

Plan		Implementation Timeline											Cost (£)	Lead	2016/17 Cycle RAG				
		Jul 16	Sep 16	Oct/Nov	Dec 16	Jan 17	Feb 17	Mar 17	Apr 17	May 17	Jun/Jul	Year 2			Year 3	1 (Dec)	2 (Mar)	3 (Jun)	
B	Ensure that Pupil Premium Funding is spent efficiently and in order to support disadvantaged children to achieve in line with non-disadvantaged children. See PPF spending plan.	PI	Im	Rv			Rv	→								CCE			
C	Higher attaining or potential higher attaining children identified and tracked to ensure that they are 'working at greater depth' by assessment point in Cycle 3.	PI	Im		Rv											CCE			
D	Ensure that 67% of children in Reception are working at the expected standard in reading, writing and number by assessment point in Cycle 3.		PI	Im	Rv	Rv	Rv									SWY		75% on track	
E	Ensure that 82% of children pass the phonics screening test in Cycle 3.		PI	Im	Rv	Rv	Rv									SBN		92% on track	

Improvement Plan 2015 – 2016

2) Quality of Teaching, Learning and Assessment - Core Values: **Happiness** (Purpose), **Respect** (Trust), **Achievement** (Hard Work)

Statements of Success		C.V	2016/17 Cycle RAG		
			1 (Dec)	2 (Mar)	3 (Jun)
1	Continue to improve the quality of mathematics teaching across school to ensure that a thoroughly broad, balanced and enriched mathematics curriculum is supporting children in learning and refining and deepening a rich range of mathematics skills. – number and calculation. 100% maths lessons to be judged as at least 'good' overall.		70 %	85 %	100 %
2	Ensure that spelling is an on-going focus in lessons in Years 1, 2 and 3 in order to improve the accuracy and quality of writing. End of Year writing targets in Years 1, 2 and 3 are met by Cycle 3.				
3	Ensure that reading is taught in a more systematic way, focusing on the key objectives when planning, teaching and assessing to develop a broader range of reading strategies. End of Year reading targets in Years 1, 2 and 3 are met by Cycle 3.				

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	Jul 16	Sep 16	Oct/Nov	Dec 16	Jan 17	Feb 17	Mar 17	Apr 17	May 17	Jun/Jul	Year 2	Year 3			1 (Dec)	2 (Mar)	3 (Jun)	
A	Embed the teaching of Maths Mastery in Reception, Year 1, Year 2 and Year 3.	PI	Im	Rv			Rv	→						0	LBS/RGD			
B	Embed the teaching of Inspire Maths in Years 2 and 3. (Change of plan in October 2016)	PI	Im	Rv			Rv	→						0	LBS/RGD			
C	Ensure that maths provision outdoors and indoors in all year groups is supporting children in embedding and		PI	Im	Rv									0	LBS/RGD			

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	mastering core maths skills and concepts.																		
D	PI	Im	Rv			Rv	→								RGD / CCE	Grid edited and updated in Nov 2016			
E	PI	Im	Rv	Rv									0	CCE					
F	Im	→												CCE					
G	PI	Im	Rv										0	CCE					
H		PI	Im	Rv									0	RGD					
I	PI	Im	Rv			Rv	→						0	RGD					

Improvement Plan 2016 – 2017

3) Behaviour, Safety and Welfare - Core Values: **Happiness** (Purpose), **Respect** (Trust), **Achievement**(Hard Work)

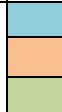


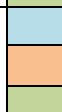
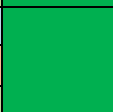








Statements of Success		C.V	2016/17 Cycle RAG		
			1 (Dec)	2 (Mar)	3 (Jun)
1	Attendance is at least 96.5% (Reception to Y2) by July 2017.		95%	96%	96.5%
2	Persistent absentees (-90%) are less that 6%.		8%	6%	5%
3	Ensure that the number of children who arrive late is minimal (2 or less a day) and that no child is regularly late to school (more than twice in three weeks).		5 a day	3 a day	2 a day

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A	School attendance monitored and evaluated by the attendance team and Primary Head twice every cycle.	PI	Im		R v	→								0	CCE			
B	Attendance team to meet with any parent whose child's attendance drops below 90%.	PI	Im		R v	→								0	CCE			
C	The new punctuality system to be embedded with parents expected to attend 'staged' meetings when their child is repeatedly late for school.	PI	Im		R v	→								0	CCE/ HBS			

Improvement Plan 2016 – 2017

Priority 4 Leadership and Management Core Values: **Happiness** (Purpose), **Respect** (Trust), **Achievement** (Hard Work)

Statements of Success		CV	2016/17 Cycle RAG		
			1 (Dec)	2 (Mar)	3 (Jun)
1	Ensure that a more succinct planning and assessment tool is in place for teachers to systemically and regularly assess reading, writing and maths in order to secure progress for children in these areas.				
2	Ensure that a more frequent and robust monitoring schedule supports the continuing improvement of teaching and learning as well as the robust tracking of child data (see priorities 1 to 4).				
3	Ensure that all groups identified in section 1 are tracked and monitored to ensure that all targets in section 1 are met.				

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A	Ensure that weekly performance walks which lead to developmental feedback for each teacher support continuing professional development.											0	CCE			

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B	Ensure that the core values of the academy are promoted and further embedded through the monitoring schedule.	PI		Im			Rv	→							0	CCE			
C	Ensure that external verification and quality assurance contributes to the continuing development of teaching and learning.	PI	Im		Rv	→									0	CCE			
D	Ensure that all groups identified in section 1 are closely tracked to ensure that these groups make the accelerated progress needed.	PI	Im				Rv	→							0	RGD			
E	Ensure that an 'instructional coaching' system is developed and embedded to support teachers in continuing to refine their practice.	PI	m	l			Rv									CCE/ RGD			

Key

PI = Plan
Co = Communicate
Pt = Pilot
Im = Implement
Rv = Review