

## Background priorities:


<p>01 02 04 05 EY1 TLA&amp;O 1, 2 &amp; 4 B1 and 2</p>	<p><b>Early Years</b></p> <ol style="list-style-type: none"> <li>1. Good quality planning includes adult interaction and intervention</li> <li>2. RWInc delivery focusses on expectations and fidelity to the programme</li> <li>3. RWInc throughout the day supports accelerate progress</li> <li>4. Maths learning uses good quality visualisations and mathematics equipment</li> <li>5. There is a strong focus on vocabulary expansion and speaking and listening</li> <li>6. There is a high priority placed on reading – both to the children and by the children</li> </ol>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Children access purposeful learning activities independently which support and challenge their attainment and progress</li> <li>• Children learn and recall all set 1 sounds and blend CVC words by Spring 1</li> <li>• Children are able to describe and explain their learning across the curriculum</li> <li>• Activities in the outside area promote children’s learning using ‘different’ approaches and resources</li> </ul>
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<p>01 02 03 04 05 EY1 TLA&amp;O 2 and 4</p>	<p><b>Effective use of teaching assistants</b></p> <ol style="list-style-type: none"> <li>1. Questioning training for teaching assistants</li> <li>2. Effective small step modelling guidance given to TAs</li> <li>3. Effective guidance given on planning for TAs</li> <li>4. TA appraisal focusses on quality interventions and pupils progress</li> <li>5. Timetabling ensures all pupils receive the support they need with their learning</li> </ol>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• TAs provide support and challenge for children of all abilities</li> <li>• TAs focus on learning and next steps for children through their use of modelling and effective questioning</li> <li>• TA time is organised and planned for effectively to ensure maximum impact on learning and progress</li> </ul>
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<p>01 02 04 05 TLA&amp;O 1 and 4</p>	<p><b>Curriculum and planning for English</b></p> <ol style="list-style-type: none"> <li>1. Planning for handwriting, spelling, grammar and punctuation becomes fully embedded with structures in place across KS1/2</li> <li>2. New academy planning procedures for English from Y3 to Y6 (Y2 from term 2) enable pupils to make demonstrable progress</li> <li>3. Structure of pre-write, end of unit write and progress test write established</li> <li>4. Drama for writing is used within all English units and across the curriculum</li> </ol>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Handwriting and presentation in books (letter formation) demonstrates consistently high expectations and progress from R to Y6</li> <li>• Spelling is taught systematically across KS1/2 using RWInc strategies</li> <li>• Class reading shows skills taught from all content domains</li> <li>• Grammar and punctuation is systematic and pupil writing demonstrates progress made</li> <li>• Planning for English units Y3 to Y6 (Y2 from term 2) follow academy procedures and provide good quality English lessons</li> </ul>
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<p>01 04 L&amp;M 2 TLA&amp;O 3 and 4 B 1 and 2</p>	<p><b>Development of leaders</b></p> <ol style="list-style-type: none"> <li>1. Roles and responsibilities to be agreed and placed into an accountability framework as new leaders join the leadership team</li> <li>2. Leaders show accountability for the progress of vulnerable pupils/cohorts in line with accountability framework</li> <li>3. Senior leaders carry out appraisal training and take the lead for appraisal of teachers within their team (Pupil progress linked to use of Symphony system)</li> <li>4. All leaders take responsibility for aspects of academy improvement and are held to account for their impact</li> <li>5. Procedures for leaders to report back their impact on developments to senior team are formalised and precise</li> <li>6. Schedule of meetings to include regular feedback of information to the senior team from middle leaders and curriculum leaders</li> <li>7. All curriculum leaders formulate and drive own improvement plan and create impact statements</li> </ol>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Accountability framework in place for all leaders across the academy</li> <li>Leadership team monitoring schedule in place</li> <li>Senior leaders carry out robust appraisals, ensuring the continued development of their appraisees and holding them to account for their responsibilities and actions</li> <li>Leaders set high expectations of pupils and staff, they lead by example and demonstrate the Academy Values and British Values</li> <li>Leaders build effective and positive relationships with all staff to ensure progress is maximised</li> <li>Leaders demonstrate their impact when feeding back to the senior team</li> <li>Curriculum leaders drive their improvement plans and demonstrate their impact</li> </ul>
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<p>01 03 04 L&amp;M 3</p>	<p><b>Attendance, Punctuality and communication</b></p> <ol style="list-style-type: none"> <li>1. PA group from 2016/17 monitored closely throughout the academic year, concerns raised immediately with parents/carers and actions put in place to redress</li> <li>2. Pupils at risk of PA monitored closely and placed on short term reviews alongside parents/carers</li> <li>3. Information home to parents about attendance at the beginning of the year to ensure they are aware of expectations</li> <li>4. Raised focus on punctuality, procedures to be put in place similar to the successful attendance monitoring systems</li> <li>5. More precise details of attendance patterns to be shared with class teachers for children causing concern for attendance or punctuality</li> <li>6. Attendance and punctuality monitored to show differences in vulnerable groups</li> <li>7. Attendance officer to report regularly to the senior team</li> <li>8. Rewards for good and improved attendance reviewed throughout the year to ensure they remain a motivator for the pupils</li> <li>9. Access to information is clear and transparent for parents, including website and other means</li> </ol>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Robust procedures in place for the monitoring of pupils at risk of PA, where concerns arise action is taken immediately</li> <li>Information for parents is clear and precise, attendance leaflet, newsletter and website all give the same message</li> <li>Robust procedures in place for the monitoring of pupils who are regularly late, where concerns arise action is taken immediately</li> <li>Class teachers demonstrate their accountability for the good attendance of their class, they liaise with pupils and parents and ensure children understand the importance of good attendance</li> <li>Senior team are aware of attendance trends over time and current concerns, enabling them to take quick and effective action</li> <li>Pupils are motivated by rewards for attendance</li> <li>Tracking of key families (PPG and PA) demonstrate the successful actions that have been in place to support them</li> <li>Parents and other stakeholders can access all statutory information on the school website</li> </ul>
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01 02 03 04 05  L&M3 T.L.A&O 1, 2, 3 & 4 EY1	<b>Pupil Premium</b> 1. The tracking of PP pupils ensures they are enabled to make their targeted progress, raising their attainment and diminishing the difference to national through: <ul style="list-style-type: none"> <li>• Effective tracking and record keeping</li> <li>• Timely, effective and measurable intervention</li> <li>• Timely and effective information sharing</li> <li>• Good quality HLTAs support</li> <li>• Effective use of all available data to target specific support and intervention</li> <li>• Accurate knowledge of PP pupils and their needs and next steps</li> <li>• Continuous liaison with parents/carers</li> </ul>	<b>Success Criteria</b>  PP pupils make progress in line with their peers and their individual targets  Colleagues held to account for their responsibilities Monitoring of HLTAs Monitoring of records Data Effective liaison Good knowledge of PP pupils
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01 02 03 04 05  L&M3 T.L.A&O 1, 2, 3 & 4 B1 & 2 EY1	<b>SEND Provision</b> 1. To ensure quality first teaching and intervention leads to pupils on the SEND register making academy expected progress in line with their peers through: <ul style="list-style-type: none"> <li>• Effective tracking and record keeping</li> <li>• Quality intervention mapping</li> <li>• Timely and measurable interventions</li> <li>• Effective use of all available data to target specific support and intervention</li> <li>• Accurate knowledge of SEND pupils and their needs and next steps</li> <li>• Continuous liaising with parents/carers and outside agencies</li> <li>• Evidence gathering for outside agencies is effective and precise</li> </ul>	<b>Success Criteria</b>  Pupils on the SEND register make progress in line with their academy targets  Colleagues held to account for their responsibilities Monitoring of 1 to 1 TAs Quality first teaching is appropriate for pupils on SEND register Monitoring of records Data Effective liaison internally and externally Good knowledge of pupils on SEND register PIPs and PSPs system effective in supporting pupils with additional needs Accurate chronologies
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