



Crowle
Primary Academy

Crowle Primary Academy
Developing Excellence Plan

2020-2023
(2022-23 update)
Believe and you can achieve

Key priorities aligned to trust Developing Excellence Plan:

1. All our pupils enjoy their learning and make at least good progress resulting in high standards

2. All our academies are continually improving the quality of their provision for pupils, removing educational inequality and ensuring all pupils have the same opportunity to succeed

3. All pupils are responsible, educated citizens who actively contribute to society through our curriculum provision

Developing Excellence Plan Activities Aligned to Ofsted Framework 2020-2023

Quality of Education	Key priority 1, 2 and 3
Behaviour and Attitudes	Key priority 3
Personal Development	Key priority 1 and 3
Leadership and Management	Key priority 2 and 3

Key priority 1:

- All our pupils enjoy their learning and make at least good progress resulting in high standards.
- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

Ofsted framework links:

Quality of education, curriculum intent, implementation and impact, cultural capital, the schools use of assessment, personal development, leadership and management

Other links

Subject DEPs, mental health and wellbeing DEP, CPD plan, SEND DEP, KS1 DEP

Rationale:

Attainment

The Rose Learning Trust defines “mastery teaching and learning”, as the expectation that, in almost all circumstances, every pupil can achieve age related expectations.

Due to the pandemic results in 2020 were not available.

Historical data shows;

Attainment in KS2 shows a three year improving picture with improvements of 29% in reading, 25% in maths, 9% in writing and 29% combined since 2017.

Attainment in 2019 was above national and local authority for all areas of learning and combined.

Progress has improved in reading from -3.1 in 2017 to 0.4 in 2019, maths has increased from -2.3 to 1.4 and writing from 1.6 to 2.3.

The academy is committed to continuing this so that all pupils meet and exceed their targets. Attainment in KS1 was a declining picture, this is an ongoing priority for the academy.

In 2019 EYFS 70% of children achieved a GLD (just below the national figure of 71.9%).

The academy recognises that it needs to continue to build on this into KS1.

The percentage of children achieving greater depth at the end of KS2 has a 3 year improving trend (increased by 19% in reading, 18% in writing and 26% in maths).

The percentage of children achieving GD in KS1 has dipped in everything with the exception of maths. This therefore remains a priority for the academy.

At the end of the academic year 2021-22 the DEP was reviewed to establish how much progress had been made towards the implementation targets. Each target was rated red (target not yet started), amber (target underway) or green (target met).

	Intent -What do we want to accomplish?	Implementation - How will we achieve it? RAG rated July 2022	By when?	Impact Measure - What will we measure as an indicator of our ongoing process?
1	Ensure a restorative curriculum is in place to meet the needs of all pupils supporting the transition back to school (2020/21)	<ul style="list-style-type: none"> • Planning for a recovery curriculum in place and followed by all staff. • PSHE/ Mental health and wellbeing focus on curriculum. • Engagement in trust curriculum activity, including Appreciative Inquiry and review, to support ongoing curriculum planning. 	Ongoing 2020-2021, some plans for 2021-22	A well constructed, well taught curriculum is in place taking accounting of the impact of Covid-19, leading to improved academic and wider outcomes over time.
2	To work towards providing a broad and balanced curriculum to meet the needs and interests of all pupils, setting out the knowledge and skills that pupils will gain at each stage (2021/23)	<ul style="list-style-type: none"> • Development of subjects in all areas including acquisition of knowledge and language development. • There is a sequential acquisition of skills that are used across the curriculum. • Life skills and visits curriculum embedded to enhance curriculum entitlement. • Knowledge organisers and low stakes quizzing used effectively across the academy. • Development and engagement in trust moderation sessions and networks: subject leadership, early years, SEN, leadership focused. • Training opportunities aligned to priorities to supplement ongoing school professional learning. • Professional development of subject leads through appropriate training and coaching. 	2021 - 2023	<ul style="list-style-type: none"> •Budget analysis demonstrates effective use of resourcing aligned to curriculum priorities and delivery, ensuring best value for money. •All pupils enjoy their learning and their primary years. •Robust assessment procedures show progress that is made across curriculum areas

3	Pupils are appropriately challenged/ supported at all levels and therefore achieve highly across the curriculum.	<ul style="list-style-type: none"> • Opportunities for greater depth across the curriculum, acquisition and retention of key knowledge, skills and vocabulary. • Ensure the use of teaching assistants meets the needs of the children and the academy (see SEND DEP for details) 	Ongoing 2020-2023	Data show the amount of children achieving greater depth in all curriculum areas is increasing. All children to make good or better progress.
4	All staff have consistently high expectations around a view of what the purpose of education is and prioritise: wellbeing, character, skills, as well as academic learning and knowledge.	<ul style="list-style-type: none"> • High quality CPD is planned which matches the academies priorities • CPD continues to foster teacher's metacognitive skills • Support provided to ensure CPD impacts on classroom practice • CPD planned according to individual needs 	Ongoing 2020-2023	100% of teaching is good or better.
5	Assessment and tracking information is used intelligently with a focus on pupil learning and identifying gaps in learning. Assessment activity will inform teaching and in turn, inform academy improvement activity.	<ul style="list-style-type: none"> • Ongoing development of assessment/tracking through the use of FFT • Engagement in trust/ wider partnership moderation activities • Development of robust assessment of foundation subjects 	Ongoing 2020-2023	Formative and summative assessment has a positive impact on teaching and learning. Information is used to plan subsequent lessons and retrieval activities improving retention of key knowledge and vocabulary
6	Pupils are self-confident, resilient learners who have increased self-efficacy and an intrinsic motivation to do well.	<ul style="list-style-type: none"> • Development of children's metacognition across the curriculum (building on findings from EEF metacognition audit). • Planned opportunities throughout the curriculum to develop children's metacognitive skills. • Continue mental health and wellbeing work across the academy 	Ongoing 2020-2023	Children are able to use metacognitive skills to support learning. Making good or better progress across the curriculum.

7	Effective teaching in all areas of the curriculum.	<ul style="list-style-type: none"> • CPD enhances the pedagogical approach to teaching and learning in the academy. • Enhanced teacher understanding of effective teaching methods including cognitive load theory, elaboration, dual coding, spaced and distributed practice and effective questioning. • Ensuring resources including tasks set for children privilege deep understanding and not just work completion. • Resources provided are high quality, the best that can be provided. 	Ongoing 2020-2023	100% of teaching is good or better. Children make good or better progress.
8	EYFS - GLD is above national average and continues to improve, continued good or better progress across FS1 and 2	<ul style="list-style-type: none"> • Data and trends used effectively to close identified gaps (particularly in language, early reading and mathematics for F2) • Ensure children in EYFS has a sound acquisition of phonic knowledge and are given multiple opportunities to learn and use new vocabulary. • New EYFS curriculum and assessment systems embedded, practice reviewed and improved as a result of new curriculum • (2021-22 update due to introduction of new statutory framework) Subject leaders have a good understanding of the new early years framework. Progression documents match the expectations of the new framework. • Teaching in EYFS is good or better 	Ongoing 2020-2023	Monitoring shows high quality teaching and learning which meets all pupils needs. % of children achieving GLD is above national.
9	KS1 - attainment shows an increasing trend and is above national. All children make good or better progress from starting points.	<p>Robust catch up curriculum implemented to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Monitor and review the quality of teaching and learning • Review and develop early reading • Engage in networking across the trust and LA to support ingoing improvements • Continue to embed the use of QLA after testing across the academy to identify gaps in learning and swiftly address these with high quality teaching. 	2020-2021 Ongoing 2020-2023	Monitoring shows high quality teaching and learning which meets all pupils' needs. % of children achieving expected is above national.

10	<p>Increase attainment in combined across KS2. End of key stage assessments show attainment is above national.</p>	<p>Robust catch up curriculum implemented to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p> <ul style="list-style-type: none"> •High expectations to be set, reviewed regularly and monitored across the academy. •Data meetings focus on individual children to ensure combined is achieved. •Continue to embed testing procedures across the academy so that dialogic learning is used effectively and each child has access to appropriate access arrangements. •Children identified and appropriate interventions in place for achievement of combined RWM. •Monitor and review the quality of teaching and learning •Continue to embed the use of QLA after testing across the academy to identify gaps in learning and swiftly address these with high quality teaching. 	<p>2020-2021</p> <p>Ongoing 2020-2023</p>	<p>Monitoring shows high quality teaching and learning which meets all pupils needs. % of children achieving expected is above national. % of children achieving combined is above national.</p>
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Review and Updates to Key priority 1: All our pupils enjoy their learning and make at least good progress resulting in high standards	
2020-2021	Teaching and learning has improved particularly in the use of ICT with blended and remote education approaches. In response to the ongoing pandemic teachers have adapted and improved practice to ensure good or outstanding lessons continued whilst children were learning at home. Previously embedded CPD around metacognition and cognitive strategies have enabled children to be resilient and make progress. The curriculum has been adapted to efficiently move forward learning regardless and the vast majority of children have progressed as a result. Provision mapping and targeted support following gentle screening enabled learning needs to be met and gaps closing for the vast majority of pupils. Careful consideration was given to deployment of support staff in response to pupil need. Internal data at the end of summer 2021 confirms that children that have caught up quickly to enable good progress.
2021-22	The curriculum has continued to develop and improve. Curriculum subject leaders are driven and ensure that a wider range of appropriate skills and knowledge are taught. The History and Geography curriculum has had significant changes this academic year ensuring they meet the needs of our children, match the national curriculum and have a sequential nature. Vocabulary development has had a significant impact this academic year, the teaching of it has become more consistent and monitoring shows that children are using a wider range of technical vocabulary. Most subject leaders have engaged with the newly set up subject pioneers for the local authority. This has involved training and networking opportunities. Leaders who have accessed these have found them very valuable. Next academic year subject leaders will be supported to continue to access these. Writing moderation sessions with another school in the trust have been positive, staff have been able to discuss their teacher assessments and share good practise. Specialist training has been organised for TAs where the need has arisen, this has served to support them in effectively supporting the children they work with. Staff have also received training on effective use of FFT to support data analysis. Metacognition remains a strength, this will be revisited annually to continue to develop this as a major strength of the academy. The Headteacher is currently completing an advanced mental health course with Leeds University. This will further develop the academy's work on mental health and wellbeing next academic year. The academy has started looking at Mary Myatts approach to 'beautiful learning' in terms of high quality resources, this is beginning to become evident, work will continue on this next academic year. The trust EYFS lead has supported with EYFS assessment, a system is now in place for ongoing assessment and tracking through nursery and reception. Subject leaders continue to work on their knowledge of EYFS, the new EYFS lead will support the development of this next academic year. Access arrangements for testing have evolved in other years across KS2 and were planned carefully in KS1 to meet the needs of individuals.
2022-23	The focus on curriculum development has continued which has led to ongoing improvements to our school curriculum. The curriculum lead has continued to access training from a range of providers and has been working alongside other curriculum leads in the trust to look at how further improvements can be made. The introduction of subject reviews have strengthened subject leader's knowledge of their subject across the academy (for subject leaders who have carried out a review this academic year). This approach will be continued into the next academic year and further strengthen the curriculum in each subject. Subject leaders continue to engage with the local authority subject pioneer network, this has increased subject expertise and led to developments within the academy. Each subject leader has led staff training in their subject this academic year. Subject leads audited staff knowledge and then planned training around this. This has improved staff knowledge and expertise in different subject areas. The academy approach to metacognition has been consolidated by a document produced by SLT outlining clearly what the academy's approach to the teaching of metacognition is to ensure consistency across the academy. Foundation subject assessments are embedded however the analysis of these and the use of them to inform future teaching needs some development moving forward. TAs have received high quality training from the Assistant Head Teacher and are developing in their role with some significant strengths in some areas. This will continue to evolve and develop. The academy has become increasingly skilled in using the trust quality assurance documents to robustly monitor different aspects of school. Several action plans are in place following these monitoring activities. The Headteacher has completed the advanced leaders mental health award and, alongside the inclusion mentor, has been working with 'with me in mind' to ensure children receive external support when needed. At the time of the review official data was not available.

At the beginning of each academic year milestone indicators are set for each term to show the actions that will be completed towards each implementation target. Below are the milestone indicators for key priority 1 for 2022-23 academic year.

	Milestone indicators Autumn 2022	Milestone indicators Spring 2023	Milestone indicators Summer 2023
1			
2	<ul style="list-style-type: none"> Curriculum lead engagement in Mary Myatt curriculum training has positive impact on the development of CPA curriculum. Action plan is in place as a result of training and increased leader knowledge. All subjects have shared DEP actions for academic year which continue to develop an improve CPA curriculum Aspirations DEP in place with clear milestone indicators for the academic year. 	<ul style="list-style-type: none"> Subject DEP reviews demonstrate impact in all subject areas leading to an improvement in the CPA planned curriculum. 	<ul style="list-style-type: none"> Second year data collated and analysed by subject leaders. Subject leaders able to analyse gaps and areas for further work. Vast majority of children working at ARE in all subject areas. Subject leads have an improved knowledge of substantive and disciplinary knowledge in their subject area which supports the planning for a robust CPA curriculum. CPA subject leader handbook ensures consistency of approach to subject leadership across the academy, leaders are supported and challenged through the use of the handbook.
3	<ul style="list-style-type: none"> Monitoring of teaching and learning in maths demonstrates improvements in areas of concern during last academic year review. Children are provided with opportunities for challenge at all levels in maths Attendance procedures reviewed to ensure that lack of attendance is challenged in a timely and robust manner. TA CPD, focused on appropriate support and challenge, is leading to more effective provision. 	<ul style="list-style-type: none"> Revisit of the 'deepening the moment' training within the Jane Considine writing approach leads to an increase in the percentage of greater depth writers across the academy. Monitoring shows that staff have increased confidence in deepening the moment and children are therefore challenged to write at greater depth. Percentage of children who are persistent absentees reducing due to robust absence procedures. CPD on effective questioning for support and challenge and subsequent monitoring shows that this is improving across the academy. 	<ul style="list-style-type: none"> Ongoing links with Axholme Academy provide opportunities for children to be challenged at all levels across the curriculum. Attendance lead engaging in cross trust networking leading to shared good practise impacting on increased attendance across the academy. Increased wider opportunities leads to increased challenge for all across the curriculum. CPD on effective questioning for support and challenge and subsequent monitoring shows that challenge and support for all is robust and embedded. TA handbook and policy is in place ensuring that there is a consistency in approach and expectations across the academy. Monitoring shows that children are receiving high quality challenge and support from all teaching assistants.

4	<ul style="list-style-type: none"> •Revisiting and reestablishment of the Academy’s vision, values and ethos ensures that all staff understand the relationship lead ethos of the academy, there is a shared ‘buy in’ to the vision moving forward. 		<ul style="list-style-type: none"> •Monitoring shows that CPA’s relationship approach is embedded and all stakeholders feel part of the school community. •Staff have good knowledge and understanding of the academy’s restorative approach. This is embedded and impacting on standards and wellbeing.
5	<ul style="list-style-type: none"> •Further CPD developing the use of low stakes quizzing and retrieval practice secures teacher knowledge of effective practices leading to improvements in planning for these across the curriculum 	<ul style="list-style-type: none"> •Removal of spring data point and replacing with robust moderation of teacher assessment judgements demonstrates an increased teacher knowledge of the progress made by individual children and awareness of gaps in knowledge. •Teachers have increased confidence in judgements of attainment and progress. 	<ul style="list-style-type: none"> •Assessment of all curriculum subjects robust, teachers and subject leaders have sound knowledge of any gaps in knowledge and attainment. •The use of low stakes quizzing and retrieval activities in consistent and effective across the academy.
6	<ul style="list-style-type: none"> •Staff have an improved understanding of the academy’s approach to intrinsic motivation following the revisit of vision, values and ethos. •Progression document showing how metacognition is developed at CPA is shared with staff and is used to ensure a consistency of approach across the academy. •PE action plan ensures that physical wellbeing is a priority for the academic year. All staff have knowledge of this. 	<ul style="list-style-type: none"> •Mental health action plan (following advanced mental health training) shared with staff. All have an understanding of the priorities for the next steps. 	<ul style="list-style-type: none"> •Monitoring of children’s physical wellbeing shows an improvement for all children.

7	<ul style="list-style-type: none"> •ECT mentor and induction tutor engage in initial training, the ECT is receiving outstanding support and has a successful first term in post 	<ul style="list-style-type: none"> •Phase reviews demonstrate that there is 100% of good or better teaching across the academy. Any support necessary is swiftly actioned and monitored, leading to further improvements in teaching and learning. 	<ul style="list-style-type: none"> •Subject reviews completed across the academic year show there is 100% good or better teaching in subjects reviewed. •Revisit of phase team reviews shows that action plans have successfully improved teaching and learning within each phase. •ECT is successfully supported to complete the first year.
8	<ul style="list-style-type: none"> •Alignment of tapestry to trust statements for ongoing observational assessments supports practitioners in their ongoing assessment and analysis of gaps. •New EYFS lead is supported and has an increased understanding of EYFS leading to effective improvements to the provision in EYFS. •Monitoring of expressive arts and design provision shows that an increased percentage of children are on track to meet ARE at the end of EYFS in this area of learning. •Nursery practitioners are supported in the effective delivery of phase one phonics, teaching and learning in this area is improving. 	<ul style="list-style-type: none"> •Jane Considine approach to writing is embedded within reception, this is beginning to have an impact on children’s writing. •The reintroduction of book nics, rhyme time challenge and a focus on rhyming activities is increasing the percentage of children at age related across foundation stage. 	<ul style="list-style-type: none"> •Robust assessments are made by practitioners due to the improved use of tapestry for observational assessments. •The percentage of children achieving ARE in writing at the end of EYFS has increased due to the use of Jane Considine approach. •The percentage of children achieving ARE at the end of nursery and reception has increased due to the increased focus on reading across EYFS (phonics, book nics, rhyme time challenge, rhyming skills etc). •An increased percentage of children are ready to access the RWI phonics scheme in reception due to the improved teaching of phase one skills across nursery.

9	<ul style="list-style-type: none"> •TA trained in the use of PAT, screening in place ensures early intervention for poor readers/ writers. •Plans in place ensure that every child across KS1 is heard read by an adult every week. Children needing greater support are identified early and provision made ensuring they are heard read on a more regular basis. •Tracking of reader on a page/ 90 words per minute/ common exception words is in place and used consistently across KS1. •RWI training for TAs ensures consistency of delivery. •Jane Considine approach to writing starts at the beginning of year 1, monitoring shows that the teaching of this is good or better. •Supply teacher is supported in the effective delivery of writing in year 2, following the school approaches. 	<ul style="list-style-type: none"> •Tracking and moderation of disadvantaged children ensures that good or better progress is being made and timely/ effective intervention are in place when necessary. •Moderation of reading tracking demonstrates teachers have a sound understanding of attainment and progress of all and timely interventions are positively impacting on progress. •Monitoring of RWI sessions shows that there is good or better teaching in all sessions. Where support is required, this is timely and effective. 	<ul style="list-style-type: none"> •Gaps are closing for disadvantaged children. •Percentage of children reaching ARE in reading and writing has increased at the end of KS1. •Percentage of children reaching expected level in phonics has increased and is above national.
10	<ul style="list-style-type: none"> •Monitoring of small intervention group shows that individual needs are being met and identified children are on track to meet end of KS2 targets. •Attainment tracking meetings ensures children who are in danger of not meeting targets are identified and appropriate interventions planned. •Focus on progress and attainment of boys (all subjects) and disadvantaged children (maths) shows gaps are beginning to close. 	<ul style="list-style-type: none"> •CPD on deepening the moment leads to an increase in percentage of children on track for GD in writing at end of KS2 •Moderation focused on the progress of SEND children shows staff have a secure knowledge of the next steps needed for SEND children 	<ul style="list-style-type: none"> •Boy/ girl gaps closed •Disadvantaged/ non disadvantaged gaps have closed in maths •Percentage of children achieving combined at the end of KS2 remains above national •Percentage of children achieving GD in all areas improved.

Key priority 2:

To continually improve the quality of provision for pupils, removing educational inequality and ensuring all pupils have the same opportunity to succeed

Ofsted framework links:

Leadership and management, governance, use of pupil premium

Other links

Disadvantaged spending plan, catch up plan, parent partnership working plan

Rationale

Disadvantaged focus

There is no data for 2019-20 academic year.

Historical data shows;

EYFS

Disadvantaged

*there were 3 disadvantaged children in the cohort which makes accurate data analysis more challenging however;

None achieved GLD. Two of the disadvantaged children were also SEND, one of these was a LAC with significant learning difficulties.

These remain a focus group in EYFS.

KS1 ARE+ 2019

Disadvantaged compared to all

*there were 9 disadvantaged children in the cohort which makes accurate data analysis more challenging however;

There is a 3 year dip in the attainment of disadvantaged children in RWM, reading and maths but an increase in writing

The gap between disadvantaged and all children has widened over three years by 14.9% in reading, 30% in writing, 12.5% in maths and 17.9% in RWM.

KS2 ARE+ 2019

Disadvantaged compared to all

There has been a 3 year increase in % of children attaining ARE in RWM of 23% from 2017

The gaps have significantly decreased from 2017 with gap of 14.8% 2017, 25.4% 2018 and 8% 2019.

Writing gap has closed from 11.1% in 2017 to 0% in 2019. Attainment for disadvantaged children has increased by 23% over 3 years.

Reading gap has narrowed from 14.8% in 2017 to 4% in 2019. Attainment for disadvantaged children increased by 47% over 3 years.

Maths gap has narrowed from 22.3% in 2017 to 11% in 2019. Attainment for disadvantaged children has increased by 34% over 3 years.

Although there are successes within the academy where the gaps are closing this remains a priority area due to the fact that gaps remain in some significant year groups.

Parental engagement focus

At CPA we have a good relationship with our parents, attendance at parent information meetings and events is good. However we would like to develop this further to that we are working together effectively to deliver the best outcomes for our pupils.

The EEF guidance 'Working with parents to support children's learning' states that;

'Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts.'

Governor focus

The NGA in its document 'Being strategic: A guide for governing boards' states that Strong governance is a key part of a successful school.

At CPA we ensure we review the work of the governing body so they can be as effective as possible.

Catch up focus

EEF 'COVID-19 Support Guide for schools' tells us that an evidence informed catch up plan is of particular importance because;

'Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.'

Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.'

	Intent What do we want to accomplish?	Implementation - How will we achieve it? RAG rated July 2022	By when?	Impact Measure What will we measure as an indicator of our ongoing process?
1	Development of a deep and intelligent disadvantage strategy to address the widening attainment gap and the impact of the pandemic across year one (2020/21). 2021- 22 update - continue to consider the impact of the pandemic on disadvantaged pupils and ensure needs are met.	<ul style="list-style-type: none"> •Collaboration within, across and beyond the Rose Learning Trust through, for example, networking, coaching and mentoring. See disadvantaged spending plan for details.	Ongoing 2020-2022	Better outcomes for disadvantaged and vulnerable pupils over time. The gap between disadvantaged pupils/other pupil groups and all other pupils has closed.
2	The disadvantage strategies takes account of the following: An investment in quality teaching Supporting mental health and wellbeing with a focus on loss and trauma (2020/21) Strong pastoral care Curriculum – gaps in learning Quality professional development Cultural capital	See disadvantaged spending plan for details.	Ongoing 2020-2023	There is a shared belief that disadvantaged pupils can attain well and be successful in all aspects of school life leading to better outcomes for disadvantaged pupils.
3	Staff and governors understand our academy's pupil premium strategy and their role within it.	See disadvantaged spending plan for details.	Ongoing 2020-2023	There is a shared belief that disadvantaged pupils can attain well and be successful in all aspects of school life leading to better outcomes for disadvantaged pupils.

4	The curriculum meets the needs of all and does not disadvantaged any groups within the academy.	Senior leadership team (including maths and english leaders) have a good understanding of data, use it to plan strategically and target significant groups of children within the academy	Ongoing 2020-2023	The needs of all groups are catered for enabling children to reach their potential across the curriculum.
5	To work in partnership with families, becoming centre of community activity where education is firmly rooted in the community we serve.	<ul style="list-style-type: none"> • Use of parent questionnaire and analysis of attendance/feedback from parents' evenings and consultation events to shape partnership work. • Review of home learning strategies used during the pandemic and how they can be used to enhance home/school relationships • Development of the academies VLE. • Use of EEF findings to develop partnership working with parents and carers. • Development and use of the children's centre facility to support learning within the community. 	Ongoing 2020-2023	The academy, the families and the trust work in partnership to achieve better outcomes for all pupils particularly the disadvantaged and vulnerable pupils. Families are involved a co-educators for their children.
6	Local governance is strengthened to support and challenge school leaders, holding them to account for the effectiveness and improvement in outcomes for all pupils.	<ul style="list-style-type: none"> • Governors to access (through the trust): networking, meeting guidance and support; signposting to training sessions; access to NGA and GovernorHub. • Review and development of governor DEP 	Ongoing 2020-2023	LGB is empowered to both support and challenge effectively.
7	Catch up funding is used effectively, so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.	<ul style="list-style-type: none"> • Catch up plan submitted and approved by Central team. • Diagnostic meeting in Autumn term to identify key children/groups • Provision maps for identified children/ groups • Monitoring of progress for identified children/ groups • Provision of appropriate resources to support catch up plan 	October 2020 Ongoing 2020-22 academic year	Targeted children/ groups make substantial progress by the end of the academic year.

Review and Updates to Key priority 2: To continually improve the quality of provision for pupils, removing educational inequality and ensuring all pupils have the same opportunity to succeed	
2020-2021	As a result of the ongoing pandemic disadvantaged attainment gaps which historically were closing across KS2 have widened. However, relationships with parents have been considerably enhanced regarding children's learning (see parental feedback from remote education), children's emotional wellbeing has been a priority throughout this period with targeted support effectively supporting those in need, catch up provision is showing early signs of impact, teachers continue to have high expectations for all children which has been enhanced through recent pupil premium CPD and ongoing review and evaluation of barriers to learning for these children. This has ensured that attainment and progress of disadvantaged children has remained a high priority. Close monitoring in the longer term will show higher impact of these measures.
2021-22	Increased collaboration between schools in the trust and the local authority have impacted on several areas of the academy. Process now in place to hold all leaders to account for data analysis of their area i.e. English, maths, EYFS, SEND, pupil premium. Termly meetings ensure leaders feedback on data and any next steps needed. This has ensured leaders have a sound knowledge of their data and have supported/ challenged when necessary. The VLE has been developed and used for weekly homework setting. Homework has become more consistently set across the academy, some children and parents are engaging. Monitoring has taken place as to the impact of this, this will help to shape next steps. Some governors are accessing training which is supporting the development of the governing body. All governors now aware of the governor DEP and have discussed actions moving forward.

	Milestone indicators Autumn 2022	Milestone indicators Spring 2023	Milestone indicators Summer 2023
1	<ul style="list-style-type: none"> Monitoring of attainment at end of Autumn term shows that disadvantaged gaps are not widening in any year group (when compared to the end of the last academic year). Focus on disadvantaged pupils in year 2 and 3 shows that these gaps are closing at an increased rate. 	<ul style="list-style-type: none"> Moderation focused on disadvantaged children across the academy shows that teachers have an accurate and in depth knowledge of the progress and attainment of disadvantaged children. Appropriate interventions are planned when necessary. 	<ul style="list-style-type: none"> Gaps in attainment when compared to last academic year are closing/ have closed for disadvantaged pupils in all year groups.
2			

3	<ul style="list-style-type: none"> •Staff have a secure knowledge of the disadvantaged children in their class and are planning to meet individual needs. •Staff and governors have a secure knowledge of the ongoing strategy and their role within it. •Maths and English leads have good knowledge of the progress and attainment in their subjects across the academy and are monitoring/ supporting as necessary. 	<ul style="list-style-type: none"> •Moderation shows that the needs of disadvantaged pupils are being catered for in relation to the academy's disadvantaged strategy. 	<ul style="list-style-type: none"> •Provision maps have ensured that individual needs have been met during the academic year.
4			
5	<ul style="list-style-type: none"> •Outcome of homework pupil/ parent voice shared with all alongside development plans. All stakeholders have an understanding of the new approaches to homework. •Parents and pupils are supported and engagement with home learning starting to improve. 	<ul style="list-style-type: none"> •The Owl's nest is used to support parents and community through workshops and meetings. •Review of parental engagement DEP shows ensures that parents feel increasingly part of the school community. 	<ul style="list-style-type: none"> •Engagement with home learning has increased. The vast majority of families are engaging with weekly tasks set. •The Owl's nest is established as a hub for the school community and continues to be used to support identified needs.
6	<ul style="list-style-type: none"> •A review of governor role and subject leader links ensures that governors have robust links with the academy and can support/ challenge appropriately. 	<ul style="list-style-type: none"> •Governors are invited to join subject learning walks, governor knowledge of the wider curriculum is developing. 	<ul style="list-style-type: none"> •Subject leaders reports to governors over the academic year ensure governors have a secure knowledge of the wider school curriculum. •Timetable of governor link visits/ meetings has ensured that governors are becoming more knowledgeable in their link area (monitored through governor feedback and questionnaire)
7	<ul style="list-style-type: none"> •Work with tutoring partner through the use of the school led tutoring grant ensures children in year 3 and year 6 are receiving targeted intervention. 	<ul style="list-style-type: none"> •Monitoring of ongoing tutoring shows the children receiving tutoring are making good or better progress. 	<ul style="list-style-type: none"> •Analysis of attainment for children receiving tutoring demonstrates that tutoring has had an impact on progress and attainment.

2022-23

At the time of writing national data was not available. Gaps will be analysed and shared with governors when available. Homework has been a constant focus this academic year with new incentives and tracking systems put into place, for some children and classes this has impacted on the completion of activities but some children still do not engage. The academy will continue to raise the profile of this and promote it with parents and children. Subject leaders have been invited to attend governor meetings after they have completed their subject reviews, this alongside more regular link governor meetings have meant that the FGB are more involved and informed about developments and monitoring at the academy. The Owl's Nest has been used for parent training sessions which have been successful. Provision maps are well used and monitored for effectiveness. These are being reviewed for next academic year to ensure they are even more robust.

Key priority 3:

Through our curriculum provision, ensure that all pupils are responsible, educated citizens who actively contribute to society through our curriculum provision

Ofsted framework links:

- Leadership and management
- Quality of education
- Behaviour and attitudes
- Personal, spiritual, moral, social and cultural development
- Safeguarding

Other links

- RE curriculum plans and DEP
- PSHE curriculum plans and DEP
- Mental health and wellbeing DEP
- Care and concern meeting notes

Rationale

Mary Myatt in her book 'The curriculum: Gallimaufry to coherence' states - 'a proper curriculum, grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement for every child.'

Biesta (2009) argues that a lack of attention to the aims and ends of education has led to a reliance on a 'common sense' view of education. A focus on academic achievement in a small number of curriculum domains or subjects is one example of the common sense approach. In schools, there is evidence of curriculum narrowing. Through an ongoing focus on our curriculum we aim to ensure this does not happen at CPA.

The dfe national curriculum document 2013 states - 'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.'

The curriculum in Crowle Primary Academy was reviewed when the present head teacher took post in September 2016. The reading curriculum as reviewed in 2017-18 and a new mathematics curriculum introduced in 2018-19. A full curriculum review took place in 2019-20 but remains high on the

academy's agenda in order to meet the aim of ensuring a high quality, broad and balanced curriculum to all with an approach to teaching and learning deeply rooted in research and knowledge of what works best for our community.

5	Pupils participate, contribute and influence developments within the academy.	<ul style="list-style-type: none"> • Development of the role of pupil ambassadors. • Development of the role of the school council. • Involvement of a wider range of pupils in pupil voice activities. • Involvement in trust wide pupil voice days. 	Ongoing 2020-2023	<ul style="list-style-type: none"> • Pupils have developed self-confidence and self-esteem through participation in pupil voice activities • There is a positive a respectful school culture where pupils know that their views are listened to and help shape the academy
6	To ensure pupils are safe and feel safe through a strong culture of safeguarding.	<ul style="list-style-type: none"> • Engagement with safeguarding curriculum and the use of Gooseberry Planet for safeguarding curriculum coverage/staff training. • Engagement with Secure Schools program. • Engage in trust safeguarding review process. • Implementation of agreed safeguarding policies and practice ensuring staff have a good understanding of these. • Ensure ongoing quality CPD allows staff to meet the needs of the children in the academy. 	Ongoing 2020-2023	<ul style="list-style-type: none"> • Pupils are and feel safe in an environment in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur. • There is strong sense of safeguarding shared by all stakeholders.
7	Equality of opportunity and recognition of diversity is promoted ensuring curriculum equity and inclusive pedagogy.	<ul style="list-style-type: none"> • Activities planned to celebrate and respect diversity and difference. • Review RE and PSHE curriculum to ensure what is taught enhances children’s understanding of diversity. • Engagement of families in diversity education. 	Ongoing 2020-2023	Pupils and staff appreciate the difference between religions, cultures and sexual orientation of people within the community and beyond.

	Intent What do we want to accomplish?	Implementation - How will we achieve it? RAG rated July 2022	By when?	Impact Measure What will we measure as an indicator of our ongoing process?
1	A shared understanding that good mental health and resilience influences pupil's cognitive development and is fundamental to physical health, relationships and to achieving potential.	<ul style="list-style-type: none"> • Continue with focus on mental health and wellbeing focus (see specific DEP) • Engage with mental health and wellbeing network to drive developments, building on the mental health and wellbeing accreditation. (June 2020) 	Ongoing 2020-2023	The importance of positive mental health and wellbeing in pupils, families and the whole community remains high profile.
2	To have effective approaches to support the mental health and wellbeing of all staff and pupils with a focus on loss and trauma	<ul style="list-style-type: none"> • Development of nurture and enrichment opportunities. • Development of specific support where needed. 	Ongoing 2020-2021	
3	To promote positive family relationships and plan for deeper involvement and collaboration with families as co educators.	See key priority 2, number 5 for details.	Ongoing 2020-2023	Pupils and their families across all trust academies make a highly positive, tangible contribution to the life of the school, trust and wider community.
4	Continue to develop strong pastoral approaches for pupils alongside academic approaches that are focused on maximising access to learning.	<ul style="list-style-type: none"> • Development of the role of the inclusion mentor to support children and staff utilising training completed during the pandemic. • Development of screening/ referral systems within the academy for pastoral support to ensure children/ adults access timely and effective support. • Professional learning opportunities aligned to priority area to supplement school based professional learning. 	Ongoing 2020-2023	Children and families are supported, barriers removed and learning maximised.

Review and Updates to Key priority 3

2020-2021	In response to the Covid pandemic - safeguarding, the mental health and wellbeing of pupils and e-safety have had the highest priority. The academy continues to develop and adapt to meet the significantly increasing needs of the whole school community. Identified children have received support but greater demands on the role of the inclusion mentor (to include an increasing number of safeguarding concerns and mental health and wellbeing needs) has meant that some programs for some children have not been delivered to completion. A significant success of this year has been the development of pupil voice across the academy. The review of the school council system to a parliamentary structure has priorities and strengthened pupil voice throughout school.
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	Milestone indicators Autumn 2022	Milestone indicators Spring 2023	Milestone indicators Summer 2023
1	<ul style="list-style-type: none"> •PE plan focusses on the development of pupil's physical health as priority for the academic year. Focus and plan shared with staff. 	<ul style="list-style-type: none"> •Monitoring shows that wellbeing time continues to be used effectively and is impacting on children's understanding of how to keep themselves physically and mentally well (pupil voice questionnaire) 	<ul style="list-style-type: none"> •End of year class diagnostics show that mental health and wellbeing is improving across the academy (in comparison to end of year diagnostic for academic year 2021-22)
3	See key priority 2, number 5 for details.	See key priority 2, number 5 for details.	See key priority 2, number 5 for details.
4	<ul style="list-style-type: none"> •Monitoring shows that children who are receiving ELSA intervention from inclusion mentor are achieving targets set. •Further children to receive ELSA interventions identified by SLT, IM and class teachers. 	<ul style="list-style-type: none"> •Boxall assessments completed support planning for wellbeing time, the needs of whole class being addressed. 	<ul style="list-style-type: none"> •The Owls nest is being used effectively as a nurture base during lunch times and afternoon sessions. •Engagement with school nurse and mental health team is strengthening provision for mental health and wellbeing

5	<ul style="list-style-type: none"> •Development of Head boy and Head girl role is developed through weekly meetings with Headteacher. 	<ul style="list-style-type: none"> •Head boy and girl trained as ambassadors for the academy and have a wider impact as they work with trust ambassadors to further support developments within the academy. 	<ul style="list-style-type: none"> •Children feel that they have a voice within the academy (pupil voice activity).
6	<ul style="list-style-type: none"> •Worry boxes in classroom ensure that children have a voice for their concerns. Focus for worry box on internet safety is improving support for children who are experiencing problems online. 	<ul style="list-style-type: none"> •Increased focus on internet safety during internet safety week increases pupil/ parent knowledge of how to stay safe online. 	<ul style="list-style-type: none"> •Parent invitations to workshops and gooseberry planet lessons across the year have increased parental understanding of online issues and how to deal with them (parental questionnaires following visits/ sessions) •Introduction of 'Internet safety course' during lunchtimes has decreased the number of children using social media sites inappropriately.
7	<ul style="list-style-type: none"> •Review of assemblies for the academic year ensures they include more diversity or beliefs and cultures. 	<ul style="list-style-type: none"> •Ongoing monitoring of the curriculum shows that diversity is explicit across a wide range of subjects. 	<ul style="list-style-type: none"> •Planned trips and visits curriculum have included a wider range of opportunities to discuss diversity/ different cultures and religions. •Engagement in anti-racism award has increased the awareness, understanding and tolerance for different cultures and races.

Review and Updates to Key priority 3

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2021-2022	Mental health continues to be a focus area for the academy. Pastoral team has increased this academic year with other members of staff trained to support where necessary. Inclusion mentor has accessed ELSA training which will be implemented next academic year and will support the analysis of impact of pastoral support and provision. School council are a strong voice within school. Trust and LA safeguarding audit completed, no major issues raised. Safeguarding is a strength of the academy.
2022-23	The inclusion mentor and Headteacher continue to work with external agencies to promote mental health and wellbeing. Diagnostics for the impact of this are not yet available (currently being completed by teachers). The Owl's next has been used for nurture activities but lunchtime provision has not been running for part of the year. The focus for the inclusion mentor is currently being reviewed and lunchtime support of groups is not part of the ongoing support plan. Pupil voice groups like the school council have been run effectively this year but have had little impact on developments across the academy. This will continue to be a focus for development. Gooseberry planet workshop information has been shared with parents but there has been no uptake. The SLT are currently looking into how this can be improved. The work with the trust towards the anti-racism award continues. It became apparent that this was a greater body of work than first thought and needed longer than an academic year to complete.

Abbreviations used

ARE	Age related expectations
CALM	The curriculum that will run for the first 4 weeks in September 2020 focusing on the following areas - creative, active, learning, mental health
CEO	Chief executive officer of the Trust
CPA	Crowle Primary Academy
CPD	Continuous professional development (staff training)
CPOMS	System used in school to record all concerns about children/ communication with parents etc.
DEP	Developing excellence plan
DPR	Disadvantaged pupil reviews (monitoring carried out by the trust on the provision for disadvantaged pupils)
EEF	Education endowment foundation (body that completes research to help schools improve practice)
EYFS	Early years, foundation stage
F1	Foundation stage 1 (first year in nursery)
F2	Foundation stage 2 (second year in nursery)
FFT	Fisher family trust (body used to support children with target setting for attainment)
GLD	Good level of development (the age related expectation for the end of the foundation stage)
HT	Headteacher
KS1	Key stage 1 (years 1 and 2)
KS2	Key stage 2 (years 3 to 6)
LA	Local Authority (North Lincolnshire)

LAC	Looked after children
LGB	Local governing board
NGA	National governance association
PLAC	Previously looked after children
PSHE	Personal, social and health education
QLA	Question level analysis
RE	Religious education
RWM	Reading, writing and maths
SEND	Special educational needs and disabilities
TA	Teaching assistant
VLE	Virtual learning environment