



KEY	
White	In progress
Green	Achieved/On Track
Orange	At risk of not being achieved
Red	Not achieved/Actions must be taken to be on track

Commented [JS1]: Mm,

What we will do	What success will look like	Completion date	Lead and Governor								Notes: March 2022
				31 <sup>st</sup> May	30 <sup>th</sup> Nov	31 <sup>st</sup> Dec	31 <sup>st</sup> Mar	30 <sup>th</sup> Apr	31 <sup>st</sup> July	30 <sup>th</sup> Sep	
<b>Learning</b>											
Utilise the PiXL approach of best practice every term, the Raising Standards Lead working with the Trust - teaching particularly focuses on closing the gaps for disadvantaged pupils, considering school closure and COVID-19.	Is teaching closing the gap for all children - are results accelerating between Nov and July?	July 2022	TW/DG								Key pupils identified through Pupil Progress meetings being targeted. School-led tutoring has begun.
Focus on <b>Greater Depth in Maths</b> . Trust CPD is accessed with a focus on the skills needing teaching / practice required on reasoning. Arithmetic practices are embedded to ensure the top 30% of classes are supported to reach 85% on arithmetic papers	Is the Trust CPD is being accessed and is it translating into classroom practices? Is there evidenced in books and planning? Have 50% of Year 6 pupils reached GDS for Maths? Have the top 30% of Year 4, Year 5 and Year 6 pupils score around 85% on arithmetic in July 2022?	July 2022	SL/TW/DG								New Maths team in place - focus on arithmetic in Y5. Weekly USP GD Maths Club continues. March Mocks: Chance of GDS 46.7% at GDS 15%
Teachers implement teaching 'excellence' in <b>English</b> (reading and writing) by engaging in high quality CPD and using the CUSP materials and best practice teaching phonics. The bottom 20% have interventions to accelerate progress. The <b>Phonics Screening target is 88%</b>	Has the percentage of children not at age-related expectations for literacy in all year reduced by at least 5% on average in 2021/22? Are the Phonics outcomes in Year 1 are above national? Have almost all Y3 children who did not pass the Phonics Screening now passed?	July 2022	LMc								Year One on track to meet target and most pupils in Y3 have passed the Phonics screening or are making good progress/other needs identified
Y6 will be supported by the Trust to develop exemplars of writing. Y6 teachers will be paired up with other Y6 teachers to observe, through the lesson study model, their practice. <b>Year 6 RWM% target is 81%</b>	Has the school met the Year 6 RWM% target of 81%?	July 2022	TW/DG/SL								March Mocks: Combined EXP 75% (Intervention 77% and Key Marginal 83%)
The <b>Reading for Pleasure</b> Leader will develop the school library areas, make best use of research and practice develop a Roadmap for Reading for Pleasure at PF and support children to develop a love of reading	Are the school library areas inviting, well-stocked and vibrant and are used by all pupils? Do pupil surveys and AR data show increased engagement in reading for pleasure? Do pupils talk passionately about reading?	Dec 2021	EJ								New middle leader appointed as Reading Lead (also leads Reading for Pleasure) - led by the DHT
<b>Early Reading</b> the Phonics Leader, the EYFS Leader and the Early Reading Leader for Year 2 ensure that phonics teaching and early reading practice teaching is developed to be consistently excellent throughout EYFS, Year 1, Year 2, and Year 3. NELi interventions in EYFS are in place for those pupils that need it. <b>21 Staff will be trained to use Sounds-Write</b>	Have 88% passed the Phonics Screening in Year 1? Have close to 90% of Year 2 pupils passed the Phonics Screening in June 2022? Has the % of pupil at age-related expectations in reading increased by at least 20% in July 2022 in Year 3? Have 70% of pupils achieved GLD in EYFS?	July 2022	LMu/ES/LMc/AP								March Phonics Screening: 71% have passed in Y1 (final screening in June) and 84% have passed in Y2
<b>EYFS</b> Embed agreed features of excellence in EYFS - the EYFS Leader implements all elements of the Trust Roadmap to Excellence. <b>Interventions accelerate progress</b>	Are 90% of pupils are working within Phase 4 in the summer term? Have more than 70% of pupils achieved GLD in June 2022?	July 2022	AP								Good progress made by children reading to date - parents given additional guidance for support during Parents' Evenings
The <b>Transitions</b> from EYFS to Year Leader improves transitions from EYFS to Year 1: embedding best practice in Year 1 from EYFS in the autumn term and the outdoor area is fully utilised to impact positively on pupil transitions	Are the learning behaviours of children in Year 1 excellent following a refreshed transition from EYFS? Are pupils in Year 1 quickly adjusting to Year 1 expectations?	Oct 2021	LP								Next step summer 2 transitions

<b>Wider curriculum.</b> Roll out the computing, MFL and new CUSP Art curriculum and CUSP DT curriculum. Embed Charanga and CUSP History, Geography and Science curriculums.	Have subject leaders seen the number of high-quality examples seen in Science and Art books accelerate? Have subject leaders made full use of ATLAS to access high-quality examples? Can subject leaders show the improvements in outcomes and displays in school reflect the high standards of work, evidenced on iAbacus?	Feb 2022	DG							DT has been rolled out and is resources ordered for next year - next step evaluate quality and support where required. DG to QA Art and TW to QA Science
<b>Adapting</b> through CUSP is supported by the work of the Trust	Is there Trust agreement around adapting? Has advice and training has been provided by the Trust, with input from the SENCo? Do Book Studies effectively demonstrate the impact on adapting? SEND Working Party - monitor adapting by teaching staff	Dec 2021	FB							Next step - Learning Walk focused on adapting by Working Party SENCo
<b>Enriched Curriculum</b> through a planned, mapped out broad range of trips and visits and in-school enrichment for all year groups, planned to provide many of the missed opportunities from the last eighteen months	Is feedback from pupil about the curriculum and the enriched opportunities strong?	Dec 2021	DG							Next step to map succession planning for subject leadership for Aut DG to seek pupil feedback in Spring 2 - moved to Summer 1.
<b>Tutoring</b> is used to close gaps in pupils' learning	Has progress accelerated for key pupils identified for tutoring and contributed to year groups achieving targets?	July 2022	LMc							Tutoring started Feb 2022 - next step QA tutoring (LMc)
<b>Highest Aspirations for All</b>										
<b>Attendance.</b> Attendance is reviewed every half-term and school addresses those off target. Robust processes are in place to tackle persistent absenteeism and groups	Is attendance above 96%, with attendance for PP within 1% of non-PP? Does attendance show an improving trend across the year? Is PA falling?	May 2022	SBd/JS							PA is falling - more slowly than usual, impacted by Covid. Att around 94%. EWO involved with several families
The <b>Instructional Coaching</b> system is embedded. Every teacher to have bespoke coaching to develop teaching in a highly structured and supportive way. CPD is tailored and makes use of the National College platform	Do staff have a bespoke programme of support and CPD which makes full use of the USP Trust and National College resources? Can teachers evidence the impact of Instructional Coaching on teaching practice through the revised Trust PM process?	Dec 2021	SLT							National college training being used to support teachers - Sounds-Write training completed for 7 staff, 14 to have training in summer term
<b>Refreshed Trust Performance Management approach.</b> Everybody aspires to be the best they can be.	Has the Trust provided a refreshed system for PM? Is the PM process supporting everyone to be the best they can be?	July 2022	JS							Mid-term review - March 2022 completed for all staff by April 8th
<b>Equality and Well-Being</b>										
<b>Well-being and workload</b> are prioritised for all staff and pupils. Motional is used to track progress and show impact on pupils' well-being. The Well-Being Leader signposts bespoke support for staff - including the USP well-being offer. School analyses and assesses the impact of changes on workload before implementing changes	Does the USP Trust survey evidence that well-being is being supported? Has workload been regularly assessed, and measures taken to reduce this wherever possible? Does Motional show a positive impact of the work of the ELSA Team on pupils?	April 2022	JS/SBd and SBav							Well-being assessed during Structured Conversations with the HT Motional being used with pupil in RC - next steps to roll out with next identified group (Well-Being Lead/SENCo)
<b>Ethos and Values</b>										
The Vision Statement is tweaked to reflect the 'excellence' strived for by the school: Our vision is for Place Farm Primary Academy to be an excellent school, where best practice, high achievement, equality, and well-being are at the heart of everything we do for our children and for our staff <b>The PROUD values</b> are taught explicitly from EYFS onwards and pupils demonstrating them are recognised and rewarded by all teachers. Pupils receive proud certificates (EYFS to Year	Have the materials that include the Vision Statement been updated around school and on the website? Have the Support Staff rolled out a new system for PROUD stickers/rewards? Have all children received a proud certificate or a PROUD Award in 2021-22?	June 2022	DG							Next step for children to be awarded proud certificates/PROUD awards in Celebration Assemblies - Spring 2 onwards and gain Pupil Voice on the changes in Spring 1 - focus for the summer term (DG)

2) and PROUD passport awards (Year 3 to Year 6) throughout their time at Place Farm									
<b>Community</b>									
Ensure assemblies cover a wide range of themes and opportunities are increased to involve the whole community.	Have all children experienced a wide range of assemblies, e.g., themes linked to safeguarding, oracy, whole school 'Celebration Assembly' and performances?	Mar 2022	LMc						Assemblies now in person.
The PSHE and Relationships and Sex Education (RSE) curriculum is embedded and is enhanced by the deployment by Trauma Informed trained staff for pupils The Trust Roadmap for Relationships and personal Development is rolled out by the PSHE Leader - and includes using Motional to measure the impact on pupils	Has the Jigsaw curriculum been taught to all children? Is there evidence that the Jigsaw has been taught in class scrapbooks? Have teacher had access to the growing library of Trust Relationships and Sex Education CPD Library (rolling out in 2021/22)? Does the Trust survey show increased confidence in delivery of RSE Has the Trust Roadmap for Relationships and Personal Development been implemented? Has Motional been used to measure the impact of the schools' approach and utilised the skills of the two Trauma-Informed trained staff, the three ELSA trained staff and the two Mental Health First Aiders?	June 2022	CS/SBav						PSHE/RSE curriculum embedding and respond to local priorities where needed, e.g., PANTS (NSPCC) work in Year 3. ELSA work being undertaken by two new ELSA practitioners. Next step to utilise Motional (Well-Being Lead) - moved to summer
The Pupil Voice Leader supports the School Council and other pupil leaders to play an increased and active role in the school and the Trust Council.	Have the Pupil leaders utilised the support of the Pupil Voice Leader to have a voice in the school and contributed to increasing their involvement in decision making? Have Place Farm Pupil Leaders contributed to the Trust council?	May 2022	CS						Pupil voice feedback to be shared at School Council and disseminated and actions taken where needed
<b>Enrichment</b>									
Sports participation increases. More pupils participate in after school sports clubs, lunchtime sports activities, inter-school competitions and sports competitions in the local community.	Has the school achieved the Gold Sports mark in 2021/22? Have 100% of pupils taken part in after school clubs, lunchtime clubs, inter-school, or sports competitions in the local community?	May 2022	DG/PJ						Gathering evidence and Achieving Gold Sports Mark is the next step - PJ/DG to meet with external validation to confirm - DG/PJ confirmed on track
After school clubs 'Enrichment' is embedded. A full range of after school clubs is rolled out each term	Have all disadvantaged pupils been offered the opportunity of attending an after-school club - and is the take-up high?	Nov 2021	PJ/HP						After school 'enrichment' four times a week for targeted PP pupils - range of experiences, e.g., painting planters, arts, and crafts.
A full programme of enriching trips and visits are planned, linked to the curriculum for 2021-22. The EVC Lead(s) ensure all pupils have barriers removed to attend, including financial support for the most disadvantaged	Have all pupils been offered the opportunity of taking part in all trips and visits for their year groups - and is the take-up high?	Oct 2021	DG						EVC working with families to remove barriers. Next step analyse the uptake of trips so far and follow up with year groups needing to increase offer