>Parents have a clear understanding of flightpaths and can support their children with gaps in learning.</p> <p>Data meetings show that a greater % of children in each year group are on track for ARE combined. Data meetings held and target children identified.</p> <p>Children identified for access arrangements in all year groups.</p> <p>Monitoring shows high expectation and good/ outstanding teaching.</p> <p>Review of the KS1 curriculum allows greater time for basic skills and greater focus on reading.</p> <p>Collaborative work supports accurate TA judgements.</p>	<p>Y2 and Y6 progress meetings show increasing numbers of children on track for ARE.</p> <p>Additional data meeting shows increasing numbers of children on track for ARE in Y1, 3, 4 and 5.</p> <p>Monitoring of provision maps shows that interventions are well matched to needs and responding to changing needs of year group.</p> <p>Parents have a better understanding of identified areas of the curriculum from QLA analysis through parent information events.</p> <p>Monitoring identifies GD opportunities/ evidence of GD learning.</p>	<p>Data meetings show that a greater % of children in each year group are on track for ARE combined.</p> <p>Data meetings for Y1, 3,4 and 5 show improvements for children identified.</p> <p>Flightpaths shared with parents.</p> <p>Identified children make good progress due to well matched access arrangements.</p> <p>Monitoring shows high expectation and good/ outstanding teaching.</p> <p>Collaborative work supports accurate TA judgements.</p>	<p>Y2 and Y6 progress meetings show increasing numbers of children on track for ARE.</p> <p>Additional data meetings show increasing numbers of children are on track for ARE in Y1, 3, 4 and 5.</p> <p>Monitoring of provision maps show that interventions are well matched to need and responding to changing need of year group.</p> <p>Monitoring identifies GD opportunities/ evidence of GD learning.</p>	<p>Data meetings show that a greater % of children in each year group are on track for ARE combined.</p> <p>Data meetings show that identified children have met or exceeded targets.</p> <p>Monitoring shows high expectation and good/ outstanding teaching.</p> <p>Percentage of children achieving GD across the academy improved.</p> <p>Collaborative work supports accurate TA judgements.</p>

**Impact measures**

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## 1.2 Standards Action Plan – Raising attainment and progress of vulnerable groups

<p><b>Objective</b></p>	<p>To narrow the attainment gap between disadvantaged/ non disadvantaged pupils and boys/ girls in English and Maths and subsequently combined, removing educational inequality and ensuring all pupils have the same opportunity to succeed.</p>
<p><b>Why?</b> <i>Define the problem we want to solve</i></p>	<p><b>EYFS</b> <b>Boys</b> There remains a gap between boys and girls for GLD Boys achieved less well than girls, GLD was 60% (-11% compared to all children and –21% when compared with the girls) <b>Disadvantaged</b> *there are 3 disadvantaged children in the cohort which makes accurate data analysis more challenging however; None achieved GLD. Two of the disadvantaged children were also SEND, one of these was a LAC with significant learning difficulties. These remain a focus group in EYFS. <b>KS1 ARE+ 2019</b> <b>Boys</b> There is a dip in the % of boys achieving ARE and GD over a three-year trend and the gaps have widened in all areas except for combined from 2018 to 2019. <b>Disadvantaged compared to all</b> *there are 9 disadvantaged children in the cohort which makes accurate data analysis more challenging however; There is a 3 year dip in the attainment of disadvantaged children in RWM, reading and maths but an increase in writing The gap between disadvantaged and all children has widened over three years by 14.9% in reading, 30% in writing, 12.5% in maths and 17.9% in RWM. <b>SEND</b> No KS1 SEND children achieved expected. <b>KS2 ARE+ 2019</b> <b>Boys</b> There is a 3 year increase in % RWM of 34% from 2017. The boy/ girl gap has significantly decreased from 2017 with gap of 44.5% 2017, 27.8% 2018 and 17% 2019. In writing the gap has decreased from 33.3% in 2017 to 3% in 2019. There has been an increase in the % of boys reaching ARE in writing over 3 years by 38%. In reading the gap has decreased from 66.1% in 2017 to 15% in 2019. There has been an increase in the % of boys reaching ARE in reading over 3 years by 39%. In maths the gap has decreased from 33.4% in 2017 to 4.1% in 2019. There has been an increase in the % of boys reaching ARE in writing over 3 years by 39%. <b>Disadvantaged compared to all</b> There has been a 3 year increase in % of children attaining ARE in RWM of 23% from 2017 The gaps have significantly decreased from 2017 with gap of 14.8% 2017, 25.4% 2018 and 8% 2019. Writing gap has closed from 11.1% in 2017 to 0% in 2019. Attainment for disadvantaged children has increased by 23% over 3 years. Reading gap has narrowed from 14.8% in 2017 to 4% in 2019. Attainment for disadvantaged children increased by 47% over 3 years. Maths gap has narrowed from 22.3% in 2017 to 11% in 2019. Attainment for disadvantaged children has increased by 34% over 3 years. <b>SEND</b> Attainment measures cannot be compared due to the very small cohorts of children However when looking at progress measures there is a three-year improving trend in all areas. Reading improved from –5.35 2017 to 0.36 2019 Writing improved from –2.90 2017 to –0.93 2019 Maths improved from –5.91 2017 to 0.18 2019  Although there are successes within the academy where the gaps are closing this remains a priority area due to the fact that gaps remain in some significant year groups.  The EEF teaching and learning toolkit rates metacognition and self-regulation as a high impact, low cost approach to improving the attainment of disadvantaged learners. This therefore continues to be a focus for the academy this academic year.</p>





	<p>Review the whole school curriculum with greater emphasis on vocabulary and retention of knowledge (see curriculum section of DEP for milestones and impact measures).</p> <p>Revisit CPD on collaborative learning approaches.</p> <p>Support to be provided for children and families to ensure attendance improves.</p>	<i>Termly</i>	
<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>EYFS EYFS DEP reflects analysis of data.</p> <p>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>Embed mastery approach to maths used to enhance the use of manipulatives, meeting the needs of boys (see maths action plan for milestones and impact measures).</p> <p>Ensure boy friendly texts are chosen by year groups to encourage boys to take greater enjoyment in reading (see English action plan for milestones and impact measures).</p> <p>Introduction of accelerated reader to further encourage boys and PP children to read for pleasure.</p> <p>Review whole school curriculum to ensure a broad and balanced coverage of all curriculum areas to further engage boys in learning (see curriculum section of DEP for milestones and impact).</p> <p>Focus on vocabulary across the academy (see curriculum section of DEP for milestones and impact measures).</p>	<i>Autumn</i>	<p>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>Data meetings show 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>*see SEND curriculum development plan for full details of strategy.</p> <p>Work in collaboration with Jill Walker (Trust SEND lead) to develop provision and early identification of SEND pupils.</p> <p>Establish role of new SEND lead, ensure appropriate support and training is in place.</p> <p>Continue to use thrive training and screening alongside boxall and ASET checklists to closely assess needs of individual children and help to improve the sense of belonging and engagement in learning.</p> <p>Participate in the Care2Learn project</p>		<p>Positive impact on teaching and learning and pupil outcomes (monitoring of NFER test results and progress each term)</p> <p>Monitoring shows SEND children's needs catered for.</p> <p>Data meetings show evidence of improved attainment and progress of SEND pupils.</p> <p>Bronze Care2Learn certificate achieved and SEND children achieving their targets.</p>
<p>Consolidate the use of TAs and interventions so that the needs of all vulnerable children are being met.</p>	<p>Continue to use the EEF toolkit to further develop best use of TAs.</p> <p>Embed the practise of pre and post teaching as the intervention strategy used across school.</p>	<p><i>Termly</i></p>	<p>Provision mapping shows childrens needs are being met.</p> <p>PP children are closing the gap.</p>
<p>Participate in the Care2Learn project that is being piloted by North Lincs</p>	<p>Ensure that all LAC children are in receipt of appropriate emotional and academic support. Provided LAC children with a Champion in school who can ensure that they are making accelerated progress.</p>	<p><i>Ongoing</i></p>	<p>LAC data shows accelerated progress with a focus on achieving SEND targets. Bronze award achieved for the Care2Learn project.</p> <p>Resources purchased that inspire the children.</p> <p>Children are participating in external activities that interest them.</p>

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Disadvantaged</b>					
<p>Use EEF family of schools database to support formulation of action plan/spending plan.</p> <p>Attendance review.</p>	<p>HT/PP lead work with Marc Rowland, use training to further develop action plan.</p> <p>Attendance review – identifies key children and plan strategies.</p>	<p>DDR by the trust – share findings with staff and governors. Use findings to further develop action plan.</p>	<p>Monitor attendance for Disadvantaged children and key children identified. Attendance improved due to strategies used.</p>	<p>Audit of EEF metacognition toolkit shows and improvement in staff understanding and practise across the academy.</p>	<p>Review actions from DDR – what progress has been made and impact.</p> <p>Monitor attendance for Disadvantaged children and key children identified. Attendance improved due to strategies used.</p>

<p>Meet with EWO and discuss strategies taken this year.</p> <p>Staff CPD develops understanding of EEF key areas of metacognition and self regulation.</p> <p>PP lead to have attended training on LAC children and research into how to provide best practice.</p>	<p>Meeting with disadvantaged governor identifies key areas for the academic year. Governor clear on spending plan.</p> <p>Data meetings show gaps are closing in all year groups.</p> <p>LAC children have a champion who meets with them regularly to ensure needs and aspiration are being met.</p>	<p>Staff CPD develops understanding of cognitive load theory.</p> <p>Staff CPD on collaborative learning approaches is completed.</p> <p>Training taken place on the Learn2Care project and follow up actions are being implemented.</p>	<p>Disadvantaged governor clear on actions taken so far and impact it is having.</p> <p>Data meetings show gaps are closing in all year groups.</p> <p>LAC children have good relationships with champions</p>	<p>Monitoring shows greater opportunities for collaborative learning approaches.</p>	<p>Disadvantaged governor clear end of year analysis of spending plan and impact on data.</p> <p>Data analysis shows that gaps have decreased in all year groups.</p> <p>Bronze award achieved for the Care2Learn project.</p>
Boys					
<p>EYFS Monitoring shows that EYFS DEP includes provision for boys using accurate data analysis.</p> <p>KS1 and KS2 Data completed to further establish the key group (Summer born boys/ PP boys/ SEND boys).</p> <p>Monitoring shows that transition from EYFS to KS1 meet the needs of boys, play based learning, access to outdoors and manipulatives in learning.</p>	<p>Data meetings show gaps are closing in all year groups.</p> <p>Purchase of resources to support boys e.g. Magazines.</p>	<p>Accelerated reader introduced.</p>	<p>Data meetings show gaps are closing in all year groups.</p>	<p>Monitoring shows that more boys are engaging in reading for pleasure (reading records and word count on accelerated reader).</p>	<p>Data analysis shows that gaps have decreased in all year groups.</p>
SEND (see SEND DEP for milestones and impact measures)					

	Data meetings show good progress for SEND children.		Data meetings show good progress for SEND children.		Data meetings show good progress for SEND children.
<b>Impact measures</b>					

<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.</p> <p>National Child Measurement Programme 2019 summary of results                  - The proportion of children in reception at CPA that are overweight or obese (data combined 2015-18) Obese – 14% and overweight 14%. Combined this is 25% which is similar compared to other schools across England. We are 3% higher than schools across the North Lincolnshire authority.                  -The proportion of children in Y6 at CPA that are overweight or obese (data combined 2015-18) Obese – 23% and overweight – 15%. Combined this is 38% which is similar to other schools in England. We are 2% higher than schools across the North Lincolnshire authority.                  -In any population of children of all ages, it would be expected that 10% would be overweight and a further 5% obese. However, both levels are higher at CPA and across England.</p> <p>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>	

Area 2.1 – Healthy 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><b>To ensure all children are active for at least 30 minutes per day.</b></p> <p>All children aware of the importance of a healthy body and are encouraged to keep themselves healthy and make healthy choices.</p> <p>Physical activity is embedded into the school day including active maths, active English and brain breaks.</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>Take part in the walk to school scheme.</p> <p>Encourage active playtimes and lunchtimes - audit resources and replenish as needed. Include sensory circuit activities (link with healthy minds)</p> <p>Further develop the whole school reward system for making healthy choices. Leaders will continue to look for active children at lunchtime and reward points for their class. The winning class from Ks1 and Ks2 win 5 additional minute breaktime on Friday.</p> <p>Monitor what children are eating at break time – particularly Ks2. Conduct baseline. Give healthy messages about food (APP, Assembly) and then repeat later in the year to track improvement.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Set up end of Autumn 1</i></p> <p><i>Baseline end of Autumn 1</i></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 remain at least 70%, it will increase above 70% through the walk to school scheme.</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>Improvement in the amount of children eating healthy snacks at breaktime. <i>Set improvement level after baseline data obtained.</i></p> <p>Discussions with pupils show that physical activity is embedded into their school day.</p>
<p><b>The profile of PE is raised across the school.</b></p> <p>Conduct a whole school WOW event including parents.</p> <p>Wellbeing time used to enhance healthy minds, healthy bodies ethos.</p>	<p>Investigate possibility of a whole school colour run. Invite the community to take part.</p> <p>Investigate how wellbeing time is being used. Discuss with pupils some potential ideas for wellbeing time that would encourage them to be physically active. Sports leaders to generate ideas and disseminate.</p>	<p><i>Autumn</i></p> <p><i>Autumn</i></p>	<p>100% of pupils participate in a WOW event.</p> <p>Discussions with pupils from each class show that wellbeing lessons are being used to deliver messages about healthy minds and healthy bodies.</p>

<p><b>Increased confidence, knowledge and skills of all staff in teaching PE and Sport</b></p> <p>CPD for foundation stage including ordering planning to support delivery of the curriculum.</p> <p>Staff to attend/receive quality training and implement ideas and strategies in their teaching.</p> <p>Provide Rule book to support the teaching of sports competitions</p>	<p>Staff CPD Audit to identify training needs.</p> <p>Purchase Primary Steps in PE planning for foundation stage.</p> <p>Staff to use the rule book to support the delivery of the competitive elements within their teaching.</p>	<p><i>Autumn term</i></p> <p><i>Throughout the year as needed</i></p>	<p>Blinks, questionnaires and discussions with staff show they are confident in delivering high quality PE lessons.</p> <p>Blinks, questionnaires and discussions with pupils show they are engaged in high quality lessons which are differentiated to meet the needs of all pupils.</p> <p>Assessment data shows that at least 70% in each year group achieve ARE+.</p>
<p><b>To ensure a broader experience of a range of sports</b></p> <p>Investigate opportunities to 'try something new'. (Archery, hill walking, golf)</p> <p>Increase lunchtime provision to at least 4 days per week to allow for additional opportunities to take place.</p>	<p>Research and book in coaches to deliver taster sessions working alongside staff members so can act as CPD too.</p> <p>Organise FITT 4 to run an additional lunchtime club to further encourage children to try something new and make active choices.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Analysis of club tracker shows lunchtime clubs are well attended.</p> <p>Feedback from pupils shows enjoyment in new and different opportunities.</p>
<p><b>To participate in sports competitions</b></p> <p>To ensure KS1 and KS2 to take part in a variety of sport competitions throughout the year.</p> <p>Ensure all children have opportunity to take part in intra-school competition</p>	<p>Staff are aware of competition calendar and build into planning where possible.</p> <p>Competition tracker in place to monitor which children have been selected for a competition.</p> <p>Intra school competition calendar in place to ensure all children experience competition at least 3 times during the school year.</p>	<p><i>Ongoing</i></p>	<p>Competition tracker shows that a large proportion of children have represented the academy in at least one sports event. Currently 100% for KS2 and 33% for KS1.</p> <p>All children will have participated in 3 intra school competitions.</p>
<p>Sainsbury's School Games Mark</p> <p>Continue to fulfil requirements of at least Gold Award aiming for platinum level.</p>	<p>PE lead to have good understanding of the criteria to meet gold award and research elements required for platinum level.</p> <p>PE lead to actively collect evidence for each criterion.</p>	<p><i>Ongoing data collection</i></p>	<p>At minimum, Gold status achieved.</p>
<p>To embed the revised curriculum and ensure it is knowledge rich. To have a 2-year cycle which encompasses all aspects</p>	<p>PE lead to devise a 2 -year cycle using the Primary Steps in PE planning as a guide for staff to follow.</p>	<p><i>Autumn 1</i></p>	<p>All staff follow the 2-year cycle plan. Each term, each phase will compete in an intra school competition as outlined in the plan.</p>



<p>of the PE curriculum with an additional focus on intra school competition. Within PE lesson, children will use the correct vocabulary.</p>	<p>PE lead to create focuses for intra school competition and provide rules for these to support with delivery.</p>	<p><i>Autumn 1</i></p>	<p>Monitoring – discussions with pupils – can they give key vocabulary from each area e.g. gymnastics – body tension, control, stillness. Games – attack, defence, space.</p> <p>The quality of PE lessons are at least good or better.</p>
<p>To further develop personal challenges including physical activity and making better food choices at break time.</p>	<p>PE lead to design personal challenges for each year group and create formats for these to be recorded.</p> <p>Data to be collected on a termly basis and analysed at the end of the year by PE lead.</p> <p>Monitor fitness levels and encourage children to do their best on the weekly run – consider a timed run e.g. 12 laps for Y5/6 - record length of time to complete. Repeat this half termly.</p>	<p><i>Autumn term</i></p> <p><i>Termly</i></p> <p><i>Autumn 2 and then ongoing</i></p>	<p>Data tracking shows improvements to fitness being made.</p> <p>Vast majority of children meeting their desired targets (set after baselines completed).</p> <p>Children are becoming fitter - e.g. tracking from weekly run shows children can complete the run in an increasingly quicker time.</p>
<p>To ensure assessments are accurate throughout school. To identify key groups of children and track attainment throughout the year. Ensure assessments are accurate.</p>	<p>Further embed the assessment system introduced last year. Ensure staff are confident with its use.</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. Currently, percentage of pupils for the whole school who are ARE+ is 86%. Target for 2019-20 is 90% ARE+ Currently 10% of the whole school achieve exceeding – target 2019-20 to increase this to at least 15%.</p>

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Participate in competitions</p> <p>Sports Ambassadors/Leaders aware of role and trained.</p> <p>CPD audit identifies staff training needs. Plans in place to address.</p> <p>Information from Humber Conference disseminated to Head/staff and used to develop further improvements/ plans.</p> <p>Sports Premium budget – spending plan reflects 5 key indicators for maximum impact</p> <p>Long term plan (2-year cycle) written and shared with inclusion of intra school competition. All staff are clear on expectations for the year.</p> <p>Personal challenge format created and shared with staff ready for September baseline.</p>	<p>Competition tracker used to identify different children so providing opportunities for all.</p> <p>Staff CPD planned for the year meets staff needs.</p> <p>Healthy Class Award: system in place to track children being active.</p> <p>Winning class each week receive additional 5 mins playtime on Friday. Profile raised</p> <p>Autumn assessments are accurate – all staff use the assessment guidance.</p> <p>Sports ambassadors/ leaders are trained in their role and are leading games at lunchtimes.</p> <p>Personal challenges: Autumn data collected and recorded on the tracker.</p> <p>Intra school competition has been completed for each phase. Every child has competed in at least</p>	<p>Participate in competitions. Tracker used to identify different children so providing opportunities for all.</p> <p>Autumn data analysed and key children identified for monitoring. Assessments show the % of children at ARE/ GD increasing</p> <p>Blinks conducted of lunchtimes show that leaders are leading games and encouraging others to be active. Reward system being used to reinforce healthy message.</p> <p>Resources checked and ordered as required to ensure that children access high quality PE lessons.</p> <p>Spending plan reviewed and further plans in place.</p>	<p>Participate in competition. Tracker used to identify different children so providing opportunities for all.</p> <p>Monitoring of active travel shows that at least 70% of our pupils continue to travel to school in an active way</p> <p>Spring assessments are accurate – all staff use the assessment guidance.</p> <p>Personal challenges: Spring data collected and recorded on the tracker. Monitoring shows an increase in uptake.</p> <p>Sports day preparations made.</p> <p>Sports ambassadors/ leaders second training session - confident in their role and are leading games at lunchtimes. Monitoring shows more children involved.</p> <p>Intra school competition has been completed for</p>	<p>Participate in competitions. Tracker used to identify different children so providing opportunities for all.</p> <p>Spring data analysed and findings shared with staff and Head. Assessments show the % of children at ARE/ GD increasing</p> <p>Evidence for school games mark has been gathered</p> <p>Spending plan reviewed.</p> <p>Sports Day completed</p>	<p>Participate in competitions. Different children targeted providing opportunities for all. Competition tracker shows the vast majority of children have competed in at least one inter-school sports event this year.</p> <p>Personal challenges: Summer data collected and recorded on the tracker. Analysis completed. Monitoring shows an increase in uptake.</p> <p>Spending plan - Audit and Guidance tool completed and on the school website showcasing the impact of the sports premium money.</p> <p>Monitoring of active travel shows that at least 70% of our pupils continue to travel to school in an active way</p> <p>Intra school competition has been completed for each phase – all children have competed in at least three competitions this year</p> <p>Data entered for Sports Mark</p> <p>Monitoring of end of year data is reported in the SEF. SEF completed which identifies strengths and next steps</p> <p>Sports premium – evaluated for impact and next steps identified.</p>

<p>All staff clear on expectations for the year.</p> <p>Broaden experiences – research on opportunities for something new. (Hill walking, archery, colour run etc) are used to add to annual plan.</p>	<p>one competition this term.</p>		<p>each phase. All children have competed in at least 2 competitions this year.</p>		
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<b>Impact measures</b>					

Area 2.2 – Healthy minds - 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>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>Clear structures are in place and all staff know where the support is when they need it.</p>	<p>Workload expectations are made explicit and well managed and staff are aware of their roles and responsibilities. Staff handbooks in place for assessment, monitoring etc.</p> <p>Research completed using the reducing teacher workload toolkit. Toolkit used to conduct staff survey on reducing workload and action any points that are raised.</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.</p> <p>Self-care drop-in session for MH lead to pass on information and strategies from own self-care sessions.</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>School has clear pathways to staff support which are understood by all colleagues.</p> <p>5 minutes suggestions during staff meetings planned to raise the profile of staff wellbeing and self care.</p>	<p><i>Ongoing</i></p>	<p>Increased percentage of staff accessing self-care opportunities.</p> <p>Monitoring shows that staff wellbeing is a priority and their responsibility with this.</p> <p>Monitoring shows research on workload reduction has had a positive impact on how staff perceive their workload.</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 self-regulate and control them.</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 pupil's specific to their social and emotional needs and developmental age. Regular whole class Jigsaw sessions are in place. Weekly wellbeing sessions take place which include a wide range of activities to support good mental health.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	<p>Monitoring shows that wellbeing time is used effectively.</p> <p>Pupil interviews show that children understand how to keep themselves mentally well.</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.	Learnability's 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.  Effective early intervention support is provided and evaluated.  Achievements and successes of students are recognised and celebrated.		Monitoring during pitch assemblies shows that children talk positively about their learning, their wellbeing and metacognitive approaches to their learning (Mental wellbeing pitch planned).
Mental Health and wellbeing opportunities are embedded into the whole curriculum.	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.  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.  Kapow School wellbeing lessons are incorporated into PSHE curriculum.	<i>Ongoing</i>	Monitoring shows that wellbeing lessons are being delivered.  Pupil interviews show that children understand how to keep themselves mentally well.  Monitoring during pitch assemblies shows that children talk positively about their learning, their wellbeing and metacognitive approaches to their learning (Mental wellbeing pitch planned).

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication protocol in staff handbook has a positive impact on staff wellbeing.  Self-care promoted on staff wellbeing board, greater amount of staff discussing self-care.  Mental health check in boards are being used in	Blink reviews of Jigsaw lessons complete. Calm Me script being followed. Monitoring shows good or better teaching and learning  Overview of PSHE curriculum includes Kapow School wellbeing lessons.	Whole school take part in Children's Mental Health Awareness Week – 3 <sup>rd</sup> to 9 <sup>th</sup> February 2020. Monitoring of the event shows that it raises awareness.  Research into how to best use and implement suggestions from DfE Reducing Teacher Workload toolkit	Implement action from workload toolkit – specific action to be added following research.	Trust mental health celebration.  Mental health award achieved and celebrated with whole school event.	Review of mental health strategies from the year shows positive impact on staff and children.  Plans in place for continuing the journey and raising awareness for parents further.

<p>all classes. Children are therefore more able to talk about their feelings.</p> <p>Research into facilitating wellbeing afternoons for staff completed and findings presented to HT.</p> <p>MH lead to attend Trust cluster meeting.</p> <p>Information from trust meetings used to inform future actions.</p> <p>Healthy Families week activities organised.</p>	<p>School takes part in Trust 'Healthy Families' week (11<sup>th</sup> - 22<sup>nd</sup> November)</p> <p>This helps raise awareness in the wider community.</p> <p>Self-care session raise staff awareness of the importance of self care.</p> <p>CPA Teaching and Learning handbook completed and issued to staff. Expectations are made explicit to everyone.</p>	<p>completed. Findings and suggestions presented to SLT.</p>			
Impact measures					

### Area 3 – Development of the curriculum

<b>Objective</b>	To ensure that we are delivering a high quality, broad and balanced curriculum which will equip children with the cultural capital to be successful citizens of the future.
<b>Why?</b> <i>Define the problem we want to solve</i>	<p>Mary Myatt in her book ‘The curriculum: Gallimaufry to coherence’ states -‘a proper curriculum, grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement for every child.’</p> <p>Biesta (2009) argues that a lack of attention to the aims and ends of education has led to a reliance on a ‘common sense’ view of education. A focus on academic achievement in a small number of curriculum domains or subjects is one example of the common sense approach. In schools, there is evidence of curriculum narrowing.</p> <p>The dfe national curriculum document 2013 states - ‘The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.’</p> <p>The curriculum in Crowle Primary Academy as reviewed when the present head teacher took post in September 2016. The reading curriculum as reviewed in 2017-18 and a new mathematics curriculum introduced in 2018-19.</p> <p>With the exception of maths that whole school curriculum is based on a two-year rolling programme. As this has now been given the opportunity to run through two complete cycles it is believed that this is the optimum time for a whole curriculum review where practise can be reviewed using recent research and good practise established can be built on.</p>
<b>Overall Impact Measure</b>  (To be completed at the end of the plan)	

Area 3 – Development of the curriculum			
<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>
Staff have a clear understanding of the research around the recent curriculum developments and cognitive load theory.	Share OFSTED research with staff, discuss the implications this has for the academy and subsequent actions to be taken. Whole staff training on cognitive load theory to be delivered.	September 2019  January 2020	Subject and curriculum goals are research based. Blinks show research and training into cognitive load theory is impacting positively on teaching and learning.



Involve stakeholders in the whole curriculum review.	Governors asked for views about curriculum. Pupil voice completed. Parent questionnaire completed.	Autumn 2019	Findings gathered from stakeholders used to inform curriculum review.
Establish a role within the academy to oversee the whole school curriculum and ensure cohesion.	Curriculum lead to work with subject leaders on DEP priorities. Support for curriculum lead from SLT. Curriculum lead to monitor work of subject leader. Curriculum lead to have an overview of whole school curriculum and monitor coverage	Ongoing	Discussions in phase/ staff meetings show subject leads are supported. Monitoring shows that subject leads know their subject and their monitoring has an impact and is developing their subject area. Monitoring shows that the curriculum is fully covered by the end of the academic year and beyond.
Subject leaders are adequately trained and have a good knowledge of their subject so that they can provide support for others.	Source training opportunities. Leaders of each subject area attend relevant training. Support to be provided by curriculum lead (TP).	Ongoing	Blinks and book monitoring shows good subject knowledge across the curriculum by all staff.
To ensure that the academy is delivering a broad and balanced curriculum in line with recommendations for curriculum timings and key priorities for the academy.	Research recommended curriculum timings Agree with staff timings for curriculum areas and review throughout year as priorities arise.	Ongoing	All curriculum areas are covered sufficiently – shown through book scrutiny and weekly timetables. Progress good or better in all curriculum subjects – measured through use of new assessment system.
There is a consistent approach to teaching and learning in the curriculum.	Agree as a staff how each subject will be delivered. Create a document which informs school staff, parents and visitors what the academy approach to teaching and learning in the curriculum is.	Completed by Autumn 2019 Reviewed Summer 2020 to update/ amend.	Monitoring shows that there a consistent approach to teaching and learning in the curriculum across the academy.
Improve children’s knowledge in all curriculum areas.	Using knowledge organisers; Research knowledge organisers. Agree as a staff the approach to their use. Create for agreed subjects. Share with parents and children.  Using low stakes quizzing; Research effective ways to approach this. Agree as a staff the approach to their use. Create for agreed subjects.	Ongoing	Results in low stakes quizzes/ exit slips/ other evidence (in books) and in year progress shows that knowledge has been enhanced in curriculum areas.

A robust assessment system is in place for all subject areas which is fit for purpose and does not add unnecessary workload.	Work with subject leaders to develop an academy assessment system for foundation subjects.	ongoing	Discussions show that system is useful and does not add unnecessarily to workload. Data meetings show that teachers can identify key children and what the gaps in learning are. Progress in curriculum areas is good or better.
Knowledge and skills are progressive.	Revise the knowledge and skills progression in each subject area. Produce documents to support staff in ensure teaching is progressive. Knowledge organisers are progressive. Work with secondary colleagues to ensure our curriculum provides the children with skills and knowledge to become 'secondary ready'.	Ongoing	Moderation meetings show that knowledge and skills are progressive throughout the academy. Long term – children know and understand more by the time they leave primary.
Children know and understand an increased range of subject specific vocabulary.	Staff training on the importance of vocabulary. Research completed on vocabulary. Agree as a staff the approach to teaching vocabulary taken at CPA.	Ongoing	Books, pupil interviews, end of topic quizzes and pitch assemblies show that children know and understand an increasing range of subject specific vocabulary.

Milestone indicators					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staff CPD to be delivered using OFSTED/ Mary Myatt research	CPD delivered on target curriculum areas	Staff CPD on cognitive load theory	Time given for individual reading and research around curriculum/ subject areas.	CPD delivered on target curriculum areas	
Pupil voice questionnaires completed and analysed. Governors and parents asked for views on the curriculum.	Results from all stakeholder reviews to be included in curriculum design.				
New curriculum lead role established. Subject leads supported to write subject DEPs.		Curriculum lead to monitor impact statements and work completed.	Curriculum lead and HT to review curriculum SEFs and research effective approaches.	Curriculum lead to monitor impact statements and work completed.	Curriculum lead to monitor completed DEP impact statements and discuss priorities for next year. New curriculum SEF shared with subject leaders.

Research curriculum timings Agree with staff timings for each curriculum area. Develop weekly timetables.	Approach to teaching and learning document completed and shared with staff	Document shared with governors and parents.			Review curriculum timings and adapt for new academic year where necessary.  Review document.
Knowledge organisers in place for Science and Geography. In books and shared with parents.	KO in place for History, art and DT.  Research into low stakes quizzes in place completed. Agreements as to the approach taken across subjects.		KO in place for next History and Geography units of work. Monitoring of use of low stakes quizzing.		Review and adapt use of KO.  Review the approach to low stakes quizzing.
Review of current assessment systems and discussion around new approach.	New approach to subject assessment system agreed, trialed and reviewed.		New assessment system used and reviewed.		New assessment system reviewed and amended as necessary
Review Science, History and Geography skills and knowledge and map out coverage throughout school.	Art and DT skills and knowledge and map out coverage throughout school.  Links established for science, history and geography with Axholme Academy		Curriculum map developed for 'other subjects' developed and shared with staff.  Meetings held with Axholme academy	Link lessons to be carried out by Axholme academy staff (after GCSE/ SAT testing completed).	Curriculum maps reviewed and amended if required. Cycle A maps created.  Link lessons to be carried out by Axholme academy staff (after GCSE/ SAT testing completed).
	Research into vocabulary and approaches to effective teaching of vocab.		Monitoring of vocabulary teaching completed.	Peer to peer focus on vocabulary teaching	Monitoring of impact of vocab teaching.
CPD for subject leaders to be researched and booked when available					
Impact measures					