

LANDKEY COMMUNITY PRIMARY ACADEMY DEVELOPMENT PLAN



September 2018 – September 2019

SCHOOL DEVELOPMENT PLAN 2018-2019

The School Development Plan (SDP) builds directly from the findings of school self-evaluation. The plan addresses the findings in the SEF, these relate to the main elements that influence overall effectiveness:

1. Outcomes for Children
2. Quality of Teaching, Learning and Assessment
3. Effectiveness of Leadership and Management
4. Personal Development, Behaviour and Welfare achievements
5. Effectiveness of Early Years Provision

Key Priorities 2018-19

1	A	All groups of pupils make at least expected progress, with particular focus on children converting from EYFS expected to KSI EXS; EYFS exceeding to KSI GDS; KSI Level 2a and Level 3 to KS2 GDS; KSI Level 2c to KS2 EXS
1	B	The gap between children receiving the Pupil Premium Grant (PPG) and all other children continues to close and the current level of good achievement is maintained.
1	B	The gap between boys and girls in all subjects and all year groups begins to close.
1	C	Support the transition from Year 1 to Year 2 by agreeing the school end of year expectations for Year 1 children, in addition to those expected from the National Curriculum
2	C	Teaching and Learning supported by sound assessment ensures that children make at least good progress in all areas, but in particular, writing, so ensuring that the gap continues to close between reading, maths and writing. In specific year groups, the gap also needs to close between maths for PP children and other subjects and SEN children in writing and other subjects.
2	B	Sustaining boys' attainment in writing so that progress is good from prior attainment starting points.
2	A	Teaching and Learning continues to challenge children, ensuring that opportunities to apply learning in greater depth are given – this applies particularly to ensuring boys who achieve exceeding at the end of the EYFS, are well on track to sustain high attainment by the end of Y1 and Y2.
2	C	Early identification of middle attaining pupils in each year group ensures that teaching is sharply focussed towards their potential for achieving greater depth.
3	A/C	All subject leaders continue to demonstrate an ambitious vision for the school and high expectations for what every child, teacher and assistant can achieve, and set high standards for quality and performance
3	F	Leaders at all levels continue to focus sharply, relentlessly and quickly on improving teaching and the curriculum to ensure that all pupils achieve as well as they can, whilst ensuring that adequate coverage and relevant weighting of all curriculum areas is given.
3	D	The transition throughout the first year of academy conversion and establishment of the Tarka Learning Partnership MAT continues to impact positively on the school, the community and the children, through effective leadership and management at all levels, including the Governing Body.
4	G	Children develop a good understanding of the rich, diverse communities and people beyond the North Devon local area.
5	E	Explore the possibility of establishing a Nursery Provision as part of the EYFS, in order to ensure that the outstanding foundation stage is offered to children of a younger age group in the local area, so impacting on and improving the standards achieved and the lower than average starting baseline currently in Reception.

Key Priorities for the Development Plan

The areas for improvement identified are:

Key Issue A: All groups of pupils make at least expected progress

1. To ensure children convert from EYFS expected and exceeding to the expected level and greater depth respectively by the end of KSI, so making expected progress.
2. To ensure that children who achieved Level 2c in KSI SATs convert to the expected level by the end of KS2, so making expected progress.
3. To ensure that children who achieved Level 3 in KSI SATs convert to greater depth by the end of KS2, so making expected progress.
4. To ensure that children who achieved Level 2a in KSI SATs convert to greater depth by the end of KS2, so making at least expected, if not better progress.
5. To increase the number of children at KS2 attaining the expected standard in the combined subjects of reading, writing and maths to above 75%.

- At KS2, ensure that all groups of children make better progress in reading, aiming for +3.0; in writing, aiming for +3.5 and in maths, aiming for +3.0 for all children and +2.5 for PP children.

Key Issue B: The gaps between all groups of children continue to close

- To ensure that the gap between attainment and / or progress of pupils eligible for pupil premium funding and other children is in line or better than that Nationally.
- To ensure that the gap between the attainment and progress of PPG pupils and all other children within our school continues to close, building upon the positive practice from 2016-17 and 2017-18 and the improvements made, with a particular focus on maths.
- To ensure that the attainment and progress of boy and girls is similar across all Key Stages and all subjects.

Key Issue C: Teaching and Learning supported by sound assessment ensures that children make at least good progress in all areas, but in particular, writing, so ensuring that the gap closes between reading, maths and writing. In specific year groups, the gap also needs to close between maths for PP children and other subjects and SEN children in writing and other subjects.

- Ensure teaching is no less than good in all subjects, in particular writing and in some year groups, maths, and that expectations are sufficiently high.
- Ensure teaching gives enough time to cross curricular writing in addition to writing in English for pupils to make adequate progress.
- Provide opportunities for pupils to engage in creative writing and so build enthusiasm for and the profile of writing within the school.
- To sustain boy's attainment in writing, so that progress is good from prior attainment starting points.
- To agree the school expectations for the end of Year 1 in addition to the National Curriculum, in order that transition to Year 2 and the higher expectations is supported.
- To embed spelling strategies throughout the school in order to ensure that the percentage of children at ARE+ in all Year groups and the KS2 SPAG test is above 85%.
- To ensure that at least 85% of children reach ARE or above in writing, so maintaining the positive KS2 results from 2018. Ensure that similar standards are reached in ALL year groups.
- To revisit the use of Read,Write Inc, in KS1, to further improve standards in English, in particular, adapting the approach as required to provide further opportunities for writing in depth and at length (in line with 85% at ARE+)
- To ensure that a minimum of 85% of children in the EYFS continue to reach a good level of development in all areas.
- To ensure that boys achieving exceeding at the end of the EYFS are well on track to sustain high attainment by the end of Year 1 and Year 2.
- To identify the middle attaining pupils in maths in each year group who have the potential to reach greater depth and focus teaching accordingly.
- To continue to build on the good work to improve attainment at greater depth.
- To maintain the high attainment and very strong progress in reading across the school.
- Develop further the balance between pupil and teacher voice in learning, allowing children, when appropriate to take the lead.

Key Issue D: The transition throughout the first year of academy conversion and establishment of the Tarka Learning Partnership MAT continues to impact positively on the school, the community and the children, through effective leadership and management at all levels, including the Governing Body.

- To ensure that leadership capacity is sufficient to manage the transition throughout the first year of conversion to academy status.
- To ensure that the learning and well-being of the children does not suffer during the transition and that quality of education is maintained.
- To lead the community and school stakeholders during the transition period, in order that changes are viewed positively and are actively supported.
- To ensure continuity and quality of Governance throughout a significant period of change and reconstitution.
- To ensure that the staff and children begin to benefit from the impact of collaborative learning and working, so impacting on standards achieved.
- To develop a research hub of best practice across the partnership schools.

Key Issue E: Explore the possibility of establishing a Nursery Provision as part of the EYFS

- To develop plans to establish a Nursery Provision as part of Landkey Primary Academy's EYFS

Key Issue F: Leaders at all levels continue to focus sharply, relentlessly and quickly on improving teaching and the curriculum to ensure that all pupils achieve as well as they can, whilst ensuring that adequate coverage and relevant weighting of all curriculum areas is given. To refocus on a broad and balanced Creative curriculum encompassing key experiences, learning skills, life skills and qualities

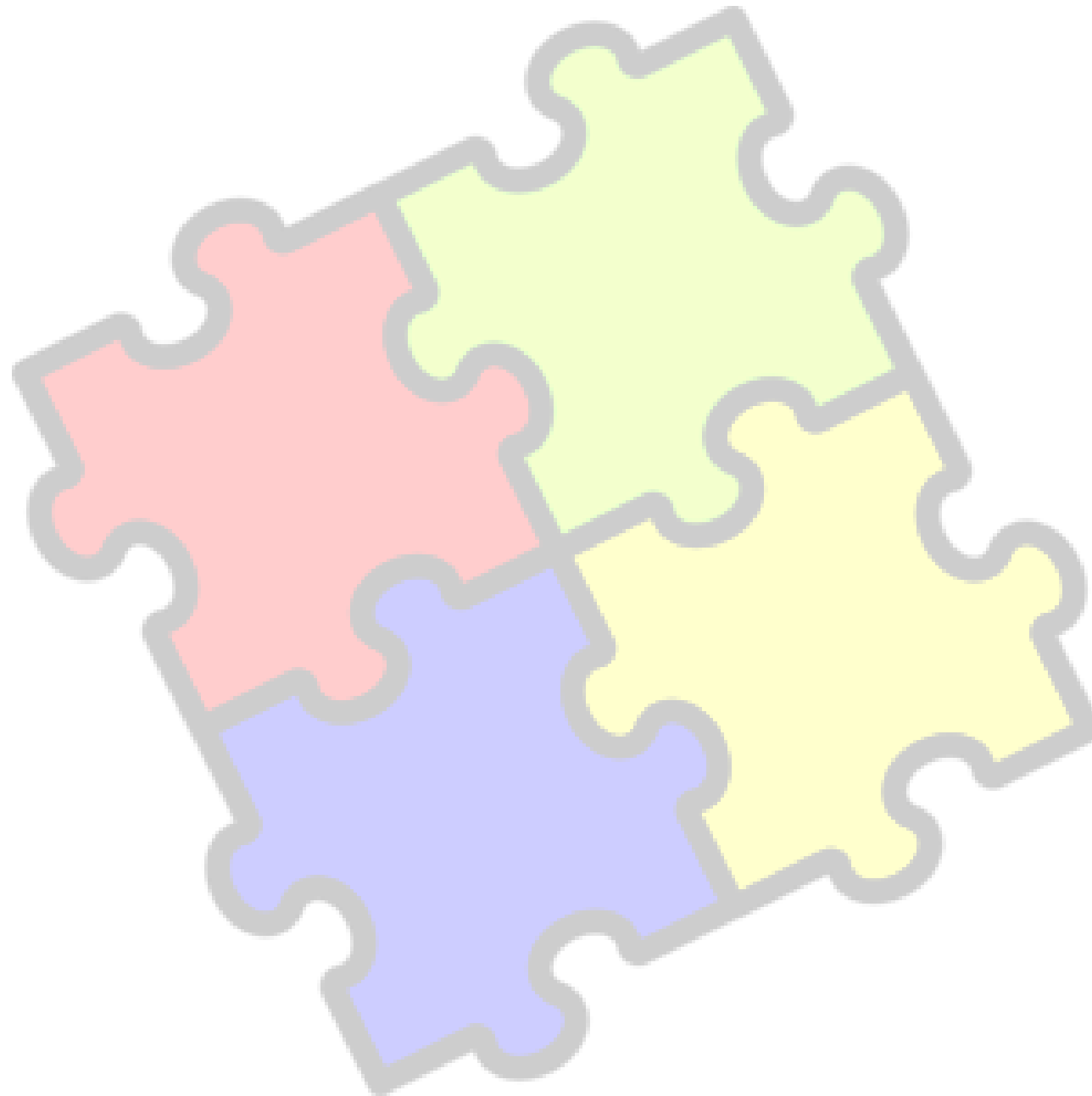
- To ensure that coverage of all curriculum areas is correctly weighted and in line with that expected from the National Curriculum a creative way, that is enjoyable for the children is achieved
- To ensure that learning has meaning for children and is purposeful and delivered, wherever possible, in a creative way to ensure enjoyment for the children.
- To ensure that RE, PSHE and SRE are an integral part of the curriculum

Key Issue G: Children develop a good understanding of the rich, diverse communities and people beyond the North Devon local area.

- To allow children to understand and experience the diversity of communities and people beyond the North Devon Local Community

	Rationale for Key Issues
Key Issue A: All groups of pupils make at least expected progress	<p>Although significant improvements have been made, indicative data from the 2018 SATs shows that not all groups of children made expected or better progress. Gaps are evident in several areas, including the number of children in the EYFS who achieve GLD across the board and the number of PP children who achieve GLD; the number of boys who were exceeding at the end of the EYFS do not always sustain this high attainment by the end of Year 1 and 2; the number of middle attaining pupils in maths do not always achieved greater depth (in all year groups); the progress of children in KS2 needs to be improved in all subject areas across all groups of children.</p> <p>Teaching and learning, therefore, needs to challenge children to progress to the higher levels and at a greater than average rate and teachers need to ensure that opportunities to apply learning in greater depth are given to the children.</p>

<p>Key Issue B: The gaps between all groups of children continue to close</p>	<p>The school was identified in 2015-16 as having a large gap between the attainment of Pupil Premium children and all other children, however, with this key issue taking priority in the SDP of 2016-17 and 2017-18 with the Pupil Premium Champion, huge improvements have been made. There are still more to make, particularly in maths, hence why a further year's work is required and inclusion is necessary in this year's SDP.</p> <p>Gaps are particularly noticeable between: PP children and others in Writing at KSI, particularly GDS and Maths at KS2; Maths at KS2 in comparison to other subjects; boys and girls at KSI – boys do not perform as well as girls in writing, but outperform girls in maths.</p>
<p>Key Issue C: Teaching and Learning supported by sound assessment ensures that children make at least good progress in all areas, but in particular, writing, so ensuring that the gap closes between reading, maths and writing. In specific year groups, the gap also needs to close between maths for PP children and other subjects and SEN children in writing and other subjects.</p>	<p>At both KSI and KS2 the percentage of children attaining the Age Related Expectation (ARE) in writing was below that desired in 2016 SATS. Whilst improvements have been made in 2017 in KS2, gaps between writing and other subjects are still evident and need to be closed. Attainment in KSI writing needs improvement, as standards have only been maintained this year. Struggles with writing have continued partly because:</p> <ol style="list-style-type: none"> 1. The changes in the curriculum for writing have resulted in a raised expectation required of the children in order to achieve the expected level 2. Children are expected to achieve all of the key objectives to be awarded the expected level – a 'best fit' approach is no longer applicable 3. A range of independent writing across all curricular areas is required in order to fulfil the expectation. <p>At Key Stage 1, further opportunities for children to write independently and in depth needs to be given.</p> <p>In addition, the number of children attaining at the expected levels needs to increase in both Key Stages to be above the National Averages, both overall and in specific groups – the school currently attains broadly in line with the National Averages.</p>
<p>Key Issue D: The transition throughout the first year of academy conversion and establishment of the Tarka Learning Partnership MAT continues to impact positively on the school, the community and the children, through effective leadership and management at all levels, including the Governing Body.</p>	<p>The school has now converted to Academy status in order to become part of a newly established, local MAT in the Barnstaple Area – the Tarka Learning Partnership. The impact and workload of such a conversion in the first year of establishment will be great on the Senior Leadership Team and so the quality of leadership and management at all levels needs to be maintained, in order that no detriment is suffered by the children. The same high quality of provision for their learning needs to be maintained and developed.</p> <p>In addition, support for the community and stakeholders needs to be offered in order for them to fully appreciate the benefits of the MAT.</p> <p>The considerable changes in the Governing Body and its re-constitution will be a challenge for the following year, whilst adjustments are made to accommodate changing roles and responsibilities.</p> <p>The impact of shared and collaborative working and learning, using hubs of excellence to model good practice in the MAT should be used to further progress standards and the achievements of the children within the local area.</p>
<p>Key issue E: Explore the possibility of establishing a Nursery Provision as part of the EYFS</p>	<p>As the only school within the TLP MAT without a Nursery provision, we will begin to explore the possibility of opening a new Nursery as part of the EYFS at Landkey, both in terms of logistics and finances. Such a provision would be very beneficial to the local community and would ensure that children in the village of Landkey have the same educational offer as those in other catchments. In terms of our own standards, children then progressing into Reception would then have a better baseline of skills from the outset, as currently, many are below average no entry – this should impact considerably, particularly, meaning that the number of children exceeding a good level of development should increase over time.</p>
<p>Key issue F: Leaders at all levels continue to focus sharply, relentlessly and quickly on improving teaching and the curriculum to ensure that all pupils achieve as well as they can, whilst ensuring that adequate coverage and relevant weighting of all curriculum areas is given. To refocus on a broad and balanced Creative curriculum encompassing key experiences, learning skills, life skills and qualities</p>	<p>Whilst a broad and balanced curriculum is in place, the school now needs to refocus and ensure that the curriculum is in line with our ethos of being as creative and engaging for the children as possible, whilst still maintaining a depth of coverage. The curriculum will focus on children using key skills to answer 'big' questions, whilst also learning knowledge, culminating in an 'end result' which will be presented to parents. A real sense of purpose to learning will then be established and felt.</p> <p>In addition and as an improvement point from the recent OFSTED, attention needs to be paid to the coverage and curriculum weighting for all non-core subject areas, in particular that of RE.</p> <p>Leaders need to focus on tracking curriculum coverage and evidence this in the children's work and books.</p>
<p>Key issue G: Children develop a good understanding of the rich, diverse communities and people beyond the North Devon local area.</p>	<p>Being in such an area with little diversity, children lack experience and knowledge of other cultures and communities. This year, opportunities will be provided for children to learn about and experience such rich and varied diversity first-hand, in order that a greater understanding can be reached.</p>



Key Issue A Target Detail : All groups of pupils make at least expected progress

Ref.	Target(s)	Action	Lead Person	Start/Rev/ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
I.1	All children are to reach their full potential so numerical targets, set and reviewed at Pupil Progress meetings are met.	Additional support will be provided for those children and groups of children who are identified as underachieving, either each lesson as identified by the class teacher when planning, or via teacher assessment and SPTO on a half-termly basis through intervention groups. Teachers will be accountable for each child making good or better progress and will be monitored by SLT and co-ordinators each half term during data and book trawls and pupil progress meetings. Through tracking of pupil progress the school will set challenging but achievable targets for each pupil, with particular reference to the identified children in each vulnerable group, ensuring that they make at least expected or better progress. Individual conferencing to take place with the class teacher in order to enhance and accelerate progress if and when necessary for these identified children.	SLT English, Maths and EYFS Co- ordinators SENCo	S Sep 18 R Termly E Jul 19 And then on-going	2x supply days each half term = 12 days @ £250 = £3,000	The outcome targets identified above are, at least, met. 20% of children will make accelerated progress. 95% of children will make at least expected progress in each year group.	Termly: Relevant SLT to: Review progress towards the outcome targets for each year group with the HT / DHT in pupil progress meetings Relevant co-ordinators to review progress and attainment of the children for each year group with the SLT and SENCo	Half-Termly: Scrutinise the tracking data to evaluate the quality of the data collected and future actions identified, including intervention groups. Report to LGB at next meeting. If it looks as if targets will not be met what action is being taken to improve the situation?
I.2	All children will make at least expected progress between EYFS and KSI and KSI and KS2 20%+ will make more than expected progress							
I.3	Identified groups of underachieving pupils will make at least expected progress, with 20% making accelerated progress: * Expected @ EYFS * Exceeding @ EYFS (particularly boys) * Level 2c @ KSI * Level 2a @ KSI * Level 3 @ KSI							

Ref.	Target(s)	Action	Lead Person	Start/Rev/ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
------	-----------	--------	-------------	-------------------	---------------------	------------------	------------	---------------------

1.5	Tracking pupil progress will be linked to the performance management system within the school	Performance management discussions will take place with all teaching staff in the Autumn Term 18 and then review discussions throughout the year – linked to pay policy and progression. Pupil progress, the setting and monitoring of appropriate and challenging pupil targets (end of year) will be central to all discussions. Staff will be held accountable for enabling children to reach the targets and progress measures as identified above. Embed the School Pupil Tracking System in school (SPTO) and use analysis tools in greater depth and detail to support	HT	S Dec 18 R Termly E Jul 18 And then on-going	None	By July 18 at least 95% of the individual targets set for the pupils are met in each class.	Termly: English and Maths Co-ordinators and SENCo monitor and track whole school pupil progress and report to HT. LGB monitor progress towards targets and scrutinise data at least termly. TLP holds data review with SLT termly. The LGB ensures that the performance management discussions have taken place. Termly progress meetings with all teaching staff	Termly: LGB and SLT report to TLP termly.
1.6	Improve the quality of intervention tracking in terms of impact and effectiveness so that 95% of children make expected or better progress in all subjects.	Separate intervention groups outside of class time will be provision mapped by class teachers and their impact evaluated on a half termly basis via formal assessments as well as TA observations SENCo and PPC will observe intervention groups for quality and effectiveness SENCo will analyse data from assessments for impact of interventions taking place	SENCo PPC	S Sep 18 R Half-Termly E Jul 19	None – linked to salaried TAs and PPG spending for human resources (see PPG action plans)	By Sept 18 All interventions to be planned and rigorously and regularly carried out – as a priority, with a shifted focus on the under-performing groups of children, as well as PPG By Jul 19 Under-achieving children, particularly those identified as not making enough progress / conversions and the disadvantaged in the school will be closing the gap and attaining in line with their peers / at least be on target to make expected or better progress, in 95% of cases.	Half-Termly: Monitoring and evaluation of impact will take place on at least a half-termly basis and data will be analysed by SENCo	Termly: HT reports to LGB through termly report, with particular reference to disadvantaged groups and the identified risk groups SLT reports to TLP on a termly basis.
1.7	Ensure that children at KS2 make progress higher than similar children Nationally: Reading +3.0 Writing +3.5 Maths +3.0 (+2.5 PP children)	SENCo will plan interventions in partnership with class teachers for the following half term based on intervention and class data sets for the vulnerable groups						
Ref.	Target(s)	Action	Lead Person	Start/Rev/End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

1.8	Tracking pupil progress will ensure that necessary interventions take place either each lesson in class, or prior to the next lesson taught.	Individual teachers will assess pupil progress at the end of each lesson and adapt future planning accordingly, taking account of any interventions necessary. As a result, interventions and guided groups will be fluid and adapted to needs. Where adequate progress is not made, teaching staff will ensure 1:1 conferencing sessions take place with the children in order to boost progress and address barriers on an individual basis.	Chair of LGB AC / DC from TLP	S Sep. 18 R Termly E Jul 19	1:1 teacher conferencing – release time as necessary Yr 2 and Yr 6 1 day per half term = 12 days £3,000	Interventions make impact on pupil progress and all children progress at an expected or better rate. Relevant Co-ordinators are aware of all children who are achieving below expectations and work with staff to plan necessary interventions. All Governors have sound understanding of the tracking process. There is evidence through scrutiny of the governing body minutes that challenging and appropriate questions are being asked in order to hold the school to account (ref: Raise Online Questions)	Relevant Co-ordinators report to HT on half termly basis. Termly: Chair of LGB ensures the LGB receives a report from the SLT and the issues raised are fully discussed. AC / DC from TLP hold termly data review meetings with the SLT	Jul 19 HT reports to LGB and TLP on what percentages of children reached their respective targets in each class.
1.9	LGB and TLP will have good knowledge and understanding of the tracking procedures and will hold the school to account for it's performance.	Maths, English and EYFS Co-ordinators and SENCo will track and monitor pupil progress at the end of each half term and support with planning the following terms intervention groups and provision mapping. Monitoring of intervention programmes will take place on a half-termly basis and effectiveness discussed. Pupil progress will be discussed each term by the full governing body. There will be a standing agenda item to discuss the issues to ensure all governors have sound knowledge and understanding of the process.						

Ref.	Target(s)	Action	Lead Person	Start/Rev/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.10	Higher attaining pupils make conversions to Greater Depth than Expected Standards (GDS) in all subject areas in 95% of cases.	<p>Greater opportunity is made in classes for children to apply their knowledge and learning in greater depth and in real-life situations across a wide variety of subject areas, not just the core.</p> <p>Training opportunities are provided for English and Maths Co-ordinators to improve knowledge about how to teach at greater depth.</p> <p>Co-ordinators in these subject areas are to disseminate knowledge and learning to other staff members via INSET and staff meetings</p>	English Co-ordinator, Maths Co-ordinator SLT	S Sep. 18 R Termly E Jul 19	Release time for Co-ordinators to be able to monitor and observe in classes with regards to greater depth in learning – English, Maths, Science and Senco – 2 days each = 8 days @ £250 = £2,000	<p>Staff are confident with regards to what greater depth in learning is and what it looks like in a classroom context</p> <p>Children are given regular opportunities to apply their knowledge and learning in greater depth, both within the classroom in discrete subject areas and in real life cross curricular situations</p> <p>95% of identified higher attaining children and those middle attaining mathematicians identified consistently convert to the higher levels and GDS across the school</p>	<p>Termly:</p> <p>English and Maths Co-ordinators monitor and track higher attaining pupil progress and report to HT.</p> <p>LGB and TLP monitor progress of this group of children and scrutinise data at least termly.</p> <p>LGB ensures that the performance management discussions have taken place and that targets link to the performance of this group of children</p> <p>Termly progress meetings with all teaching staff</p>	<p>Termly:</p> <p>HT reports to LGB through termly report, with particular reference to the higher attaining groups of children at risk of not making expected or better progress.</p> <p>SLT reports to TLP termly.</p>
1.11	Identify middle attaining pupils in maths in each year group and focus teaching according to realise the potential of those who might reach greater depth.	<p>The focus of lesson observations will be on applying learning at greater depth in class</p> <p>Within pupil progress meetings and performance management higher attaining pupils, their progress and the impact of applying learning at greater depth will be an ongoing and key priority for discussion</p> <p>Data analysis will focus on this group of children making expected conversions from Exceeding at EYFS to GDS at KSI and Level 2a/3 or GDS at KSI (depending upon year group) to GDS at KS2.</p>						

Attainment of Different Groups of Children 2017-2018

2017-18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	% at ARE or +	% at ARE or +	% at ARE or +	% at ARE or +	% at ARE or +	% at ARE or +

	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All pupils	93	89	85	80	73	80	90	76	86	82	61	82	82	82	79			
Girls	93	93	93	81	81	75	94	94	78	87	73	87	75	88	75			
Boys	92	83	75	79	64	86	83	50	100	77	46	77	92	77	85			
PPG	50	25	25	75	50	100	50	0	50	100	0	50	75	75	50			
No PPG	100	100	96	81	77	77	93	82	89	81	65	85	84	84	84			
SEND	60	40	40	50	33	67	71	29	86	57	14	57	43	43	43			
No SEND	100	100	95	83	88	83	96	91	87	90	76	90	95	95	91			

Areas for improvement identified for 2018-19

Initial Headline Data 2017-2018 End of KS

EYFS % at GLD			
Good Level of Development			
	2016	2017	2018
All pupils	83.3 (72.1)	88.8 (71.0)	83.0
Dis / FSM	50 (53.2)	50	33.3
GAP	33.3	38.8	50.0

	Year 2 % at ARE or +									Year 6 % at ARE or +											
	Reading			Writing			Maths			Reading			Writing			GAPS			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	70 (72.7)	72 (77.0)	80 (76.0)	60 (62.4)	69	73 (68.0)	70 (69.6)	83	80 (75.0)	76 (71.0)	97 (71.0)	81 (75.0)	68 (69.2)	87 (76.0)	85 (78.0)	76 (78.0)	97 (77.0)	77 (78.0)	80 (75.0)	87 (75.0)	77 (76.0)
Dis / FSM	22.2	50	75	66.7	0	50	22.2	50	100	55	100 (68.0)	75	65	80 (66.0)	75		100 (66.0)	75	75	70 (63.0)	50
GAP	47.8 (18.4)	22 (16.0)	5	+6.7 (20.3)	69 (20.0)	23	47.8 (19.8)	33 (17.0)	+20	21 (22.1)	+3 (3.0)	6	3 (19.0)	7 (10.0)	10		+3 (11.0)	2	5 (23.7)	17 (12.0)	27

School

Devon (KSI) National (KS2)

Improvements made from 2017-2018

Key Issue B Target Detail : The gaps between all groups of children continue to close

Ref.	Target(s)	Action	Lead Person	Start/Rev/ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
------	-----------	--------	-------------	-------------------	---------------------	------------------	------------	---------------------

2.1	To ensure that at least 85% of PP pupils make at least expected year on year progress and meet national year group Age Related Expectations in all areas.	Class teachers track pupils using termly assessment results and half-termly class teacher records. Progress meetings with SMT to highlight concerns and action taken. PP progress meetings at least 2 times per half-term with Pupil Premium Champion.	DHT HT	S Dec 18 R April 19 E July 19	Supply cover to release CT for progress meetings. DHT non-contact time. 12 supply days @ £250 = £3,000	Analysis shows at least 85% PP pupils in all year groups on track to achieve ARE in all areas. Cohorts are increasing the percentage of PP pupils achieving ARE.	Termly pupil progress meetings PP progress meetings at least 2xper half-term	
2.2	To ensure PP pupils make at least expected progress (3 tracking points per year) or accelerated progress for those working below ARE.	CT to use 'Vulnerable pupils' data to plan intervention which leads to accelerated progress. Progress is carefully monitored and tracked. Interventions are timely and impact is monitored regularly. CT use pupil's end point assessment data to ensure they are on track.	DHT SENCo	S Dec 18 R April 19 E July 19	Supply cover to release CT for progress meetings. DHT non-contact time.	Closing of the gap between peers in school and nationally. Impact of intervention shows accelerated progress Long term data shows children are on track from their end point data.	PP progress meetings Pupil progress meetings Book scrutinies	
2.3	To continue to aim to reduce the gap between PP children and those non-PP children nationally to 10% or less.	CT use 'Closing the Gap' analysis to address cohort needs. Class teachers will continue to measure class progress using PP and non-PP groups as a comparative. Pupil Premium Champion will continue to track additional information and direct resources appropriately based on outcomes using Individual Assessment Tracking Data. Areas: attendance, parental attendance at consultations, involvement in extra - curricular activities Action plan identifies provision and expected impact	DHT	S Dec 18 R April 19 E July 19	DHT release time	Refer to 'Closing the Gap' data analysis all year groups will close the gap further aiming for no more than 10% gap where possible	CT will monitor PP data half-termly SLT/middle leaders to monitor termly.	
Ref.	Target(s)	Action	Lead Person	Start/Rev/ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

2.4	To maintain quality first teaching and accuracy in assessment for PP pupils by supporting and developing new staff	Staff meetings will focus on teaching and learning and SPTO/assessment and greater depth to ensure teaching profile remains at least good with increasing outstanding practice. Coaching/mentoring programme established to support new staff. Regular moderation is carried out in core areas to support staff in assessment Timely CPD offered where/when appropriate. Performance management meetings ensure staff are on track to meet targets	SLT	S Sep 18 R Mar 19 E July 19	Supply to cover for performance management meetings. 2 days supply twice a year = £1,000 CPD costs SENCO Award £2,300 NPQML £895 Area Hub Briefings £450 Subject Leader Briefings £450	Teaching profile: Autumn- 100% teaching at least good 70% outstanding Spring – 80% outstanding Summer – 90% outstanding Feedback from coaching/mentoring programme	Lesson observations, learning walks termly Performance management reviews Moderation sheets	
2.5	To improve the outcomes for PP children and ensure they achieve their full potential	To further embed role of Pupil Premium Champion. Pupil Premium Champion to track and monitor attendance, parental support, extra-curricular involvement. Monitor attendance and punctuality of PP and provide school based interventions such as additional Learning Mentor / parenting support / EWO support where appropriate	DHT	S Dec 18 R April 19 E July 19	DHT release time	Attendance, punctuality and behaviour of children in receipt of PPG is in-line with other children in school and nationally and does not prevent or slow progress. Individual Tracking Data is used effectively to support the overall outcomes for PP children.	Half-termly monitoring of pastoral and academic outcomes for PP children by DHT	
Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

2.6	To ensure percentage PP pupils achieving GDS/High Score is in line with national average	CT to report on provision for higher attainers in progress meetings. Greater depth training for SLT/middle leaders CPD for staff on greater depth teaching/assessing in all areas of the curriculum. Lesson observations, pupil conversation and book scrutinies show quality provision for higher attaining pupils.	DHT English Co Maths Co	S Dec 18 R April 19 E July 19	Staff meetings- min.1 per term Supply cover to enable lesson obs, pupil conversations and book scrutinies.	Landkey PP pupils at least in line with 2017 national averages for GDS: KS1 GDS- Reading=14% Writing=8% Maths=11% KS2 GDS/High Score Reading=19% Writing=11% GAPS=21% Maths= 13% (Figures may change depending upon 2018 data)	Progress meetings Termly assessment data Evidence gathered from learning walks/lesson obs (1 per term), Book scrutinies (at least 1 per term) and pupil conversations.	
2.7	To further develop the role of the PP working party from the LGB ensuring they have full knowledge and awareness of allocation/ spending/ impact of actions of PP funding	Pupil Premium Champion (DHT) to write pupil premium strategy and review then report to governors. Working party to carry out PP learning walk and report back to LGB	DHT	S Oct 18 R Jan 19 E April 19	DHT release time	Working party and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact	Working party to be kept informed of any updates and reviews throughout the year. Working party to challenge with regards to PP provision	
Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

2.8	To ensure the gap between the attainment and progress of boys and girls is negligible in each subject in each year group.	Additional support will be provided for those children and groups of children who are identified as underachieving, either each lesson as identified by the class teacher when planning, or via teacher assessment and SPTO on a half-termly basis through intervention groups. Teachers will be accountable for each child making good or better progress and will be monitored by SLT and co-ordinators each half term during data and book trawls and pupil progress meetings. Through tracking of pupil progress the school will set challenging but achievable targets for each pupil, with particular reference to the identified children in each vulnerable group, ensuring that they make at least expected or better progress. Individual conferencing to take place with the class teacher in order to enhance and accelerate progress if and when necessary for these identified children. Curriculum adaptations to be made as necessary, in order to engage either the boys / girls more in their learning	SLT English, Maths and EYFS Co- ordinators SENCo	S Sep 18 R Termly E Jul 19 And then on-going	2x supply days each half term = 12 days @ £250 = £3,000	<p>The gaps are closed in the following areas, as identified from the 2018 tracking data for each year group:</p> <p>Year 1</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>74</td> <td>100</td> </tr> <tr> <td>Maths</td> <td>84</td> <td>100</td> </tr> </tbody> </table> <p>Year 2</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>93</td> <td>83</td> </tr> <tr> <td>Maths</td> <td>93</td> <td>75</td> </tr> </tbody> </table> <p>Year 3</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>81</td> <td>83</td> </tr> <tr> <td>Maths</td> <td>75</td> <td>86</td> </tr> </tbody> </table> <p>Year 4</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94</td> <td>83</td> </tr> <tr> <td>Writing</td> <td>94</td> <td>50</td> </tr> <tr> <td>Maths</td> <td>78</td> <td>100</td> </tr> </tbody> </table> <p>Year 5</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>87</td> <td>77</td> </tr> <tr> <td>Writing</td> <td>73</td> <td>46</td> </tr> <tr> <td>Maths</td> <td>87</td> <td>77</td> </tr> </tbody> </table> <p>Year 6</p> <table border="1"> <thead> <tr> <th>Sub ject</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75</td> <td>92</td> </tr> <tr> <td>Writing</td> <td>88</td> <td>77</td> </tr> <tr> <td>Maths</td> <td>75</td> <td>85</td> </tr> </tbody> </table>	Sub ject	Girls	Boys	Reading	74	100	Writing	74	100	Maths	84	100	Sub ject	Girls	Boys	Writing	93	83	Maths	93	75	Sub ject	Girls	Boys	Writing	81	83	Maths	75	86	Sub ject	Girls	Boys	Reading	94	83	Writing	94	50	Maths	78	100	Sub ject	Girls	Boys	Reading	87	77	Writing	73	46	Maths	87	77	Sub ject	Girls	Boys	Reading	75	92	Writing	88	77	Maths	75	85	<p>Termly:</p> <p>Relevant SLT to: Review progress towards the outcome targets for each year group with the HT / DHT in pupil progress meetings</p> <p>Relevant co-ordinators to review progress and attainment of the children for each year group with the SLT and SENCo</p>	<p>Half-Termly:</p> <p>Scrutinise the tracking data to evaluate the quality of the data collected and future actions identified, including intervention groups. Report to LGB at next meeting.</p> <p>If it looks as if targets will not be met what action is being taken to improve the situation?</p>
Sub ject	Girls	Boys																																																																								
Reading	74	100																																																																								
Writing	74	100																																																																								
Maths	84	100																																																																								
Sub ject	Girls	Boys																																																																								
Writing	93	83																																																																								
Maths	93	75																																																																								
Sub ject	Girls	Boys																																																																								
Writing	81	83																																																																								
Maths	75	86																																																																								
Sub ject	Girls	Boys																																																																								
Reading	94	83																																																																								
Writing	94	50																																																																								
Maths	78	100																																																																								
Sub ject	Girls	Boys																																																																								
Reading	87	77																																																																								
Writing	73	46																																																																								
Maths	87	77																																																																								
Sub ject	Girls	Boys																																																																								
Reading	75	92																																																																								
Writing	88	77																																																																								
Maths	75	85																																																																								

Key Issue C Target Detail : Teaching and Learning supported by sound assessment ensures that children make at least good progress in all areas, but in particular, writing, so ensuring that the gap closes between reading, maths and writing. In specific year groups, the gap also needs to close between maths for PP children and other subjects

Ref.	Target(s)	Action	Lead Person	Start/Rev/ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
------	-----------	--------	-------------	-------------------	---------------------	------------------	------------	---------------------

3.1	To ensure that all lessons are suitably challenging for all pupils to progress and improve learning in the areas identified in the above data tables	<p>Each class teacher to continue to observe the year group above, in order that they can gauge where the children need to be at the end of the year and work in partnership to mark, assess and moderate writing.</p> <p>Monitor closely data tracking and developmental skills assessments and ensure all staff are aware of the ARE and expected progress for each year group in the school.</p> <p>Regular monitoring, coaching and peer support to ensure expectations remain sufficiently high.</p> <p>Strategies employed to 'close the gap' between disadvantaged children and other children.</p> <p>Growth mindset strategies to be used in each class – each child is expected to achieve</p>	HT DHT	<p>S Sep 18</p> <p>R Termly</p> <p>E Jul 19</p>	7 staff for 1/2 day each £875	<p>All groups of pupils are challenged and achieve in all lessons</p> <p>Gsaps begin to close and all children achieve to their full academic potential</p>	<p>Half-Termly:</p> <p>Close monitoring of the quality of teaching, action taken quickly where the quality is not being met.</p>	<p>Termly</p> <p>HT to:</p> <ul style="list-style-type: none"> • check lesson observation reports to determine if the quality of teaching is improving, in terms of the level of challenge given to all children • make a judgement on the impact of the monitoring programme on teaching and learning. • report to the LGB and TLP – including a school 'ofsted' grade profile
Ref.	Target(s)	Action	Lead Person	Start/Rev/End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

3.2	To ensure that marking and assessment is effective in identifying gaps in learning and targets for future learning, particularly where boys writing is concerned, to ensure maximum progress and attainment in writing	Regular staff meetings and INSET to standardise and monitor the quality of marking and feedback to the children in writing. Evidence of feedback and marking to inform future planning and interventions. Interventions are based on the learning from the previous day's learning Further develop marking to adapt to groups of children (HA; PPG; Catch-up; Identified groups from Key Issue 1)	HT DHT English Leader Maths Leader	S Sep 18 R Termly E Jul 19	N/A	Marking is effective in providing children with opportunities to 'close the gaps' in their own learning Marking identifies the children needing further support each day in their learning Marking provides future targets for children and lesson planning Marking challenges the higher attaining children to work on applying learning in greater depth and in different contexts in writing.	Half-Termly: Monitoring of workbooks to evaluate the quality of marking, evidence and links to the Age Related Expectations via moderation in groups and as a whole staff	Termly Co-ordinators to prepare a report to the LGB
3.3	To continue to improve intervention strategies so that all pupils have greater access to high quality, appropriate interventions, so impacting and leading to higher achievement	Daily intervention sessions to be timetabled during assembly times Both Teaching Staff and TAs teach during interventions times No set intervention groups – interventions are fluid and based on the previous day's learning, except for specific RWI / Counting to Calculate Groups Where intervention groups do not have the desired effect on challenging the children to progress in their learning, 1:1 conferencing sessions with the class teacher will take place for writing.	HT DHT English Leader Maths Leader	S Sep 18 R Termly E Jul 19	Counting to Calculate TA (PPG) £3,973	Interventions are fluid, not set, and children are supported in their learning according to daily prior achievement. Gaps in learning are closed and a higher percentage of children achieve the ARE. Teacher's planning is adapted according to the needs of the children and the class (see analysis above) All year groups across the school attain 85% ARE for writing and other subjects. Gaps are closed within 5% between reading and maths and writing Gaps are closed within 5% for boys and girls in each subject (dependent upon cohort SEN boy/girl weighting)	Dec 18 and end of each term: Apr 19 July 19 Termly Data monitored to ensure gaps are being closed and all children are achieving in line with ARE for writing and other subjects (85%) Reports provided for the LGB Data tracking shared with all staff	July 18: • HT and DHT evaluate the impact the system is having in monitoring and progressing children's learning • Written report to LGB as part of termly monitoring report and termly data reviews with TLP
Ref.	Target(s)	Action	Lead Person	Start/Rev/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.4	The gap between attainment in writing and attainment in other subjects will close 85% of children will achieve the ARE including GLD in the EYFS	Additional support will be provided for those children who are identified as underachieving, either each lesson as identified by the class teacher when planning, or via teacher assessment and trackers on a half-termly basis through intervention groups (X-ref Key Issue 3)	SLT English / EYFS Co-ordinators	S Sep 18 R Termly E Jul 19	N/A	The outcome targets identified above are, at least, met.	Termly: Relevant SLT to: Review progress towards the outcome targets for each year group with the HT / DHT in progress meetings Relevant co-ordinators to review progress and attainment of the children for each year group with the SLT and SENCo	Half-Termly: Scrutinise the tracking data to evaluate the quality of the data collected and future actions identified, including intervention groups. Report to LGB at next meeting. Termly TLP data reviews If it looks as if targets will not be met what action is being taken to improve the situation?
3.5	The gap between attainment of boys and girls closes			And then on-going				

3.5	All children will make at least expected progress between KS1 and KS2 30%+ will make more than expected progress	Teachers will be accountable for each child making good or better progress and will be monitored by SLT and co-ordinators each half term. Through tracking of pupil progress the school will set challenging but achievable targets.						
3.6	The quality of teaching throughout the school will never be less than good and will show steady continuous improvement over the life of this development plan, with a continuing focus on the teaching of writing	Ensure all new staff are inducted into the systems and assessment procedures relevant to outstanding practice in teaching, with particular reference to writing. A rigorous programme of monitoring the quality of teaching and learning and a process of self-evaluation will continue. Training will be provided where identified. Staff will have the opportunity for peer support and mentoring, particularly across their year group partners. The new NQT will have a comprehensive support programme in place and a dedicated mentor.	HT	S Dec 18 R Apr 19 E Jul 19 And then on-going	N/A	Based on the profile of staff and new / returning staff: By Dec 18 all teaching and learning is judged to be good with at least 70% outstanding. By April 19 all teaching and learning is judged to be at least good with at least 80% outstanding. By July 18 all teaching and learning is judged to be at least good with at least 90% outstanding. Judgements made using Ofsted criteria	Termly: Close monitoring of the quality of teaching, action taken quickly where the quality is not being met.	Termly HT to: <ul style="list-style-type: none"> • check lesson observation reports to determine if the quality of teaching is improving. • make a judgement on the impact of the monitoring programme on teaching and learning. • report to the LGB and TLP – including a school 'ofsted' grade profile
Ref.	Target(s)	Action	Lead Person	Start/Rev/End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.7	To continue to raise the profile of and enjoyment for writing throughout the school	Plan for termly creative storytelling and author days in each class, where children are told stories, respond through art and music, with the end result of being enthused to write / continue the stories. Re-introduce the Pie Corbett writing stimuli.	English Co-ordinator	S Oct 18 R Apr 19 E July 19	£500 author visit	Children are more excited and enthused to write at length and in depth, developing a creative aptitude for and stamina in story writing. Children are able to apply skills across different genres and for different purposes. Staff have more confidence in the creative aspect of writing – the target of 90% outstanding lessons is reached by the end of the Summer Term 2019. Each class achieves 85% ARE in writing.	Pupil questionnaires and interviews at the beginning and end of the project to review the impact. Monitoring of the quality of teaching in creative writing. Data analysis and monitoring for accelerated progress and improvement in writing – linking in particular to the vulnerable groups as identified in Key Issue 1. Evidence of quality writing at length from book scrutiny.	English Co-ordinator to report to SLT on a half termly basis, in terms of questionnaire analysis, classroom observations, book scrutinies and data analysis / progress towards 85% ARE target. SLT to report to LGB on a termly basis.

3.8	To allow the opportunity for children in KSI to write in more depth	Allow more opportunity for writing in depth / extended writing both within the Read, Write Inc programme and in discrete lessons. Each Friday, children will be taught writing in class, not in RWI groups.	English Co-ordinator	S Sept 18 R Apr 19 E July 19	Release time for monitoring	Children are able to write in more depth and at length. Coverage of the end of Key Stage Key Performance Indicators from the Interim Framework is more thorough and in Year 1 is more advanced. Children produce a piece of extended writing at least once a week, in addition to the writing in the RWI programme. Standards in KSI improve, with all classes achieving the 85% ARE target. Topic work book scrutiny evidences more cross-curricular writing.	Monitoring of the quality of teaching in creative writing. Data analysis and monitoring for accelerated progress and improvement in writing – linking in particular to the vulnerable groups as identified in Key Issue 1. Evidence of quality writing at length from book scrutiny.	English Co-ordinator to report to SLT on a half termly basis, in terms of classroom observations, book scrutinies and data analysis / progress towards 85% ARE target. SLT to report to Governors on a termly basis.
3.9	To agree school expectations for children, particularly in writing at the end of Year 1 in order to support transition into Year 2	Further opportunities to be given for cross-curricular topic writing. RWI programme writing prompts may be used, but photocopied and stuck into books, rather than putting a 'ceiling' on the amount written by copying workbooks						
3.10	To embed spelling strategies throughout the school in order to ensure that the percentage of children at ARE+ in all year groups and the KS2 SPAG test is above 85%	Continued teaching of spelling as a discrete lesson on a weekly basis. Spellings to be sent home to learn. RWI to continue in KSI and as an intervention in KS2. CPD for all staff in terms of teaching spelling strategies (HE and SH)	English Co-ordinator	S Sept 18 R Apr 19 E July 19	Release time for monitoring	Children develop more strategies for spelling correctly Children are able to identify incorrect spellings and self correct Staff have more knowledge and experience of effective spelling strategies to teach GAPS results and spelling results rise	Monitoring of the quality of teaching in spelling Evidence of children applying spelling strategies in writing	English Co-ordinator to report to SLT on a half termly basis, in terms of classroom observations, book scrutinies and data analysis / progress towards 85% ARE for GAPS target. SLT to report to Governors on a termly basis.
Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
3.12	To develop further the balance between pupil and teacher voice in learning, allowing children, when appropriate, to take the lead.	Continue using the talk prompts and display them in all classrooms to give children sentence starters. Encourage and model correct use of language and full sentences when talking. Allow children opportunities to teach the class a skill learned. Establish a range of ideas and strategies to use when teaching – refer to research such as that from the communication trust.	English Co-ordinator	S Sept 18 R Apr 19 E July 19	Release time for monitoring	There is a balance between pupil and teacher talk in the classroom Children develop the ability to speak coherently and succinctly, in full sentences Talk serves to clarify learning and deepen understand, through developing reasoning skills and explanations.	Monitoring of the quality of talk in learning Evidence of children skills both in classrooms and around the school	English Co-ordinator to report to SLT on a half termly basis, in terms of classroom observations and progress SLT to report to Governors on a termly basis.

Key Issue D Target Detail : The transition throughout the first year of academy conversion and establishment of the Tarka Learning Partnership MAT continues to impact positively on the school, the community and the children, through effective leadership and management at all levels, including the Governing Body.

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
4.1	To allow the SLT and Admin Team the time and opportunity to successfully manage the transition during the first year of conversion to Academy.	DHT provided with 2 days out of class, with the redeployment of staff to cover PPA in different ways. PPA will now be covered by HLTA staff and the ICT Technician, allowing for the PPA teacher to job share a class with the DHT at no extra cost to the school.	SLT Governors	S Sep 18 R Jan 19 R Apr 19 E Jul 19	DHT release time Finance Admin Overtime	Academy is established and begins working fully as part of the TLP by September 2018. Education of the children continues to be of high quality with minimal disruption, due to forward planning of time for DHT out of class.	Working group of governors to monitor workload / worklife balance of SLT and impact on the school.	Working party of Governors to report to LGB at each meeting.
4.2	Succession planning allows for other Key Staff members to take responsibility for the leadership of the school on a day to day basis.	Experienced staff members take responsibility for the day to day business of the school, in order to allow SLT to manage the transition process around the time of key dates and deadlines.	SLT	S Sep 18 Ongoing E Jul 19	DHT release time Finance Admin Overtime	Education of the children continues to be of high quality with minimal disruption, due to forward planning of time for DHT out of class. Deadlines are met and Key Dates adhered to from TLP	Working group of governors to monitor workload / worklife balance of SLT and impact on the school.	Working party of Governors to report to LGB at each meeting.
4.3	Key dates as stipulated by the MAT are adhered to.							
4.4	Staff, Parents and the Community are fully informed and involved throughout the transition period	Timely communications with the Staff, Parents and the Wider Community, focussing on the progress of the school and MAT A clear vision must be established and shared with stakeholders with non-financial motivations.	SLT Governors	S Sep 18 Ongoing E Jul 19	DHT release time Finance Admin Overtime	Staff, parents and community are fully on board with the conversion and understand the benefits to the children and their future educational prospects – they are communicated with in terms of progress on a regular basis	Impact of changes on the community to be monitored by SLT and working group of Governors via conversation and questionnaires.	Results of questionnaires and feedback to be given to MAT and LGB.
4.5	The Governing Body manages the transition from LA maintained school to Academy seamlessly	In accordance with the MAT, form the Academy Trust, identify members, directors and the Local GB. Agree articles of association and memorandum. Review Local GB / roles and responsibilities in order to comply with TLP guidance	SLT Governors CEO	S Sep 18 Ongoing E Jul 19	Clerk time	The Governing Body continues to thrive and leading and supporting the school through the transition period and beyond.	Re-establishment of new local GB to be monitored by Directors and CEO of MAT	Feedback and reports to be received by Directors and Trustees.
Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)

4.6	Financial planning systems reviewed and in place	MAT financial system to be decided. Budget modelling against proposed GAG to take place, including a 3 year budget plan – taking into account the contribution to the MAT. Transition time to be allowed to convert to new finance software Lead Finance Governors to understand the new software	CEO CFO SLT Finance Admin	S Sep 18 Ongoing E Jul 19	Finance Admin Time	Financial systems in place and budget planning completed by September 2018. Seamless transition to new Finance Package	Process to be led and monitored by MAT CEO in partnership with SLT and Local GB	Reporting to MAT Trustees and CEO / CFO
4.7	To ensure that the staff and children begin to benefit from the impact of collaborative learning and working	Develop a research hub of the best practice across the partnership schools, so that individual schools may draw upon and offer areas of expertise. Establish working groups with real purpose and targets to achieve, depending upon trust-wide issues for development. Allow more opportunities for school staff and children to meet and share learning and best practice. Establish a model of openness, trust and honesty between all schools.	CEO SLT	S Sep 18 Ongoing E Jul 19	Release time for staff to attend working group meetings Release time for SLT to attend meetings Release time for staff to share expertise with others	Impact on standards of achievement Seen, not only in individual schools, but Trust wide Staff develop more confidence and expertise Staff are empowered to share own expertise – CPD opportunities.	Impact on staff and children to be monitored by SLT and working group of Governors via conversation, standards, performance management and questionnaires.	Impact on standards reviewed by SLT, LGB and TLP termly and at the end of each academic year.

Key Issue E Target Detail : Explore the possibility of establishing a Nursery Provision as part of the EYFS

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
5.1	To investigate the possibility of establishing a Nursery Provision as part of the EYFS	<p>The areas that will need careful consideration and investigation include:</p> <ul style="list-style-type: none"> *whether there is demand for a new provision – are we able to offer flexibility to match what families need? *will we end up competing for applications with other local providers – is the Nursery provision already adequate? *the financial viability of our model *whether we have suitable surplus accommodation for the nursery (and funds for any adaptations/resources) *the effects on other age groups (i.e. if we intend to mix reception and nursery together?) <p>Explore the above options with the TLP and then draw up a plan to establish a Nursery provision in the near future.</p>	SLT EYFS Leader TLP	S Sep 18 Ongoing E Jul 19	Release time for staff to explore the possibilities and visit other provisions	<p>A Nursery provision is planned for in order:</p> <ul style="list-style-type: none"> *to improve the quality of provision for children in the Early Years Foundation Stage *so that children experience continuity of education and care without the disruption of transition from age 2 or 3 to the end of the Reception Year *children will be taught in an appropriate early years environment by a 'school teacher' as defined by section 122 of the Education Act 2002' *to enable children to work with staff who have time to get to know them really well *that parents are more likely to choose to educate their children within their local community from the outset *where possible to provide extended care to support parents' training or return to work. * to provide childcare on site for the benefit of school staff, and to aid recruitment and retention 	Process to be led and monitored by MAT CEO in partnership with SLT and Local GB	Reporting to MAT Trustees and CEO / CFO

Key Issue F Target Detail : Leaders at all levels continue to focus sharply, relentlessly and quickly on improving teaching and the curriculum to ensure that all pupils achieve as well as they can, whilst ensuring that adequate coverage and relevant weighting of all curriculum areas is given. To refocus on a broad and balanced Creative curriculum encompassing key experiences, learning skills, life skills and qualities

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
6.1	To refocus on a broad and balanced Creative curriculum encompassing key experiences, learning skills, life skills and qualities	Planning to include a key question that the children will work towards answering through their topic work, so giving more purpose for learning. Each topic will start with a memorable learning experience in order to engage and enthuse the children.	SLT Teachers Co-ordinators LCB Parents Working Party	S Sep 18 R Dec 18 R April 19 E Jul 19 Ongoing	N/A	Better planning for the children will take place, whilst providing challenge, progression and creativity Total curriculum coverage will be achieved. Enjoyment and engagement by the children in their learning. Children learn key skills to apply to different learning experiences. RE, PSHE and SRE become an integral part of the curriculum. All subject areas with correct coverage and weighting are evidenced in each year group.	Sept 18 HT reviews curriculum planning with SLT and makes recommendations, based on the years cycle. Termly: SLT review planning – co-ordinators check and map curriculum coverage.	Termly: HT reports to governors the impact of the revised curriculum planning on the childrens' learning Co-ordinators report to SLT in terms of curriculum coverage and any gaps in learning. New RE, PSHE and SRE curriculum in place
6.2	To ensure that coverage of all curriculum areas in a creative way, with emphasis on RE, that is engaging for the children is achieved	Children will answer the question and work towards the final 'end product' – they will be given the opportunity to research independently and have more autonomy of thought and process, so working towards greater depth in learning.						
6.3	To ensure that learning has meaning for children and is purposeful	Co-ordinators to track coverage against the National Curriculum for all subject Areas, including adequate weighting Links are to be made to the core values for the school and with the community – often involving parents and visitors in the final end product.						
6.4	To ensure that RE, PSHE and SRE are an integral part of the curriculum	Curriculum to be re-written and published on the website, incorporating learning experiences and key skills RE, PSHE and SRE curriculum to be re-written with a working party of staff, parents and Governors						

Key Issue F Target Detail : Children develop a good understanding of the rich, diverse communities and people beyond the North Devon local area.

Ref.	Target(s)	Action	Lead Person	Start/Rev /End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
7.1	To build links with schools in diverse areas but within our country	Discuss with staff schools that we could link with in the UK. Contact schools and assign classes to liaise with them. Use ICT to support setting up video conferencing. Liaise with Dawn and Eric Van Der Horst regarding ways we can link with the children in the Netherlands. Begin to forge links via letters writing, emailing, skype etc. Possibility of arranging staff to visit, or a reciprocal visit from them. Plan a visit from the boys in October 2018.	SLT RE / PSHE Co-ordinator	S Sep 18 R Feb 18 E Jul 18	N/A	Links have been made with other schools within our country and children are in regular contact with them via letters, emails, video conferencing etc. Links have been made with Netherlands School and the children are in regular contact with them via letters, emails etc. Possibility of dates being arranged for visits. The school has successfully planned and delivered a diversity festival which has embraced different cultures we have in our country and that have enriched the lives of the children in our school Children are far more knowledgeable and have first-hand experience of diversity and cultures different from their own in North Devon.	Sept 18 HT reviews curriculum planning with SLT and Co-ordinators and makes recommendations. Termly: SLT review planning – co-ordinators check and map curriculum coverage.	Termly: HT reports to governors the impact of the revised curriculum planning on the children's learning Co-ordinators report to SLT in terms of curriculum coverage and any gaps in learning. More opportunities for experience of cultural diversity in place.
7.2	To build stronger links with our Netherlands Partner school and have visits / skype conversations with the Van Der Horsts	Contact organisers of the Barnstaple and Bideford Diversity festivals to gain contacts, ideas etc. Designate members of staff to specific cultures to staff researching and planning activities						
7.3	To plan and deliver a diversity festival in the Spring Term, involving other schools in the TLP	Liaise with staff, youth cultural champions (Pilton CC) regarding the cultures we will be learning about.						
7.4	To ensure that pupils are given a curriculum offer that allows them to experience a range of diverse cultures and people.	Inclusion of diversity and multicultural experiences, including British Values on curriculum planning documents, along with community links. Teacher assemblies to address diversity when possible	SLT RE / PSHE Co-ordinator	S Sep 18 R Feb 18 E Jul 18	N/A	Children are eager to find out about different cultures. Their minds are broadened so that they see difference and diversity as something to be celebrated and embraced. Children are taught about a wide range of cultures and religions as part of the curriculum and in assemblies.		

APPENDIX I - SUMMARY OF RESOURCE COSTS IN ACTION PLAN

Resource	Action Plan Reference	Action Summary (see Action Plan for success criteria and evaluation)	School Delegated Budget 2018-2019
Supply cover for Pupil Progress Meetings	A 1.1; 1.2; 1.3	Targets to be set and reviewed for children at Pupil Progress Meetings 12 days @ £250	£3,000
Conferencing for Year 2 and 6	A 1.7; 1.8	Interventions make an impact on children's learning – 2 classes 1 day per half term = 12 days	£3,000
Co-ordinator monitoring in core subject areas	A 1.9	Co-ordinators to monitor and observe greater depth learning – 4x co-ordinators for 2 days each = 8 days	£2,000
Pupil Premium Champion Release Time	B	1/2 day per week for DHT to track and monitor progress and attainment of PPG children to ensure the gap closes	£5,750
PPG Progress Meetings supply cover	B 2.1; 2.2	Track and monitor progress and attainment of PPG children to ensure the gap closes – 12 supply days	£3,000
Performance management meeting supply cover	B 2.4	Ensure staff are on track to meet pupil targets for PPG children – DHT supply days x 2; Staff supply x 2	£1,000
SENCO course; NPQML course; Area Hub Briefings; English and Maths Leader Meetings	B 2.4	Provide support for the development of staff in meeting PM and pupil targets – SENCO Award £2,300; NPQML £895; Area Hub Briefings £450; Maths and English Leader Briefings £450.	£4,095
Peer observations and coaching	C 3.1	Ensure that the challenge of lessons is suitable for all pupils – 7 staff x 1/2 day each	£875
Counting to Calculate Intervention	C 3.3	Pupils have access to high quality interventions, leading to higher achievement	£3,973
Author Visit	C 3.7	Raise the profile of and enjoyment for writing	£500
Spelling strategy CPD training	C 3.10	Allow English Co-Ordinator release time to deliver CPD in classes re: Spelling strategies - 1/2 day per half term @ £125	£750
Transition to MAT	D	Time to allow DHT to attend fortnightly meetings – 1 day per fortnight	£5,750
Finance Admin Overtime Costs	4.6	Time to allow Finance Admin's attendance at meetings and extra working hours to establish the new finance systems in school	£3,500
Collaborative Working Groups for TLP	4.7	Time to allow staff to attend the collaborative working group meetings : Year 6 /7 Group 6 x £125 (1/2 day); Year 2 Group 6 x £125 (1/2 day); SENCo / Inclusions Group 6 x £125 (1/2 day); 2 other groups TBC 12 x £125 (1/2 day)	£3,750
Investigating possibility of establishing a Nursery Provision	5	EYFS Leader up to 6 days release @ £250	£1,500
		TOTAL COSTS IN ACTION PLAN FROM SCHOOL BUDGET	£42,443