



Principal - Mrs Kate Cleaver

Academy Improvement Plan

September 2020 – July 2021



ACADEMY VISION AND VALUES

Ecton Village Primary Academy supported by a dedicated team of teachers and support staff. With a maximum of 15 pupils in each year group we create a nurturing yet academically ambitious environment in which our children learn. Mixed age classes allow those who need challenge to be accelerated and those who need extra input to be supported.

The staff at Ecton Village Primary Academy have high expectations of all the children, and would like them to leave the school as confident, polite and independent young people, with the appropriate skills, values and learning to become successful in the next phase of their education. We aspire to instil the values of Independence, Resilience, Engagement, Aspiration, Co-operation and Honesty: to give the children the skills to succeed in whatever they do, across all areas of school life and beyond.

Our school is dedicated to providing the best possible education for every pupil in a stimulating and safe environment.

We are committed to all aspects of education and development, encouraging families to work in partnership with us to realise our aim, of successfully helping each child to achieve their full potential.

DISTINCTIVE CHARACTERISTICS

- Ecton Village Primary Academy is significantly smaller than the average-sized primary school, we are in the lowest 20% of all schools for the number of pupils.
- The school became an academy as part of the Hatton Academies Trust with effect from 1st July 2016.
- The academy is located in an affluent rural village, and the location deprivation indicator was in quintile 1 (least deprived) of all schools but the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.
- 34% of children in the academic year 20/21 are eligible for PP funding.
- 16% of children are eligible for SEN support and one child (1.4%) has an EHCP.
- Number on roll in September 2020 was 70, with spaces for 98 pupils.
- In September 2020 there is 1 child in FS1, but we have more ready to join us the term after they turn 3 in January and March.
- The pupil admission number for each year group is 15 children.
- Children are taught in mixed age classes: FS1 and FS2; year 1 and 2; year 3 and 4 and year 5 and 6.
- In 2020 entry to Reception pupil's skills, knowledge and understanding are typically in line with that which would be expected nationally.
- The largest ethnic groups are: White - British (77%), Black or Black British – African (6%) Mixed – White and Black Caribbean (6%) White – Romany or Gypsy (11%).
- 17% of pupils are EAL .

RATIONALE FOR PRIORITIES

Due to Covid-19, there were no statutory data submitted for 2020. We have provided three year data for 2017-2019.

Judgements regarding the quality of teaching are verified by ensuring that observations are wherever possible paired. For example, observations are carried out by the Principal and the Head of Primary Education, or the Principal and an external consultant or the Principal and another class teacher. Evaluation of teaching and learning is a process that involves formal lesson observation; learning walks; planning scrutiny; book scrutiny and data analysis.

The number of fixed term exclusions during 2020-20 was lower than in previous years, up to the point of school closure caused by Covid-19 in March 2020. Close working with external agencies meant that therapeutic interventions were in place to support some children with SEMH related behaviours. For a small number of children we use behaviour support plans which involve the child, the teacher, the parent and a member of staff to oversee the behaviour has raised expectations on all fronts. The most recent behaviour audit provides clear evidence of high quality choices that children are making in class and during times in the school day such as play time and lunchtime.

Focused Priorities:

Each focused priority sets out the key actions that will be undertaken to improve outcomes that current and historic evaluations have highlighted as necessary. Alongside these actions is a clear reference to who is leading on them, who is responsible for monitoring it has happened and who is involved in evaluating its impact. In order to measure the impact on outcomes, end of year targets and interim milestones have been established for every year group. Over the year, regular cross Trust moderation events will take place to ensure that assessment accuracy is more likely to be achieved and to provide staff with new ideas of effective ways to evidence progress. Ecton was subject to external writing moderation at the end of Key Stage 2 in June 2019 and all of our judgements were found to be an accurate assessment of pupil standards.

FP1 - All pupils make at least expected in year progress for Maths (EY-Y6)

Attainment in maths for the year 19/20 was on track to be higher than that achieved nationally and rates of progress made by children across Key Stage 2 have been in line with those made nationally for the past two years, but need to improve further still for those who are identified as higher attaining. Children who are identified as higher attaining need to make faster progress. Test analysis shows that higher attaining pupils show particular weakness in number and place value and fractions percentages and decimals.

All children have frequent opportunities to use reasoning and problem solving skills. These can be evidenced in their books. In EYFS, the development of number concepts will be embedded early through the use of practical activities and small group teaching. Those ready to move on will be identified early and planned for on an individual basis.

FP2 - All pupils make at least expected in year progress for Reading (EY-Y6)

Attainment in reading for the year 19/20 was on track to be higher than that achieved nationally and rates of progress made by children across Key Stage 2 have been in line with

those made nationally for the past two years. However, we need to improve further those who are identified as higher attaining. Children who are identified as higher attaining need to make faster progress. Test analysis shows that higher attaining pupils need to further develop a wide vocabulary and develop their skills of inference.

Attainment levels at the end of Foundation Stage 2 and in phonics testing in Year 1 have been broadly in line with that achieved nationally. Phonics outcomes at the end of year 2 have been above that achieved nationally. Effective intervention with lower attaining children in phonics in FS2 and KS1 secures the solid foundations in reading in order to access the wider curriculum.

Progress in reading at the end of KS1 was in line with that achieved nationally in summer 2019 when the last set of data was formally collected.

Comprehension skills such as retrieval, exploring inference and understanding more complex vocabulary continue to be a focus during teaching sessions. There is also a need to ensure that the speed at which children read is sufficient so they are able to access all of the reading material in a given time. Evaluative strands of evidence such as planning and work scrutiny, learning walks are used to develop evidence of standards in reading.

FP3 – Securing Implementation of the Geography, History and Science Curriculum.

To evaluate the impact and ensure consistency of content and delivery of the new EVPA Geography, History and Science curriculum.

During the academic year 2019/2020 we reviewed and developed the whole curriculum taught at EVPA. There is much change to the way in which science, geography and history are taught as we identified a need for a clear focus on skills progression and assessment of knowledge. Linking our geography and history curriculum is a golden thread that ties ideas and builds on previous knowledge. Across all key stages runs the idea of homes and houses and inspirational Britons. In mixed age classes careful plans that cover a two year rolling period ensure that progression is clear. Previous evidence showed that practical science was not fully embedded across the curriculum and children were not securing scientific knowledge effectively. Practical science lessons and development of scientific inquiry is now at the heart of the new curriculum. Our next steps in this area are to ensure that this new curriculum is effectively implemented and evaluated.

The development of leadership of the curriculum has also been identified as an area for development. In 2020/2021 all teachers have a subject or curriculum area of responsibility and are driving the development of high quality subject delivery across EVPA.

During 2020/21 continued professional development for teachers and support staff will be strategically planned around activities which ensure the planned curriculum is fully implemented. Subject leaders will be persistent and insistent to ensure the curriculum approaches are adopted and impact positively on the quality of teaching and learning.

At the end of each term pupil voice will be sought to gain an honest reflection of the recent learning. Teacher meeting time will be dedicated to sharing best practice and reflecting on the successes and challenges in each unit taught thus ensuring that we relentless in our pursuit of the best possible curriculum for the children of EVPA.

STANDARDS & ACHIEVEMENT DATA

EARLY YEARS FOUNDATION STAGE

% pupils reaching GLD at end of EYFS				
	2016	2017	2018	2019
School	58.0%	71.0%	86.0%	78.0%
National	69.3%	70.7%	71.5%	72.0%
No. pupils	12	7	7	9
Pupil No. Gap	-1	0	1	0

PHONICS SCREENING

% pupils achieving phonics standard in Year 1				
	2016	2017	2018	2019
School	77.0%	79.0%	71.0%	67.0%
National	81.0%	81.0%	82.0%	83.0%
No. pupils	13	14	7	9
Pupil No. Gap	0	0	0	-1

% pupils achieving phonics standard by end of Year 2				
	2016	2017	2018	2019
School	89.0%	93.0%	92.0%	100.0%
National	91.0%	91.0%	92.0%	92.0%
No. pupils	9	14	13	9
Pupil No. Gap	0	0	0	0

YEAR 2 TEACHER ASSESSMENT

% achieving EXS+ and GDS in reading at KS1				
	2016	2017	2018	2019
School EXS+	44.0%	75.0%	77.0%	77.0%
National EXS+	74.0%	76.0%	75.0%	75.0%
School GDS	0.0%	17.0%	8.0%	11.0%
National GDS	24.0%	25.0%	26.0%	25.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-2	0	0	0
Pupil No. Gap (GDS)	-2	0	-2	-1

% achieving EXS+ and GDS in writing at KS1				
	2016	2017	2018	2019
School EXS+	11.0%	67.0%	77.0%	77.0%
National EXS+	65.0%	68.0%	70.0%	72.0%
School GDS	0.0%	0.0%	8.0%	11.0%
National GDS	13.0%	16.0%	16.0%	17.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-4	0	0	0
Pupil No. Gap (GDS)	-1	-1	-1	0

% achieving EXS+ and GDS in maths at KS1				
	2016	2017	2018	2019
School EXS+	56.0%	75.0%	69.0%	67.0%
National EXS+	73.0%	75.0%	76.0%	77.0%
School GDS	0.0%	0.0%	0.0%	11.0%
National GDS	18.0%	21.0%	22.0%	23.0%
No. pupils	9	12	13	9
Pupil No. Gap (EXS)	-1	0	0	0
Pupil No. Gap (GDS)	-1	-2	-2	-1

YEAR 6 RESULTS

% achieving EXS+ and high score/GDS in RWM at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	20.0%	50.0%	40.0%
National EXS+	53.0%	61.0%	64.0%	65.0%
School GDS	0.0%	0.0%	20.0%	0.0%
National GDS	5.0%	9.0%	10.0%	11.0%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-1	-4	-1	-3
Pupil No. Gap (GDS)	0	0	1	-1

% achieving EXS+ and high score in reading at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	40.0%	60.0%	53.0%
National EXS+	66.0%	72.0%	75.0%	73.0%
School GDS	0.0%	0.0%	20.0%	13.0%
National GDS	19.0%	25.0%	28.0%	29%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-2	-3	-1	-3
Pupil No. Gap (GDS)	-1	-2	0	-2

% achieving EXS+ and GDS in writing at KS2				
	2016	2017	2018	2019
School EXS+	38.0%	60.0%	60.0%	47.0%
National EXS+	74.0%	76.0%	78.0%	78.0%
School GDS	0.0%	0.0%	30.0%	7.0%
National GDS	15.0%	18.0%	20.0%	22.0%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-2	-1	-1	-4
Pupil No. Gap (GDS)	-1	-1	1	-2

% achieving EXS+ and high score in maths at KS2				
	2016	2017	2018	2019
School EXS+	50.0%	20.0%	60.0%	53.0%
National EXS+	70.0%	75.0%	76.0%	79.0%
School GDS	0.0%	0.0%	20.0%	0.0%
National GDS	17.0%	23.0%	24.0%	25%
No. pupils	8	10	10	15
Pupil No. Gap (EXS)	-1	-5	-1	-3
Pupil No. Gap (GDS)	-1	-2	0	-3

KS2 Progress scores					
		2016	2017	2018	2019
Reading	Reading	-4.2	-5.5	-0.9	1.2
	Upper CI	0.1	-1.5	3.3	4.2
	Lower CI	-8.5	-9.3	-5.1	-1.8
	Sig+/-	average	Sig-	average	average
Writing	Writing	-10.9	-1.3	0.2	0.9
	Upper CI	-6.5	2.4	3.8	3.9
	Lower CI	-15.4	-5	-3.4	-2.1
	Sig+/-	Sig-	average	average	average
Maths	Maths	-7.5	-7.8	-2.6	-1.1
	Upper CI	-2.8	-4.3	1	1.9
	Lower CI	-11.2	-11.3	-6.2	-4.1
	Sig +/-	Sig-	Sig-	average	average

Focus Priority 1	Maths														
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p> <p>Leadership and management</p> <p>Quality of teaching</p> <p>Outcomes for pupils</p>	<p>By the end of 2081/19 attainment levels were below those achieved nationally, however, by the end of 2020 the attainment of children at EVPA was expected to be above that achieved nationally. We aim to continue on this trajectory and further secure consistently strong outcomes.</p> <p>Key Priorities</p> <ol style="list-style-type: none"> To develop the teaching of division and multiplication facts through the consistent use of TT Rock Stars To embed the White Rose curriculum across KS1 and KS2 to deepen knowledge and understanding of children's mathematics To ensure strong progress for higher attaining pupils at the end of KS2 To secure the understanding of number families in EYFS 														
Maths Targets	Success criteria														
<p>Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Baseline attainment</th> <th>Target attainment July 2021</th> <th>Nov 20</th> <th>Jan 21</th> <th>Mar 21</th> <th>July 21</th> </tr> </thead> <tbody> <tr> <td>Y2 (TA)</td> <td></td> <td>EXP+ = 100%</td> <td>Target ARE+:%</td> <td>N/A</td> <td>Target ARE+:%</td> <td>EXP+: 100% Actual:</td> </tr> </tbody> </table>	Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21	Y2 (TA)		EXP+ = 100%	Target ARE+:%	N/A	Target ARE+:%	EXP+: 100% Actual:	<ol style="list-style-type: none"> Children will all make expected progress in maths this year, some will make more than expected. Planning for HAT and Challenge will be clear in books
Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21									
Y2 (TA)		EXP+ = 100%	Target ARE+:%	N/A	Target ARE+:%	EXP+: 100% Actual:									

	2019 EYFS EXP+= 100% GDS= 0%	GDS = 0%	Actual ARE+%		Actual:	
			Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 0% Actual:
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 77%	Target:29% Actual: %	Target:46 % Actual:%	Target:62% Actual:	Target: 77% Actual:
		GDS = 15%	Target GDS:0% Actual: %	Target GDS:8% Actual:%	Target GDS:8% Actual:	Target GDS: 15% Actual:

- Mathematical misconceptions will be identified through assessment and addressed through focused planning and teaching
- SAS will be used track children and those who are falling behind will be targeted to catch up.
- Tracking of times tables will show improved rates of retention of multiplication and division facts.
- Regular testing in years 3,4,5 and 6 will be used to inform planning in order to deepen the knowledge and understanding of children's mathematics.

Early Years (F2) children are assessed against the Development Matters Statements for maths

Cohort number Sept=6	Baseline attainment October 2020		Mini –drop Jan 21 (target)	April 2021 (target)	July 2021 (target)
% children at age bands for maths (number)	30-50e		30-50+ Target – % Actual=% 40-60+ Target – % Actual=% ELG Target –5% Actual=%	40-60+ Target – % ELG Target – %	ELG+ Target = 100% GDS Target = 17%
	30-50d	83%			
	30-50s	17%			

Key People		Funding & Resources				
		•				
Actions /Tasks (and those responsible)			Who?	Who monitors /evaluates?	When	Check
KP1 Ensure all children are tested at least weekly (more frequently in LKS2) and ensure all staff have a copy of each year group's times tables to allow differentiation.			AB, HS, SH	KC	Termly	Dec 20 Feb 21 April 21
KP1 Monitor and assess times tables tests every short term to monitor and track progression. This will be used to create small groups for targeted intervention.			HS, SH, AB	KC	Termly	Dec 20, March 21 July 21
KP1 Develop fluency and independence in completing times tables tests by using iPads and whiteboard activities.			SH, HS, KC	KC	Termly	Dec 20, March 21 July 21
KP2 Through observation and lesson visits the principal will monitor how well teachers are identifying and addressing misconceptions during lessons.			AB, HS, SH	KC	Termly	Dec 20 March 21

				July 21
<p>KP2 Year 6 will sit termly tests in preparation for the end of key stage tests. Years 3 and 4 will sit tests at the end of term 1 and the end of term 6. Teachers will undertake question level analysis in order to support planning and targeted intervention.</p>	AB, HS	KC	Termly	Dec 20 March 21 July 2A
<p>KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson.</p>	AB, LB, SH, HS	KC	Termly	Dec 20 March 21 July 21
<p>KP3 HAP children will be involved in the Third Space Learning intervention programme. Bespoke 1:1 intervention will support these children one hour each week. Additional Third Space challenge and consolidation tasks will be completed weekly.</p>	AB, LB, SH, HS	KC	Termly	Dec 20 March 21 July 21
<p>KP4 Ensure the provision for children in EYFS Provide children with a secure understanding of number. Teach number through practical objects, outside and through the use of games. Ensure children have a secure understanding of numbers to 20 and number families to 10 by the end of EYFS. Maths is taught in small groups, using a model similar to that of RWI where repetition is key to embedding conceptual understanding. Small groups ensure appropriate levels of stretch and challenge for all abilities, but with a particular focus on more able children.</p>	LB	KC	Termly	Dec 20 March 21 July 21

Evaluation

January 2021

Overview

Actions Update

April 2021

Overview

Actions Update

July 2021

Overview

Actions Update

Focus Priority 2		Reading																																																			
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: Leadership and management Quality of teaching Outcomes for pupils</p>	<p>Key Priorities</p> <ol style="list-style-type: none"> 1. For all children to make expected progress taking into account their starting points. 2. A school wide reward system to support the development of reading will be in place. 3. Teachers in KS1 and KS2 will use the Weekly 'Teaching Reading Timetable' to develop reading stamina and levels of independence. 																																																				
Reading Targets						Success criteria																																															
<p>Years 1& 2 follow the RWI scheme for phonics and are assessed against the RWI progressions, these align to national expectations.</p> <table border="1"> <thead> <tr> <th>PHONICS</th> <th>Baseline attainment July 2020</th> <th>Target attainment July 2021</th> <th>December 2020</th> <th>April 2021</th> <th>July 2021</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>EYFS Reading ELG at EXP+ = %</td> <td>% to achieve phonics pass</td> <td>Target: % Actual (yellow+ now) %</td> <td>Target: % Actual:</td> <td>Target: % Actual:</td> </tr> <tr> <td>Year 2</td> <td>Year 1 % achieved phonics pass</td> <td>100% to achieve phonics pass</td> <td>Target: 75% Actual % (yellow+ now)</td> <td>Target: 100% Actual:</td> <td>Target: 100% Actual:</td> </tr> </tbody> </table> <p>Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Baseline attainment</th> <th>Target attainment July 2021</th> <th>Nov 20</th> <th>Jan 21</th> <th>Mar 21</th> <th>July 21</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y2 (TA)</td> <td rowspan="2">2019 EYFS EXP+= 100% GDS= 0%</td> <td rowspan="2">EXP+ = 100% GDS = 0%</td> <td>Target ARE+:% Actual ARE+%</td> <td>N/A</td> <td>Target ARE+:% Actual:</td> <td>EXP+: 100% Actual:</td> </tr> <tr> <td>Target GDS:% Actual: %</td> <td>N/A</td> <td>Target GDS:% Actual:</td> <td>Target GDS: 0% Actual:</td> </tr> <tr> <td rowspan="2">Y6 (TEST)</td> <td rowspan="2">KS1 APS/FFT starting point has been used to forecast targets.</td> <td rowspan="2">EXP+ = 76% GDS = 23%</td> <td>Target:% Actual: %</td> <td>Target:% Actual:%</td> <td>Target:% Actual:</td> <td>Target: 76% Actual:</td> </tr> <tr> <td>Target GDS:% Actual: %</td> <td>Target GDS:% Actual:%</td> <td>Target GDS:% Actual:</td> <td>Target GDS: 23% Actual:</td> </tr> </tbody> </table>						PHONICS	Baseline attainment July 2020	Target attainment July 2021	December 2020	April 2021	July 2021	Year 1	EYFS Reading ELG at EXP+ = %	% to achieve phonics pass	Target: % Actual (yellow+ now) %	Target: % Actual:	Target: % Actual:	Year 2	Year 1 % achieved phonics pass	100% to achieve phonics pass	Target: 75% Actual % (yellow+ now)	Target: 100% Actual:	Target: 100% Actual:	Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21	Y2 (TA)	2019 EYFS EXP+= 100% GDS= 0%	EXP+ = 100% GDS = 0%	Target ARE+:% Actual ARE+%	N/A	Target ARE+:% Actual:	EXP+: 100% Actual:	Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 0% Actual:	Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 76% GDS = 23%	Target:% Actual: %	Target:% Actual:%	Target:% Actual:	Target: 76% Actual:	Target GDS:% Actual: %	Target GDS:% Actual:%	Target GDS:% Actual:	Target GDS: 23% Actual:	<ol style="list-style-type: none"> 1. Children will all make expected progress in reading this year, some will make more than expected. 2. Children who are falling behind will be targeted to catch up. 3. QLAs will be used to monitor the improvement in marks gained in the questions involving the skills of inference and deduction. 4. Accelerated Reader will be used as part of the monitoring and assessment of reading as well as a being used to motivate and track reading for pleasure. 5. The school wide reading timetable will be followed in order to develop skills and
PHONICS	Baseline attainment July 2020	Target attainment July 2021	December 2020	April 2021	July 2021																																																
Year 1	EYFS Reading ELG at EXP+ = %	% to achieve phonics pass	Target: % Actual (yellow+ now) %	Target: % Actual:	Target: % Actual:																																																
Year 2	Year 1 % achieved phonics pass	100% to achieve phonics pass	Target: 75% Actual % (yellow+ now)	Target: 100% Actual:	Target: 100% Actual:																																																
Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21																																															
Y2 (TA)	2019 EYFS EXP+= 100% GDS= 0%	EXP+ = 100% GDS = 0%	Target ARE+:% Actual ARE+%	N/A	Target ARE+:% Actual:	EXP+: 100% Actual:																																															
			Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 0% Actual:																																															
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 76% GDS = 23%	Target:% Actual: %	Target:% Actual:%	Target:% Actual:	Target: 76% Actual:																																															
			Target GDS:% Actual: %	Target GDS:% Actual:%	Target GDS:% Actual:	Target GDS: 23% Actual:																																															

Early Years (F2) children are assessed against the Development Matters Statements for reading

Cohort number Sept=6	Baseline attainment October 2020		Mini –drop Jan 21 (target)	April 2021 (target)	July 2021 (target)
% children at age bands for reading	30-50e	50%	30-50+ Target – % Actual=% 40-60+ Target – % Actual % ELG Target – % Actual=%	40-60+ Target – % ELG Target – %	ELG+ Target = 100% GDS Target= 17%
	30-50d	17%			
	30-50s	33%			

stamina in independent reading.

6. Children will engage in regular home reading. This will be monitored by class teachers.

Key People		Funding & Resources			
Kate Cleaver – Principal Jo Yiallourou – Phonics Lead Neil Black – English Lead		<ul style="list-style-type: none"> Continued investment in RWI – resources and training for staff Continued investment in the library service Accelerated Reader annual cost 			
Actions (and those responsible)		Who?	Who monitors / evaluates?	When	Check
KP1 SAS tracking to inform timely intervention and inform booster groups to accelerate progress.		AB, HS, SH	AB/KC	Termly	Dec 20 Mar 21 June 21
KP1 Analysis of reading test papers across KS2 to ensure high quality targeted intervention and adaptation of reading planning.		AB, HS	AB/KC	Termly	Dec 20 Mar 21 June 21
KP1 Use Star Reader tests to monitor progress in reading KS2 and use the diagnostic data to support intervention / plan teaching		OU, HS	AB/KC	Termly	Dec 20 Mar 21 June 21
KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability.		AB	AB/KC	Termly	Dec 20 Mar 21 June 21
KP2 Log children’s home reading habits and intervene with those who are not reading frequently at home.		AB, HS	AB/KC	Weekly	Dec 20 Mar 21 June 21
KP2 Awards for reading – a new system for rewarding home reading and reading for pleasure will be implemented. This includes the RED TED Award (Read Every Day Talk Every Day) in EY and KS1 and Bronze, Silver, Gold and Millionaire in KS2. AR will be used to count the words read and rewards based on this.		AB, HS, SH	AB/KC	Weekly	Dec 20 Mar 21 June 21

KP3 Monitor the implementation of the weekly reading timetable and review the impact of this.	AB, HS, SH	AB/KC	Weekly	Dec 20 Mar 21 June 21
KP3 Use pupil voice surveys / meetings to inform levels of engagement and impact on reading for pleasure.	AB	AB/KC	Termly	Dec 20 Mar 21 June 21

Evaluation
<p><u>January 2021</u></p> <p><u>Overview</u></p> <p><u>Actions Update</u></p> <p><u>April 2021</u></p> <p><u>Overview</u></p> <p><u>Actions Update</u></p> <p><u>July 2021</u></p> <p><u>Overview</u></p> <p><u>Actions Update</u></p>

Focus Priority 3	To evaluate the impact and ensure consistency of content and delivery of the new EVPA Geography, History and Science curriculum
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 1 3 4</p>	<p>Key Priorities</p> <ol style="list-style-type: none"> 1. Children will have a better and deeper knowledge in science, geography and history 2. Children will have regular opportunities to complete testing, observation and work outdoors in science 3. Children will have the ability to recall their knowledge in science in science, geography and history 4. Staff to have deep subject knowledge in science, geography and history
Success criteria	
<ol style="list-style-type: none"> 1. Progression of skills and knowledge will be identifiable in children's books. 2. Tracking and monitoring demonstrates stronger outcomes in Geography, History and Science. 3. High quality CPD in science, geography and history has taken place. 	
Key People	Funding & Resources

<ol style="list-style-type: none"> 1. Helena Satizabal – Science Lead 2. Amanda Baker – Topic Lead 3. Kate Cleaver - Principal 	<ol style="list-style-type: none"> 1. Science equipment 2. Funding to buy high quality non-fiction and fiction texts to support wider curriculum learning. 3. Budget allocation for CPD 			
Actions /Tasks (and those responsible)	Who?	Who monitors /evaluates ?	When	Check
KP1 Long Term Plans will show progression of knowledge.	KC/ AB	KC	Termly	Dec 20 March 21 June 21
KP1 Book looks, pupil voice and lesson observations show that knowledge and skills progress throughout the academic year.	KC/ AB	KC, HS	Termly	Dec 20 March 21 June 21
KP1 If required, rapid support will be in place to support high quality teaching in all classes.	KC	KC, HS	Termly	Dec 20 March 21 June 21
KP1 SAS tracking will be used at the end of each unit and pupil progress will be monitored.	AB, HS, LB, JY, SH	KC, HS	Termly	Jan 21 Mar 21 July 21
KP2 Pupils will engage in practical science activities both in the classroom and outside. This will be evidenced in their books and the class 'Big Book'.	AB, HS, LB, JY, SH	KC, HS		
KP3 Book looks will demonstrate increased levels of engagement and use of appropriate vocabulary. Rapid support will be put in place	AB, HS, LB, JY, SH	KC, HS	Termly	Jan 21 Mar 21 July 21
KP3 The website will be updated to reflect the new topics studied	KC, JJ	KC	Annually	Sept 20
KP3 Pupil voice surveys will be used to monitor the impact of the new curriculum on learners	KC	KC, HS	Termly	Nov 20 Feb 20 20 June 20
KP4 High quality CPD for staff will be planned for in Science, Geography and History.	KC	KC, HS,	Annually	S T1&2 G and H T3&4
KP4 Teachers will be encourage to access high quality CPD to support the development of the curriculum area which they lead and to further develop their subject knowledge. External CPD will be cascaded to other staff through teacher meetings and peer observations.	AB, HS, LB, JY, SH	KC, HS	Termly	Jan 21 Mar 21 July 21

KP4 Teacher meeting time will be dedicated to sharing best practice; book looks; online CPD and evaluating the new curriculum.	AB, HS, LB, JY, SH	KC, HS	Half Termly	Oct 20 Dec 20 Feb 21 April 21 June 21
--	--------------------	--------	-------------	---

Evaluation

<p>January 2021</p> <p><u>Overview</u></p> <p><u>Actions Update</u></p> <p>April 2021</p> <p><u>Overview</u></p> <p><u>Actions Update</u></p> <p>July 2021</p> <p><u>Overview</u></p> <p><u>Actions Update</u></p>
--

Ecton Village Primary Academy Background Priorities 2020-21

What the priority involves in a nutshell	Success Criteria
<p><u>To Improve Attendance and the pupil numbers on roll</u></p> <ol style="list-style-type: none"> To improve the whole school attendance figure from 94.7% in the year 18/19 to 96.5% to be in the top 20% of similar schools. GRT attendance rose from 80.4% in the year 17/18 to 87.1% in the year 18/19 and this will be further improved to 93% and above National GRT attendance which is 88.5%. To increase the numbers on roll; the aim being to have 14 children join the reception 2021 cohort taking the number on roll to 80 or above. 	<ol style="list-style-type: none"> There will be month by month analysis of groups and whole school and this will be compared to the same month last year. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance. Letters will be sent to families who have attendance below 92% and those who drop below 90% will be on a Parenting Contract for Attendance. Families who fail to engage with

	<p>3. To increase the number of children accessing our FS1 provision – a target of 12 children in this cohort</p>	<p>the process will be referred to EIT. SM to monitor and share with KC.</p> <p>4. Families with persistently poor attendance will be given short term goals with clear rewards designed to appeal to the individual child. This will be a bespoke challenge for specific children identified by SM through weekly monitoring of attendance.</p> <p>5. To market the Academy through the use of social media.</p> <p>6. JJ to design and share an advert for social media. An advert to be shared at the start of each long term.</p>
<p>Evaluations January 2021: . April 2021: . July 2021: .</p>		
	<p><u>To strengthen the partnership between school and families</u></p> <ol style="list-style-type: none"> 1. There will be a close working partnership between parents and Ecton Village Primary Academy. 2. Communication between the school and families will be developed and enhanced through the increased use of the school website; social media and Class Dojo. 3. Work towards the Leading Parent Partnership Award 	<ol style="list-style-type: none"> 1. Parents will be involved in activities such as book and biscuit mornings; phonics and hand writing sessions; award assemblies and open book mornings. 2. The website will be used to share curriculum intent and implementation. Social media will be used to celebrate pupil success; promote and celebrate events in school and promote aspects of safeguarding, including e-safety. Class Dojo will be used for homework and to support remote learning for those unable to attend school. Parents will have the opportunity to communicate with teachers through this platform. 3. KC and JJ will begin the process of gaining LPPA
<p><u>Evaluations</u> January 2021: April 2021: . July 2021: .</p>		
	<p><u>To promote wellbeing among staff and children in school</u></p>	

	<ol style="list-style-type: none"> 1. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment, for this reason we will have a wellbeing strategy implemented for staff and children. 2. We will have a culture of clear communication about workplace wellbeing. 3. Staff recognition and praise will be part of the school's culture and system of appraisal. 4. We will create a sense of belonging to the school. 5. Staff surveys and pupil voice surveys will show high levels of positive wellbeing and help generate feedback and ideas. 	<ol style="list-style-type: none"> 1. Staff will feel able to talk about concerns; there is an open door policy where staff know they can discuss anything with KC; staff are consulted on change and involved in problem solving strategies 2. Time will be set aside in teacher meetings for recognition and praise. 3. Team development opportunities and wellbeing activities will promote supportive professional relationships. Appraisal targets are realistic and concentrate on raising standards for children. There is an emphasis on 'praise' in appraisal. 4. Termly staff surveys will be used to gather feedback. 5. Monitoring of attendance will show improvement.
--	---	--

<p>Evaluations</p> <p>January 2021:</p> <p>April 2021:</p> <p>July 2021:</p>
--