



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 CEO, 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; pupil voice; 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 wider vocabulary and further 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

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

% 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

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>At the end of 2018/19 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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21								<ol style="list-style-type: none"> Children will all make expected progress in maths this year, some will make more than expected.
Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21									

Y2 (TA)	2019 EYFS EXP+= 75% GDS= 0%	EXP+ = 75% GDS = 0%	Target ARE+:0% Actual ARE+%	N/A	Target ARE+50:% Actual: N/A	Target: 75% Actual: 75%
			Target GDS:% Actual: %	N/A	Target GDS:0% Actual: N/A	Target GDS: 0% Actual: 0%
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 77% GDS = 15%	Target:29% Actual:23 %	Target:46% Actual: N/A%	Target:62% Actual:38%	Target: 77% Actual: 77%
			Target GDS:0% Actual: 0%	Target GDS:8% Actual: N/A%	Target GDS:8% Actual:0%	Target GDS: 15% Actual: 15%

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 – 17% Actual= 0% 40-60+ Target – 83% Actual=100% ELG Target –5% Actual=0%	Target 40- 60+ - 40 % Actual: 100% ELG - 60 % Actual: 0%	ELG+ Target = 100% Actual: 83% GDS Target = 17% Actual: 0%
	30-50d	83%			
	30-50s	17%			

2. Planning for HAP and challenge for all will be clear in books
3. Mathematical misconceptions will be identified through assessment and addressed through focused planning and teaching
4. Tracking of times tables will show improved rates of retention of multiplication and division facts.
5. 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.

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
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			AB, HS	KC	Termly	Dec 20

the end of term 6. Teachers will undertake question level analysis in order to support planning and targeted intervention.				March 21 July 2A
KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson.	AB, LB, SH, HS	KC	Termly	Dec 20 March 21 July 21
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.	AB, LB, SH, HS	KC	Termly	Dec 20 March 21 July 21
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.	LB	KC	Termly	Dec 20 March 21 July 21

Evaluation

April 2021

Overview

There has been some disruption for the year 6 cohort during this academic year. A combination of bubble closures, national lockdown and long term teacher absence has meant that teaching has been disrupted. Despite this, the appointment of a new teacher who will be maths lead and high quality remote learning provision means that children have continued to make progress. Year 6 test results show that pupils have made progress – although not yet in line with the target. The test in March was carried out as soon as children returned from an extended period of lockdown. Maths was taught daily via Teams and a small number of children were taught in a separate group as their needs were quite different to the rest of the group. We also commissioned Third Space Learning in November 2020 and these sessions also continued through lockdown. These online sessions have been reviewed and we will move to using a tutor in school as from June 2021. The teacher assessment data drop at the end of April is pleasing – 70% of children in year 6 are working at the expected level and we expect to see this reflected in the final SATs paper in June 2021.

Teaching in year 2 has been adapted since the return from lockdown. Engagement in remote learning from this cohort was lower than in other year groups in the school. Some of these children did attend school during this time and this did allow for some intensive intervention. Year 2 are now taught as a discreet group – year 1 are taught separately – in order to accelerate the progress of these children.

The MTC has been a focus for children in year 4. It is pleasing that testing in April showed that all children have improved on their speed and the amount of questions being answered correctly on a practise MTC and these are now equal to, or higher than, before the school closure.

Actions Update

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. *Children in LKS2 have daily times tables checks – focus on speed and accuracy. Children in UKS2 are tested 3 times each week. Children in KS1 are tested weekly.*

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. *Small group intervention is in place for children in KS2. There has been some disruption to this – due in part to staffing and then due to lockdown. However, these groups are now delivered consistently.*

KP1 Develop fluency and independence in completing times tables tests by using iPads and whiteboard activities. *Children complete times tables tests in a variety of ways – sometimes on the computer, sometimes on paper and sometimes on whiteboards.*

KP2 Through observation and lesson visits the principal will monitor how well teachers are identifying and addressing misconceptions during lessons. *Lesson visits, planning and book scrutiny show that, in the main, teachers plan for common misconceptions and address them either verbally or through marking. Where it is not always clear that misconceptions have been addressed in marking this has been fed back through the monitoring process.*

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. *The testing schedule has had to be adapted due to the lock down, but all tests have been completed. Marks are uploaded to FFT allowing detailed analysis to be undertaken. Teachers have used the tests to inform planning and to target areas for intervention.*

KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson. *Monitoring shows that most teachers plan well for HAPs. Where planning has not fully addressed the needs of HAPs KC has spent time supporting the teacher and this has resulted in a reorganisation of the way that teacher delivers maths lessons.*

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. *HAP children in year 6 accessed Third Space Learning intervention. This continued through the period of lockdown. TSL has been reviewed and, moving forward, we will not continue with this form of intervention. In its place we have secured a tutor – an experienced former DHT and maths lead of a local primary school.*

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. *Opportunities for teaching number through practical objects both inside and outside are evident in the EY area every day.*

KP4 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. *Children in both FS1 and FS2 have daily maths input for the whole class then the children are taught in very small groups. One LAP and one HAP have daily 1:1 to ensure that their needs are met. The HAP child is on track to be exceeding by the end of FS1 and one child is not yet on track to meet ELG, but the intervention is having some impact though he is not secure in some aspects of number.*

Note
The appointment of AO in December 2020 has increased our capacity to support children in mathematics. AO supports KS2 maths lessons every day; her excellent subject knowledge means that she is able to support children of all abilities, including HAP. She has been trained to deliver 'First Class at Maths' intervention and she provides this for a number of LAPs. All children in KS2 have been screened using Sandwell and AO has shared this information with teachers in order to support their planning for QFT.

July 2021

Overview

There has been some disruption for the year 6 cohort during this academic year. A combination of bubble closures, national lockdown and long term teacher absence has meant that teaching has been disrupted. Despite this, the appointment of a new teacher who will be maths lead and high quality remote learning provision means that children have continued to make progress. Year 6 test results show that pupils have made progress – all but one child made the expected level of progress and all HAP children made the expected level of progress.

Teaching in year 2 was been adapted since the return from lockdown. Engagement in remote learning from this cohort was lower than in other year groups in the school. Some of these children did attend school during this time and this did allow for some intensive intervention. Year 2 were taught as a discreet group – year 1 were taught separately – in order to accelerate the progress of these children. Unfortunately, the class teacher (an apprentice) was on placement at another school and the teacher we had really did struggle and did not complete the placement. This made an already disrupted year even more disrupted. In order to minimise the impact AO taught this class until SH’s return.

Actions Update

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. *Children across all KS2 year groups had daily times tables checks with a focus on speed and accuracy. Children in KS1 were having direct times tables practice two times a week.*

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. *Small group intervention remained in place for the duration of the summer term. The intervention was delivered by OB who used fun, fast paced games to maintain high levels of pupils’ engagement and increase the speed and accuracy of pupils’ calculation skills.*

KP1 Develop fluency and independence in completing times tables tests by using iPads and whiteboard activities. *Children continued to complete times tables tests in a variety of ways – sometimes on the computer, sometimes on paper and sometimes on whiteboards.*

KP2 Through observation and lesson visits the Principal will monitor how well teachers are identifying and addressing misconceptions during lessons. *Lesson visits, planning and book scrutiny show that teachers plan for, and address, misconceptions. Therefore, overall progress in maths has improved, particularly the children in Year 4. Unavoidable inconsistency with the class teacher in year 1/2 did lead to some inconsistency in this area of teaching. However, AO was re-deployed to support the teaching of maths in this class to minimise the impact of the disruption.*

KP2 Year 6 will sit termly tests in preparation for the end of key stage assessments. 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. *The testing schedule was adapted due to the lock down, but all tests were completed. Marks were uploaded to FFT allowing detailed analysis to be undertaken. In years 3 and 4, there was some discrepancy between teacher assessment and test outcome. Analysis of this showed that some competent mathematicians struggled with the reading aspect of the maths papers. For future papers we will increase the level of adult support where the papers allow it.*

KP3 Planning for HAPs will be closely monitored in order to ensure that stretch, challenge and progression are built into every lesson. *Lesson visits and the scrutiny of books and planning show that stretch, challenge and progression for HAPs is evident in most lessons. However, this will continue to be a focus to ensure that this becomes consistently embedded across all classes.*

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. *Up until May half term, the majority of year 6 pupils completed the Third Space Learning intervention programme for maths. Outcomes for year 6 pupils strengthened as the year progressed. HAP children in year 5 received weekly face to face intervention from an experienced primary maths specialist for the duration of term 6. This will continue into the next academic year. Feedback from the children is positive – they tell us that the 1:1 sessions mean that they can really focus on key maths skills and can move on quickly, or spend longer on a particular aspect according to what they need.*

KP4 Ensure the provision for children in EYFS provide them 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. *Opportunities for teaching number through practical objects both inside and outside are evident in the EY area every day. ELG outcomes for number demonstrate that all bar one child had achieved both elements of this key priority.*

KP4 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 levels of attainment,

but with a particular focus on higher attaining children. *Children in both FS1 and FS2 have daily maths input for the whole class then the children are taught in very small groups. One LAP and one HAP have daily 1:1 to ensure that their needs are met.*

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+ = 85 %</td> <td>% to achieve phonics pass</td> <td>Target: 90% Actual (yellow+ now) 91%</td> <td>Target: 75% Actual: 82%</td> <td>Target: 90% Actual: 81%</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 100 % (yellow+ now)</td> <td>Target: 100% Actual: 100%</td> <td>Target: 100% Actual: 100%</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>Y2 (TA)</td> <td>2019 EYFS EXP+= 75%</td> <td>EXP+ = 100%</td> <td>Target ARE+:50% Actual ARE+ 25%</td> <td>N/A</td> <td>Target ARE+75:% Actual: 50%</td> <td>EXP+: 100% Actual: 75%</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+ = 85 %	% to achieve phonics pass	Target: 90% Actual (yellow+ now) 91%	Target: 75% Actual: 82%	Target: 90% Actual: 81%	Year 2	Year 1 % achieved phonics pass	100% to achieve phonics pass	Target: 75% Actual 100 % (yellow+ now)	Target: 100% Actual: 100%	Target: 100% Actual: 100%	Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21	Y2 (TA)	2019 EYFS EXP+= 75%	EXP+ = 100%	Target ARE+:50% Actual ARE+ 25%	N/A	Target ARE+75:% Actual: 50%	EXP+: 100% Actual: 75%	<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
PHONICS	Baseline attainment July 2020	Target attainment July 2021	December 2020	April 2021	July 2021																																	
Year 1	EYFS Reading ELG at EXP+ = 85 %	% to achieve phonics pass	Target: 90% Actual (yellow+ now) 91%	Target: 75% Actual: 82%	Target: 90% Actual: 81%																																	
Year 2	Year 1 % achieved phonics pass	100% to achieve phonics pass	Target: 75% Actual 100 % (yellow+ now)	Target: 100% Actual: 100%	Target: 100% Actual: 100%																																	
Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21																																
Y2 (TA)	2019 EYFS EXP+= 75%	EXP+ = 100%	Target ARE+:50% Actual ARE+ 25%	N/A	Target ARE+75:% Actual: 50%	EXP+: 100% Actual: 75%																																

	GDS= 0%	GDS = 0%	Target GDS:% Actual: %	N/A	Target GDS:% Actual: 0%	Target GDS: 0% Actual: 0%	to motivate and track reading for pleasure.	
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 76% GDS = 23%	Target:47% Actual:84 %	Target:54 % Actual:N/A	Target:63% Actual:84%	Target: 76% Actual: 85%		5. The school wide reading timetable will be followed in order to develop skills and stamina in independent reading.
			Target GDS:0% Actual: 15 %	Target GDS: 7% Actual:%	Target GDS:14% Actual:30%	Target GDS: 23% Actual: 31%		

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 – 17% Actual=0% 40-60+ Target – 83% Actual 100%	40-60+ Target 60 % Actual: 100% ELG Target 40 % Actual: 0%	ELG+ Target = 100% Actual: 100% GDS Target= 17% Actual: 0%
	30-50d	17%			
	30-50s	33%			

Key People	Funding & Resources
Kate Cleaver – Principal Lily Bishop – Phonics 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

April 2021

Overview

Reading outcomes in year 6 are pleasing. Children demonstrated secure reading skills in SATs papers and some children have moved from Expected to Greater Depth and we are exceeding our target in these areas. The teaching of reading continued on Teams throughout the period of lockdown and reading pleasure continued to be a priority.

Phonics Screening Tests for year 2 took place in November 2020 and 100% of our children passed this test. We did notice that following the period of National Lockdown some children in the year 1 cohort did lose some of their phonics sounds. Daily intervention, combined with daily phonics teaching, is in place to ensure that these children catch up.

Actions Update

KP1 SAS tracking to inform timely intervention and inform booster groups to accelerate progress. *Teachers are using testing tools such as SATs and PIXL with increased frequency and using this information, combined with AR data to inform intervention groups. This data is recorded into FFT. Reading intervention in KS1 targets those not maintaining progress towards passing the PSC; this intervention takes place every day. In KS2 children have been screened using a GL assessment. Those children identified as working below ARE receive intervention; for some this is Precision Teach and others undertake 'Catch Up Literacy'.*

KP1 Analysis of reading test papers across KS2 to ensure high quality targeted intervention and adaptation of reading planning. *All children in KS2 have taken at least two reading test papers and teachers use these to plan QFT in reading.*

KP1 Use Star Reader tests to monitor progress in reading KS2 and use the diagnostic data to support intervention / plan teaching *The second Star Reader test was delayed due to the lockdown, but did take place as soon as all the children were back in school. The diagnostic information was shared with teachers to help inform planning for QFT. Where appropriate, some of this information has also been shared with families to support reading at home.*

KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability. *Use of AR is now fully embedded in KS2. Children know their range and are confident in selecting appropriate books. Teachers monitor this and support those who need it.*

KP2 Log children's home reading habits and intervene with those who are not reading frequently at home. *During the period of lockdown we unlocked AR so that children could access it from home. We saw a significant increase in levels of engagement in children across the ability range. Some children, however, were still not reading frequently. These children now read with an adult in school and have clear short term targets linked to AR quizzes. The class teacher and KC monitor this and this has resulted in increased levels of engagement from ALL children.*

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. *This reading reward system has not been implemented – due in part to the fact that the member of staff who devised it had an extended period of absence and*

has since left EVPA. However, the weekly awards assembly celebrates every child who has taken an AR quiz and there is a weekly 'Star Reader' award. There is also two termly awards for reading – one based on the number of quizzes taken and one based on the number of words read. Two children in year 6 has read in excess of two million words and one child in year 6 has read in excess of two million words.

KP3 Monitor the implementation of the weekly reading timetable and review the impact of this. *This worked well in terms 1 and 2, but staff changes and a period of lockdown means that this has been adapted, but explicit teaching of reading comprehension skills continues across the school.*

KP3 Use pupil voice surveys / meetings to inform levels of engagement and impact on reading for pleasure. *This is yet to be formally completed, but children tell me that they enjoy reading for pleasure and AR weekly celebrations motivate them to complete the quizzes.*

July 2021

Overview

Reading outcomes in year 6 are pleasing. Children demonstrated secure reading skills in SATs papers and some children have moved from Expected to Greater Depth thus exceeding our target in these areas.

Phonics Screening Tests for year 2 took place in May 2021 (despite this not being statutory at this time) and all but two children reached the threshold of 32, the two that didn't scored 31. Phonics teaching will continue for some children as they move into year 2, but the HAPs, who have completed the RWI scheme, have been moved on to Accelerated Reader.

Actions Update

KP1 Use Star Reader tests to monitor progress in reading KS2 and use the diagnostic data to support intervention / plan teaching *Three Star Reader tests took place across the academic year for all children in KS2. Analysis shows that in LKS2 there was an average growth of plus 6 months. This is in the main due to one child having a negative growth score, which is being investigated. Children in UKS2 have had an average growth of 11 months over the 9 months period between testing.*

KP1 Monitoring of AR use and groups, appropriate resources and reading records to ensure all pupils are receiving the relevant challenge for their ability. *Use of AR is now fully embedded in KS2. Children know their range and are confident in selecting appropriate books from the AR pathway. Teachers monitor this and ensure all children choose a book from the right ZPD range.*

KP2 Log children's home reading habits and intervene with those who are not reading frequently at home. *Reading remained high profile during the summer term. Most parents now read with their children at home, however, some families are unable to support their children with this for different reasons. In these cases, teaching and support staff ensure that additional time with adults is given to these children to reads together in school. After school club is running and SY has supported some key children during this time. Training for SY to support reading during breakfast and after school club is planned for September 2021 to ensure high quality support for those that need it most.*

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 KP2. AR will be used to count the words read and rewards based on this. *The weekly awards assembly celebrates every child who has taken an AR quiz and there is a weekly 'Star Reader' award. There are also two termly awards for reading – one based on the number of quizzes taken and one based on the number of words read. By the end of the academic year, 3 children had read in excess of 1 million words – between them they read in excess of 5.5 million words. These rewards have motivated many children and families. Over the course of this academic year the Bronze, Silver and Gold awards will be introduced to sit alongside the Millionaire award.*

KP3 Monitor the implementation of the weekly reading timetable and review the impact of this. *Reading continues to be high priority in all English lessons. RWI comprehension activities in KS1 support the extended reading comprehension tasks completed by pupils in year 2 and some pupils in year 1. Reading independence and reading stamina for these children will the focus in the next academic year. In KS2 children complete weekly comprehension tasks – some based on the class text and some SATs style questions. The weekly inference and retrieval activities ensure that these skills are constantly being developed.*

KP3 Use pupil voice surveys / meetings to inform levels of engagement and impact on reading for pleasure. *Children tell us that they enjoy reading and being read to. Children in all classes tell us that they enjoy it most when a teacher reads to them and they share a story as a class. Children in KS2 tell us that they enjoy using AR and they like to know*

how many words they have read and how many quizzes they have taken. They tell us that they like being given time during the school day to read either to a teacher or to read by themselves. A minority of children tell us that they find reading boring. Children have also told us that they would like more non-fiction texts linked to AR. Non-fiction texts linked to AR will be ordered in Sept 2021.

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, 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

April 2021

Actions Update

KP1 Long Term Plans will show progression of knowledge. *LTPs are in place and there are skills progression maps to accompany these. The geography skills are divided into three parts: locational knowledge / place knowledge; human and physical geography and geographical skills and field work. History is mapped against the following areas: historical interpretations; historical investigations; chronological understanding and knowledge and understanding of events, people and changes in the past. In science the skills are explicitly linked to working scientifically.*

KP1 Book looks, pupil voice and lesson observations show that knowledge and skills progress throughout the academic year. *Book looks in geography and history were delayed due to the lockdown – but they have been re-planned. Science book looks show evidence of skills progression.*

KP1 If required, rapid support will be in place to support high quality teaching in all classes. *HS (science lead) has led some formal science CPD during teacher meetings and provides more informal support during weekly PPA sessions.*

KP1 SAS tracking will be used at the end of each unit and pupil progress will be monitored. *SAS has been used, but we are in the process of setting up FFT to replace this.*

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'. *Each class has Big Book with clear evidence of practical science lessons. UKS2 evidence is limited due to extended teacher absence. However, since the appointment of a new CT evidence is now in line with LKS2 and KS1.*

KP3 The website will be updated to reflect the new topics studied *Curriculum Overviews are on the website.*
KP3 Pupil voice surveys will be used to monitor the impact of the new curriculum on learners *These are yet to be completed.*

KP4 High quality CPD for staff will be planned for in Science, Geography and History. *HS has engaged in high quality CPD and disseminated this via teacher meetings. History and Geography CPD is yet to take place.*

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. *The academy is now a member of The National College and all staff have access to free high quality CPD. All staff have completed at least one piece of training this way.*

KP4 Teacher meeting time will be dedicated to sharing best practice; book looks; online CPD and evaluating the new curriculum. *At least part of every teacher meeting is dedicated to improving our curriculum – whether that be sharing resources / ideas or book looks all teacher are actively involved in this.*

July 2021

Actions Update

KP1 Long Term Plans will show progression of knowledge. *LTPs are in place and there are skills progression maps to accompany these. The geography skills are divided into three parts: locational knowledge / place knowledge; human and physical geography and geographical skills and field work. History is mapped against the following areas: historical interpretations; historical investigations; chronological understanding and knowledge and understanding of events, people and changes in the past. In science the skills are explicitly linked to working scientifically.*

KP1 Book looks, pupil voice and lesson observations show that knowledge and skills progress throughout the academic year. *Regular science monitoring shows clear evidence of knowledge and skills progression in all classes. However, this has not been as successful in geography and history. Evaluation of these subjects show that too much emphasis has been placed on linking topics to texts and literacy skills tending to dominate the work. While acquisition of knowledge is clear, the development of subject specific skills is not. In light of this, the decision has been made to teach geography and history as discreet subjects (rather than 'topic' and these subjects within that umbrella term) with knowledge and skills as the driver, rather than literacy texts. The long term plans will be re-written in the summer holidays in preparation for this in the new academic year.*

KP1 If required, rapid support will be in place to secure high quality teaching in all classes. *HS (science lead) has completed regular learning walks for science, led termly formal science CPD during teacher meetings and provided informal support for during weekly PPA sessions. For example, during PPA sessions HS signposted other staff to resources that secured a consistent approach to recording science across classes in KS1 and 2.*

KP1 SAS tracking will be used at the end of each unit and pupil progress will be monitored. *FFT pupil tracking is in place for science, but this still needs to be established for geography and history. This will be set up for this academic year.*

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'. *Each class has Big Book with clear evidence of practical science lessons. These were well used during the Challenge Partners visit where children used them to support discussions of their learning and coordinators could use them as record of teaching that has taken place.*

KP3 The website will be updated to reflect the new topics studied *Curriculum Overviews are on the website, but these will be fully updated to reflect the reviewed curriculum in September 2021.*

KP3 Pupil voice surveys will be used to monitor the impact of the new curriculum on learners *Pupil voice surveys have been completed for science, geography and history. Science pupil voice surveys tell us that children have a good understanding of what it is to be a scientist and they can tell us some of the skills they have learned. They talk enthusiastically about science practical activities – especially those completed outside. In geography and history children were less confident about the skills they had learnt and this will be a focus moving forward, but the talked with*

confidence about new knowledge. In LKS2 they spoke about the linking of science and geography when they learned about volcanoes; they could tell me where in the world some volcanoes are located and how they have built models of volcanoes that erupted. In KS1 children spoke with confidence about Samuel Pepys diary and could explain why the Great Fire of London spread in the way that it did.

KP4 High quality CPD for staff will be planned for in Science, Geography and History. *In geography and history teachers have developed their subject knowledge while teaching new aspects of the curriculum. For example, they have used resources such as the V and A museum online to not only develop their own learning, but to bring aspects of the museum into the classroom. HS, as science lead, has engaged in a great deal of CPD, much of it online. She then shares her learning through teacher meetings and suggests ways in which this can impact the learning of the children. For example, she attended some training on using maths in science. This led to the UKS2 linking shape and reflection when they were doing light in science. Children reflected light to create different types of triangles. This practical application of maths combined with science leads to consolidation of both subjects.*

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. *The academy is now a member of The National College and all staff have access to free high quality CPD. All staff have completed at least one piece of training this way. Staff then reflect on their learning, and the impact it has on their practice on the Blue Sky appraisal management system.*

KP4 Teacher meeting time will be dedicated to sharing best practice; book looks; online CPD and evaluating the new curriculum. *At least part of every teacher meeting is dedicated to improving our curriculum – whether that be sharing resources / ideas, book looks or deepening subject knowledge all teacher are actively involved in this.*

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"> 1. 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%. 2. 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. 3. To increase the number of children accessing our FS1 provision – a target of 12 children in this cohort 	<ol style="list-style-type: none"> 1. There will be month by month analysis of groups and whole school and this will be compared to the same month last year. 2. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance. 3. 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 the process will be referred to EIT. SM to monitor and share with KC. 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. 5. To market the Academy through the use of social media.

	<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 April 2021:</p> <ol style="list-style-type: none"> 1. 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%. 2. 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. <i>This target has not been met.</i> 3. To increase the number of children accessing our FS1 provision – a target of 12 children in this cohort. <i>This target has not been met, though the number of children in FS1 has increased from two children in September and is expected to increase to 7 by the start of term 6.</i> <p>July 2021:</p> <p>.</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>Evaluations April 2021:</p> <ol style="list-style-type: none"> 1. There will be a close working partnership between parents and Ecton Village Primary Academy. <i>Covid-19 restrictions mean that we cannot have families in school in the usual way. However, use of platforms such as Tapestry and Class Dojo have increased and we have been successful in engaging some families in this way. Hard to reach families remain problematic – those with limited literacy or poor IT skills remain a challenge. We hope to be able to invite them into school as soon as it is safe to do so.</i> 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. <i>The website has been updated (though there is still work to do) and our social media has been extended. We now use Instagram as well as Facebook and Twitter and we have a dedicated EY Instagram account. We used ClassDojo throughout the second lockdown and we continue to use it as a way of communicating with families.</i> 	

3. Work towards the Leading Parent Partnership Award *KC and JJ have met to discuss this and have looked at prices. Given the current limitations on working face to face with families, work on this has been placed on hold until the middle of term 6.*

July 2021:

1. There will be a close working partnership between parents and Ecton Village Primary Academy. *Covid-19 restrictions mean that we cannot have families in school in the usual way. However, use of platforms such as Tapestry and Class Dojo have increased and we have been successful in engaging some families in this way. It is hoped that in Sept 2021 we can again invite families into school. The appointment of AO, who has led all EHA meetings held with vulnerable families, has helped develop closer working partnerships with these families.*
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. *The website has been updated (though there is still work to do) and our social media has been extended. We now use Instagram as well as Facebook and Twitter and we have a dedicated EY Instagram account. We used ClassDojo throughout the second lockdown and we continue to use it as a way of communicating with families.*
3. Work towards the Leading Parent Partnership Award *KC and JJ have met to discuss this and have looked at prices. Given the current limitations on working face to face with families, work on this has been placed on hold until the Sept 2021.*

To promote wellbeing among staff and children in school

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.

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.

Evaluations

April 2021:

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. *The Sandwell Wellbeing Survey was completed for all children in December 2020 and again in March 2021 (following the second lockdown). In light of the analysis of this data AO and OB deliver 1:1 wellbeing support for a number of children. All other children in KS2 receive weekly whole class wellbeing sessions led by AO. KC operates an open door policy and checks in with all members of staff on a 1:1 basis at least once a week. Some staff have used this time to share their concerns and support has been put in place.*

2. We will have a culture of clear communication about workplace wellbeing. *All staff receive weekly wellbeing support materials via email and CareFirst information leaflets are available in the staffroom.*
3. Staff recognition and praise will be part of the school's culture and system of appraisal. *Thanking staff is part of the culture and staff can be seen thanking each other for help and support every day. Regular thank you emails from the Board of Directors and the CEO are appreciated by all staff.*
4. We will create a sense of belonging to the school. *Covid-19 has prevented the planned team building event, but staff continue to use the staff room (in a Covid safe way) every day and the atmosphere is supportive and welcoming to all.*
5. Staff surveys and pupil voice surveys will show high levels of positive wellbeing and help generate feedback and ideas. *One pupil survey was completed and analysed in December 2020.*

July 2021:

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. *The Sandwell Wellbeing Survey has proved to be a valuable tool in monitoring the wellbeing of children and enabling early intervention to be put in place. This will continue in September 2021.*
2. We will have a culture of clear communication about workplace wellbeing. *All staff continue to receive weekly wellbeing support materials via email and CareFirst information leaflets are available in the staffroom.*
3. Staff recognition and praise will be part of the school's culture and system of appraisal. *Thanking staff is part of the culture and staff can be seen thanking each other for help and support every day. Regular thank you emails from the Board of Directors and the CEO are appreciated by all staff. New Trust led initiatives such as the Long Service award support the culture of praise and recognition.*
4. We will create a sense of belonging to the school. *Covid-19 has prevented the planned team building event, but staff continue to use the staff room (in a Covid safe way) every day and the atmosphere continues to be welcoming to all.*
5. Staff surveys and pupil voice surveys will show high levels of positive wellbeing and help generate feedback and ideas. *Two surveys regarding pupil wellbeing have been completed and analysed. Feedback of this analysis showed specific children whose wellbeing was of concern and allowed staff to intervene early on and put additional support in place. The Trust will be completing a Trust wide full survey of staff wellbeing during the autumn term of the new academic year.*