

Academy Priority:

To continue to improve the attendance for all groups of pupils, especially those who are persistent absentees.

Why are we doing this? What are the barriers for some of our children?

Despite attendance improving across the Trust and it now being inline with National averages, a significant percentage of children are classed as persistently absent (less than 90% attendance).

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
For attendance and persistent absentees to be in line with National in all school for all groups of pupils	All teachers to be aware of all persistent absentees in their classes/sets and to liaise with the Attendance Officer and parents to identify patterns of poor attendance. Positive rewards in place for improved attendance. Early identification of patterns of poor attendance to lead to concerns letters and SAMs. Work with compliance officer re issuing penalty notices.	All year	Attendance Officer Teachers Senior Teacher with responsibility for attendance. Pastoral Team Governors/Trustees External agencies Compliance Officer	Pupil Premium Funding used for enhanced Attendance Officer time in all schools.	Improved attendance in line with national figures for all groups of pupils.

Academy Priority:

To improve vocabulary and language skills across the curriculum, throughout the school day. To continue to improve standards in phonics and reading.

Why are we doing this? What are the barriers for some of our children?

For some of our children, poor speech and language significantly impacts outcomes. Some children do not have the support systems in place at home to support reading, so the speedy development of phonics and reading development is a key focus for our Trust.

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
Continue to improve phonics provision in KS 2 for children who still to access it.	English team and SENCo support and manage phonics interventions and teaching in LA KS 2 sets.	In place for Autumn Term, monitored throughout the year.	SLT/ English Lead/ SENCo	-	A reducing number of children need to access phonics in KS 2.
Continue to develop and monitor phonics taught through the RWI scheme is exciting and vibrant in EYFS and KS 1. Teaching of phonics is of an excellent standard in every room.	Skilled, trained staff deliver phonic sessions ensuring a high level of engagement from all pupils and ensure resources are used effectively. Policy should be followed. Regular training updates and induction of new staff ensure	Autumn and Spring Term – focussed visits and ‘drop ins’. Data check to ensure good progress.	SLT/ English Lead/ SENCo All EYFS and KS 1 teachers, phonics lead, expert teachers.	-	All children receive quality phonics sessions (as evidenced by moderation activities). An increasing number of children pass their phonics screening check.

	consistency of practice across the Trust.				
(For the two schools in the Trust that have KS 2) Use Accelerated Reader in Y2 to ensure children are used to the system and to develop independent reading and reading comprehension skills.	Introduction for children . Book purchases of vibrant texts with the right content are purchased where necessary. Training for LSAs who support Y2 as necessary.	Training in Summer Term 23 at the end of the year. Begin Autumn Term 2, throughout year.	SLT/ English Lead/ SENCo Year 2 teachers	Book purchases Approx. £2000	AR is successfully used in Y2 and impacts positively on comprehension outcomes at the end of KS 1
Continue to develop a 'reading spine' of quality/diverse texts to support language and vocabulary development.	'Special Smiley' books are in all EYFS and Y1 rooms. Year 2 – 6 have year group packs of high quality texts for exposure to uplevelled vocabulary and language patterns. A dedicated timetabled session for teachers to read aloud to their pupil happens at the end of the day. This ensures exposure to a range of different types of texts and some that they may struggle to access on their own.	In place by Autumn 1.	English Team, all class teachers	Book replenishment as books become worn or lost: £300	Children develop a love of learning and access high quality varied texts to support language and vocabulary development.

<p>Continue to develop parental engagement. The 'Reading Café' structure is increasingly well attended and provides a welcoming and supportive forum for parents to ask questions about reading skills.</p> <p>'Book Swap' sessions also take place so children have a variety of books to read at home for pleasure.</p>	<p>Reading Cafes continue termly.</p> <p>Information regarding reading e.g. question stems are provided for parents to access.</p> <p>Teachers to continue to provide support to any parents who request help.</p>	<p>Each term</p>	<p>All teachers</p>	<p>Catering costs Book replenishment – approx £200 each school</p>	<p>Reading Cafes continue to be well attended and are supportive to parents and carers.</p>
<p>Curriculum plans set out clear progression in terms of vocabulary that needs to be learnt for each subject.</p>	<p>Subject specific vocabulary is set out in all curriculum plans and builds on prior learning.</p>	<p>All year</p>	<p>Subject Leaders</p>	<p>-</p>	<p>Curriculum plans are in place. Children retain the necessary words to build on prior learning.</p>

Academy Priority:

To further develop SEND practice and provision across the Trust.

Why are we doing this? What are the barriers for some of our children?

Due to the current economic and social situation, SEND outside provision is not always available or easy to access for some of our parents. An increasing number of pupils need to access our SEND provision areas.

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
Improve capacity for SEND across the Trust	Train two further SENDCos across the Trust.	Begin Summer Term	Senior leaders in 2 of the Trusts	SENDCo Training package costs	Improved SEND capacity across the Trust.
Training for all staff (both internal and external training), sharing of expertise in response to needs identified.	External training where the need is identified to support meeting pupil needs. Early identification of SEND in place.	Throughout year.	All teachers Teachers who work with a particular child	TBA	Pupils needs are met, where this is possible.
Investigate ways of working with other providers to enhance provision/increase capacity, especially high-level SEND.	CEO to investigate possible ways to increase SEND capacity	Plan in place by Summer 2	CEO/SLT/SENDCo	-	Resources are used their best potential. Capacity for SEND within the Trust may increase.
Develop use of multi-agency working to	External advice is sought and actioned.	All year	SENDCo/all teachers.	-	Work with outside agencies involved in

enhance SEND provision.					SEND continues to develop.
Evolve and develop streamlined paperwork to support SEND provision.	One page profiles are in place for those who need them. SEND paperwork is streamlined and supportive.	All year	SENDCo/SLT/teachers	-	Paperwork streamlined. One page profiles in place and used effectively.

Academy Priority:

***To ensure all staff implement and uphold the TTP approach to behaviour.
Improve the provision for Mental Health Support***

Why are we doing this? What are the barriers for some of our children?

A structured and consistent behaviour approach the Trust (based on the understanding of Trauma Perceptive Practice) has been proven to work well for our children. Some pupils continue to need increasing mental health support in the wake of Covid lockdowns.

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
All staff trained in Trauma Perceptive Practice	Staff updates occur throughout the year. New staff receive TPP training as part of their induction. 2 TPP leads work across the Trust.	All year	2 members of SLT	Update courses for TPP leads.	TPP is embedded across the Trust. Behaviour across the Trust is of a consistently high standard.
Implement the updated Behaviour Policy.	All staff follow the rewards and sanctions process. Children are clear about expectations around behaviour.	New policy training in September.	SLT	-	Behaviour is of a consistently high standard. Monitoring shows teachers implement the policy consistently. Pupils are aware of the rewards and sanctions policy and take

					responsibility for their actions. Practice is consistent across the three schools in the Trust.
Put in place TPP training for parents	2 members of SLT attend external training. Meetings for parents put in place.	Training in Aut 2. In place Spring Term.	2 members of SLT	Cost of external training.	Meetings are offered for parents to further their understanding of TPP and how they can apply these principles at home.
Develop triage procedures for children who need mental health support. Continue to provide and enhance pastoral support plans and mental health support in response to need e.g. One Page Plans.	Triage procedures in place and are used to signpost to support, either in school or through an external agency where appropriate/available. Continue to work with outside support e.g. MHST (mental health support team). In-house support groups like Hamish and Milo etc.	Spring 1 in place by Spring 2	TPP leads, SENDCo, SLT, school counsellor.		Children with mental health needs are identified and supported.
Investigate ways of supporting mental health needs in KS 1 (as most programmes are aimed at KS 2).	Put in place mental health, wellbeing support based on findings.	On-going all year.	TTP Leads, SENDCo, SLT	Cost of purchasing any packages and training.	Support for KS 1 wellbeing/mental health needs are in place for children who need it.

Academy Priority

Identify the key learning concepts in non-core subjects that are essential for pupils to know in order to access the next year's curriculum. Implement 'catch-up' sessions for children who need them in non-core subjects.

Why are we doing this? What are the barriers for some of our children?

Despite attendance improving across the Trust and it now being in line with National averages, a significant percentage of children are classed as persistently absent (less than 90% attendance).

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
We aim for all children to have good attendance. For those who continue to be classed as 'persistent absentees', plans will be put in place to catch up on 'key learning' so they can access the following year's curriculum.	Subject leaders identify key learning that must take place in each year group in each term.	Autumn – spring term	Subject Leaders	-	Catch up curriculum in place for non-core subjects to sit alongside existing structures for core subjects.
'Catch up' lessons are in place for the children who need them.	SLT to organise timetabling and staffing.	All year	SLT Subject Leads	-	Children know the basics they need to in non-core subjects to access the learning that follows.

	Subject Leads to arrange content.				
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Academy Priority

Increase the proportion of children who achieve Greater Depth in reading, writing and mathematics by the end of years 2- 6 through early identification and targeting.

Why are we doing this? What are the barriers for some of our children?

We aim to work on early identification of our more able learners. Some children who are more able do not always attain or maintain 'greater depth' in all three areas of reading, writing and mathematics.

Next Steps					
Target – What?	Action – How? What will happen to achieve this outcome?	When? Term/year	Who?	Costings	Success Criteria What will we see when we have achieved the outcome?
Pupils who are potentially 'greater depth' in reading, writing and maths are identified and tracked carefully.	Teachers and SLT identify pupils based on class performance data during each assessment round.	Throughout the year.	SLT/ class teachers.	-	Teachers are aware of the targeted children and track their progress.
Teachers plan activities to challenge and develop the more able.	Teachers plan challenge activities and seek advice from expert colleagues where necessary.	Throughout the year.	SLT/class teachers	-	Monitoring activities show teachers are skilled at catering for GD children. More able children reach their potential.
Pupil progress meetings focus on children targeted for GD in reading, writing and mathematics.	SLT hold structured PP meetings. Teachers can explain how they are supporting children and data backs this up.	Throughout the year.	SLT/class teachers	-	Identified children make the required progress.
Put in place additional activities for children	SLT examine data and put in place sessions	Throughout the year.	SLT/class teachers Subject Leaders.	-	Additional provision positively impacts

where these are desirable e.g more able reading booster sessions.	where the need is identified to support desired outcomes.				results for potential GD children.
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