



Pupil Premium Strategy 2020 – 2022

Ash

Croft Primary Academy

Summary	2019/20	2020/21	2021/22
Total number of pupils on roll	207	190	165
Total number of pupils eligible for PPG	77 (37%) +3 service children	76 (40%) +3 service children	77 (47%) +2 service children
Amount of PPG received per pupil	£1320	£1345	£1345
Total amount of PPG received	£96,360	£102,220	£103,565

2019 KS2 Attainment & Progress						
	Ash Croft Primary Academy (All)	Ash Croft Primary Academy (Non PP)	Ash Croft Primary Academy (PP)	National (All)	National (Non PP)	National (PP)
% Achieving expected standard in Reading, Writing & Maths	63%	87%	40%	65%	71%	
Reading Progress Score	-0.6		-3.2	0	0.3	0.3
Writing Progress Score	1.1		-0.5	0	0.3	0.3
Maths Progress Score	-1.8		-4	0	0.4	0.4
2019 KS1 Attainment & Progress						
	Ash Croft Primary Academy (All)	Ash Croft Primary Academy (Non PP)	Ash Croft Primary Academy (PP)	National (All)	National (Non PP)	National (PP)
% Achieving expected standard in Reading, Writing & Maths	49%	66%	46%	65%		
% Achieving expected standard in Reading	63%	68%	54%	75%	78%	62%
% Achieving expected standard in Writing	51%	55%	46%	69%	73%	55%
% Achieving expected standard in Maths	60%	64%	54%	76%	79%	62%
2019 Phonics Screening Check						
	Ash Croft Primary Academy (All)	Ash Croft Primary Academy (Non PP)	Ash Croft Primary Academy (PP)	National (All)		
% Passing the Phonics Screening in Y1	76%	75%	75%	82%		
% Passing the Phonics Screening in Y2	88%	100%	80%	91%		
EYFS						
	Ash Croft Primary Academy (All)	Ash Croft Primary Academy (Non PP)	Ash Croft Primary Academy (PP)	National (All)		
% Achieving a GLD	72%	75%	67%	72%		

Barriers to future progress and attainment for pupils entitled to pupil premium funding.	
Barrier to learning	Evidence for barrier
Pupils do not have the literacy skills required to access & enjoy reading for pleasure (a)	-Reading age data collected from standardised assessments. -Phonics data from internal RWI assessments
Pupils enter school with below average skills in speaking and understanding (a)	-Pupils, on average, on entry are assessed with speaking development within the 22 -36 months bracket. -Pupils, on average, on entry are assessed with understanding development within the 22 – 36 months bracket.
Pupils lack key skills in writing (b)	-Book looks in writing show skills from earlier year groups are not embedded and these are not always picked up over time.
Pupils arithmetic skills and reasoning skills are below age-related expectations	-Standardised assessment data, book looks and teacher surveys show key skills in Maths from earlier year groups are not effectively embedded.
Behaviours for learning and self-regulation resulting from social & emotional needs (e)	-Internal and external behaviour reviews -CPOMs data on number of behaviour incidents in the autumn term
Life experiences of pupils & lack of cultural capital (f)	-Pupil voice on their experiences & informal questioning on topics covered

Planned Expenditure (two year)					
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier A					
Introduce RWI for the teaching of phonics	-% of children on track with their phonics (assessed on half-termly assessment) to increase (all on track unless recognised SEND issue or EAL (new starter)	National evidence for the effectiveness of RWI as a scheme. EEF KS1 Literacy Guidance Report recommendation 3 Recommendation for Trust Advisor Wendy Wheldon	-Attend two-day RWI training -Weekly staff training for those running RWI in autumn term -RWI development day with RWI Learning Lead.	TS & LT	Half-termly to look at phonics assessments. Autumn 2020- Baseline assessments completed to ascertain the impact of national lockdown showed that; 73% of Y1 pupils had regressed in phonics/reading

			-Development Days and team teaching to ensure effective teaching		<p>A comprehensive Recovery Curriculum was put into place, so ensure all pupils made accelerated progress.</p> <p>End of term-</p> <p>40% of Y1 pupils are now working at ARE in phonics</p> <p>72% of Y2 pupils passed the phonics screening check</p> <p>75% of Y3 pupils have now passed the phonics screening check</p> <p>Review of provision through development days.</p>
Reorganise reading spine (ensuring material is phonetically decodable when needed) and approach to home reading.	-% of children reading at home regularly to increase (at least 50% in first year and rising to 75% in second year)	<p>OFSTED Research paper – evidence of need for phonetically decodable reading materials</p> <p>EEF KS1 Literacy Guidance Report recommendation 3</p>	<p>-Expenditure on RWI reading spine</p> <p>-Reorganising of resources</p> <p>-Parent event to share new approach to home reading.</p> <p>-Staff training on new approach to home reading.</p>	TS, CM and LT	<p>-Use class reading trackers to monitor home reading.</p> <p>Autumn 20-</p> <p>Reading awards are having a positive impact on the number of children reading at home. 60% of pupils are now regularly reading at home.</p> <p>-Hear children read on a regular basis to check their book matches their phonological knowledge</p>
Start rocket reader scheme to encourage pupils to read regularly at home.	-% of children reading at home regularly to increase (at least 50% in first year and rising to 75% in second year)	Evidence of use of scheme at previous school lead staff member has worked at.	<p>-Introduce scheme to staff members.</p> <p>-Ensure resources for the scheme are handed out.</p>	TS and LT	-1/2 termly to track reading in each class through collecting in and analysing whole class reading trackers.

			<ul style="list-style-type: none"> -Monitor classes use of rocket reader scheme. -Incorporate rocket reader badges into celebration assembly. 		<p>Autumn 20</p> <p>Reading awards are having a positive impact on the number of children reading at home. 60% of pupils are now regularly reading at home.</p>
Invest in high quality texts for reading for pleasure.	<ul style="list-style-type: none"> -% of children reading at home regularly to increase (at least 50% in first year and rising to 75% in second year) -Pupil voice to report pupils enjoy selection of books available 	Teresa Cremin Open University research & community of engaged readers	<ul style="list-style-type: none"> -Compile lists of books on a regular basis that need updating . -Source books from Amazon & Book people. -Launch new books in assemblies or through teacher recommendations. 	LT and CM	<p>Pupil Survey once per term during reading development day</p> <p>Autumn 20-</p> <p>Library has been refurbished over the summer holiday. Focus on reading for pleasure and favourite books. Classes are now named after high-quality authors and daily reading for pleasure sessions are completed at the end of each day. Photos of all children reading their favourite book displayed in the library. New photo frames placed around school, showing pupils enjoying reading in a variety of different contexts.</p> <p>Spring 21-</p> <p>£2000 spend on Non-fiction reading for pleasure books for the library.</p> <p>Reading snug created in a withdrawal space, with a</p>

					<p>wide range of reading quotes to inspire all children to read and develop a love of reading.</p>
<p>Ensure proper implementation of Accelerated Reader scheme.</p>	<p>Pupils reading ages on STAR assessments (all pupils (unless have recognised SEND or are new to learning English) to have a reading age inline with their chronological age</p> <p>Fewer pupils with low engagement and low quiz scores (assessed on weekly reports)</p>	<p>Evidence of AR (when well implemented) at other schools.</p>	<p>-Designate TA (BD) to coordinate distribution of weekly AR reports.</p> <p>-Monitoring of AR time for pupils in year 2 and above.</p> <p>-Regular assessment of AR bookstock to ensure level and age appropriate reading material</p>	<p>LT and CM</p>	<p>-Termly monitoring of STAR reading assessment data.</p> <p>Autumn 20- All pupils completed a baseline assessment at the start of the year. This was used to support reading assessment levels. Individual reports were then downloaded for all pupils working below ARE to inform future planning and interventions and discussed at Pupil Progress Meetings.</p> <p>KS2 phonics CPD sessions completed for all staff having identified this as a key area of weakness for a core group of children. Identified children completing RWI assessments, so that starting points were clear.</p> <p>Small group comprehension interventions started to address the gaps in learning related to</p>

					reading fluency and inference.
Ensure story time happens in every year group.	-Pupils to be exposed to high quality story time everyday	Teresa Cremin Open University research & community of engaged readers.	-Train staff on selection and reading of high-quality texts. -Monitor whether story time is happening on a regular basis	LT and TS	<p>-Learning walks during development days to assess impact and quality of story time.</p> <p>Autumn 20- Reading for pleasure now timetabled for the end of each day and consistently takes place in each class. There has been a focus on texts written by class authors, so that children develop a keen understanding of their author. Reading week was successful and focused on inspirational people. High quality work was produced. HOA completed a remote story session with each class.</p> <p>Spring 21- As part of the Remote Learning offer, each class meets on TEAMS at the end of the day, so that the reading for pleasure session can continue. The take up rate for these sessions averages 90% each day.</p>

Direct teaching of vocabulary across the school day.	-Pupils to know more words as assessed on vocabulary assessment (using standardised vocabulary assessment)	Isabel Beck – Bringing words to life research Alex Quigley – Closing the vocabulary Gap Hart & Risley word gap research	-Staff training on the rationale behind direct vocabulary instruction -Vocab assessment to be used to identify pupils with largest vocab deficit. -Introduction of word webs to display new words -Use SEEC model in reading lessons to teach new words -Monitoring of word webs, SEEC model and revision of vocabulary through development days.	LT and TS	-Results compared to benchmark of vocabulary assessment completed at start of each academic year. Spring 21- The assessment documents have been ordered and will be completed as soon as school fully reopens.
Direct teaching of reading for the first 40 minutes of each day.	-% of pupils on-track in reading increases (all on track unless recognised SEND issue or early to learning English)	Doug Lemov et al – Reading Reconsidered KS1 Literacy Guidance report & EYFS Language guidance report highlighting the importance of systematic synthetic phonics	-Implementation of T&L guides for reading and writing -RAP implemented for reading and phonics -Monitoring through development days and open book looks.	TS and LT	-Review of data on standardised assessment, teacher assessment and phonics. Autumn 20- High quality reading sessions are completed daily. Pupil books are monitored on a half termly basis and written feedback is shared with all staff. Individual support is then put in place for identified staff to address areas that require further improvement.
Staff training on reading for pleasure to develop subject knowledge around books.	-Pupil voice on reading4pleasure to confirm change in pupil	Teresa Cremin Open University research & community of engaged readers	-SLT to attend reading rocks and LAUK events -Ongoing training on for staff on R4P to they are	CM	Review of R4P attitudes in staff and pupils to assess impact of training (termly)

	attitudes to enjoyment of reading		kept on to date with most recent research		
3 book themed off curriculum weeks per academic year.	-Pupil voice on reading -Pleasure to confirm change in pupil attitudes to enjoyment of reading	Teresa Cremin Open University research & community of engaged readers	-Plan and publicise reading weeks in advance of happening. -Invite author in once per year.	LT and CM	Evaluation after each reading week to assess impact and success – has it changed attitudes? Autumn 20- Highly successful reading for pleasure week focusing on inspirational people. Engagement was good, pupils were able to talk about what they learnt and independent work produced was of high quality, see photo from display in the hall.
Rhyme time to be held daily in EYFS	-% of pupils achieving expected in “communication & language” objectives to increase (all make accelerated progress from their starting points if don’t meet ELG)	Research from Wendy Wheldon where Rhyme Time has been successfully implemented at other schools	-Implement slot in the timetable each day -Wendy to monitor the running of the session and provide training as and when is needed.	LT and AG	-Measure increases in communication and language objectives compared to benchmark Autumn 20- Launchpad for Literacy assessment tool purchased and introduced for all EYFS pupils. This has clearly identified strengths and areas that require focused intervention. Baseline data shows that all pupils are working below/significantly below ARE in CLL on entry. Daily rhyme time and story time is having a

					<p>positive impact on all areas of CLL.</p> <p>Spring 21- ACPA has been accepted on to the Nuffield Early Language Intervention programme. The aim of this intervention is to improve a range of early oracy skills.</p>
Re-plan for the continuous provision so that language development is prioritised across EYFS. Re-train adults on their role within the provision	-% of pupils achieving expected in “communication & language” objectives to increase (all make accelerated progress from their starting points if don’t meet ELG)	-Evidence from success from Derby Early Years Teaching School and NLE Wendy Colebourne	-Training and support provided by NLE -Leadership support from the Harmony Trust	LT	<p>-Track performance of EYFS pupils in termly assessments against communication and language ELGs</p> <p>Autumn 20- Comprehensive baseline assessments completed for all pupils on entry. Pupil Progress Meetings identified key areas for intervention. Pupils working below/well below ARE in all areas.</p> <p>Focus during the Autumn term on Prime areas first.</p> <p>Redesigned the learning environment using the Early Excellence Documentation. Completely overhauled the continuous provision. £3000 spend on resources and furniture.</p>

					<p>Intensive support and CPD for staff to improve the quality of provision.</p> <p>Teaching and Learning guides for RWI, T4W, and assessment have been created and implemented. There is now a clear focus on communication skills, developing vocabulary and understanding across the whole curriculum.</p>
1:1 reading in KS1 (phonics tutoring)	-Pupils who are PP and SEND and are behind in phonics, make accelerated progress (as assessed on half-termly RWI assessments).	KS1 Literacy Guidance Report	-TA and teacher time to be dedicated to hearing readers -Monitoring of reading diaries to assess undertaking of the 1:1 reading	AG	-Half-termly use phonics assessment to assess the progress of those furthest behind Autumn 20- Baseline, half term and end of term assessments completed and interventions are in place to ensure accelerated progress for those pupils at risk of falling behind.
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier D					
Embed whole class feedback strategy in Writing	<p>Overtime pupils work improves (errors picked up on and addressed are not repeated)</p> <p>Evidence of purple pen to correct errors and make extended improvements</p>	Clare Sealy blog about the effectiveness of strategy in her school.	-Create policy outlining how whole class feedback is to work -Introduce the policy to teachers through INSET day -Monitor use of strategy in open book looks and development days	-CM & TS	<p>In Development Days review how feedback is working in books</p> <p>Review % of pupils on-track in writing.</p> <p>Autumn 2020-</p>

	% of pupils on-track in writing increases				Baseline assessments show that over 50% of the school have regressed since the last assessment point, so a comprehensive Recovery Curriculum has been devised that focuses on basic skills e.g sentence structure, punctuation, spelling and hand writing skills.
Embed whole class feedback strategy in Reading	<p>Overtime pupils work improves (performance on key toolkits gets better)</p> <p>Evidence of purple pen to correct errors and make improvements</p> <p>% of pupils on-track in reading increases</p>	Clare Sealy blog about the effectiveness of strategy in her school	<p>-Create policy outlining how whole class feedback is to work</p> <p>-Introduce the policy to teachers through INSET day</p> <p>-Monitor use of strategy in open book looks and development days</p>	-LT, CM & TS	<p>In Development Days review how feedback is working in books</p> <p>Autumn 20- Pupil books are monitored on a half termly basis and written feedback is shared with all staff. Individual support is then put in place for identified staff to address areas that require further improvement. Therefore, the quality of work that the pupils are completing in books has continued to improve.</p> <p>Review % of pupils on-track in Reading</p>
Embed re-teach, check and challenge feedback in Maths	% of pupils on-track in maths increases	Effective use of strategy in previous school	-Create policy outlining how whole class feedback is to work	-KM & TS	In Development Days review how feedback is working in books

	Evidence of re-teach and check purple pen		<ul style="list-style-type: none"> -Introduce the policy to teachers through INSET day -Monitor use of strategy in open book looks and development days 		<p>Review % of pupils on-track in Maths</p> <p>Autumn 2020- Extensive CPD focus on maths this term. Most staff meetings have been on how to plan, teach and assess high quality lessons using the Can Do Maths programme. 1:1 coaching sessions for identified staff with both the maths lead and SLT to improve the quality of maths teaching.</p> <p>Monitoring has shown an improvement across the whole school, with a consistent approach and high expectations in place for all.</p>
Ensure effective use of cold and hot tasks for assessment	<ul style="list-style-type: none"> -Units of work clearly build on performance in cold task. -Hot tasks show progress within a unit (skills identified as needing teaching have been taught and used correctly in hot write). 	T4W strategy developed by Pie Corbett	<ul style="list-style-type: none"> -Outline use in T4W Teaching & Learning guide. -Introduce in staff meeting. -Monitor through open book looks 	-CM	<ul style="list-style-type: none"> -Use development days and open book looks to review on an at least termly basis. <p>Autumn 2020- Baseline assessments clearly identified gaps in learning, so no further cold tasks to be completed this term. This will allow for additional lesson time to address the identified gaps.</p>

					<p>Focus on the skills in the everyday toolkits, daily handwriting practise and stamina.</p> <p>KS2 phonics groups have been introduced with a focus on spelling and choosing 'best fit' graphemes when writing unfamiliar words.</p>
Ensure effective use of standardised assessments to inform teaching	Tests being used as a tool for informing future teaching	Effective use of strategy in previous school	<ul style="list-style-type: none"> -Introduce at INSET day -Follow up in staff meeting 	TS	<p>-Use development days to check up on how well standardised assessments are being used</p> <p>Autumn 2020- 1:1 coaching sessions from the HOA and whole staff CPD sessions on how to complete accurate assessments, triangulating data and identifying next steps.</p>
Effective use of BAM indicators and BAM assessments	Teachers have a firm basis for knowing how their pupils are doing against key objectives	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report.	<ul style="list-style-type: none"> -Introduce in staff INSET -Follow up with staff meeting to embed change -Use open book looks to check BAM tasks are being done 	TS & KM	-PPM conversations and data used to monitor times table performance
Use of start and end point assessment to measure impact of any interventions	<p>SLT able to assess what interventions work for which pupils</p> <p>SEND pupils to make progress on their PLPs</p>	Effective use of strategy in previous school-	<ul style="list-style-type: none"> -SLT to discuss all interventions running and how to ensure assessment at start and end -TAs to be trained to run assessments 	HH	<p>-Review interventions at the end of each term in SLT</p> <p>Spring 2021- SEND review completed with LT, TS and HH. What is working well and Even better ifs discussed and</p>

			-SLT to review data with regards to test performance		<p>will now be used to create a new action plan that will be actioned during Spring 2.</p> <p>Interventions will be more diagnostic, so that the exact are of weakness can be targeted during intervention and consolidated in the classroom. The focus for interventions during Spring 2 will focus on developing communication, vocabulary and reading skills, as research shows that have secure foundations in these areas, has an impact on all areas of the national curriculum.</p>
Effective use of AFL strategies in lessons to ensure support is given to pupils who need it & challenge to those ready for it	In lessons all pupils to be supported appropriately based on assessment information	Effective use of strategy in previous school-	<ul style="list-style-type: none"> -Introduce in staff INSET -Follow up with staff meeting to embed change -Use open book looks to check on how AFL is working -Learning walks to observe strategies in action 	TS	<p>-Reviewed regularly in development days</p> <p>Autumn 2020- Staff CPD sessions that focused on assessment at the start of the academic year. Coaching approach to baseline assessment, so that all pupils were accurately levelled using a triangulated approach. Detailed discussions during PPM meetings</p>

					focusing on pupils who were working below ARE. Clear actions for these children, so that they can make accelerated progress.
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier E					
Re-drafting of behaviour policy	Behaviour good and incidents of poor behaviour are appropriately managed.	Drafting based on EEF guidance report and Charlie Taylor checklist	<ul style="list-style-type: none"> -Share and discuss the research with colleagues -Evaluate the current behaviour policy -re-draft policy -Share with SLT and teachers -monitor the use of the policy 	TS	<ul style="list-style-type: none"> -Use pupil and staff voice to evaluate perceptions around behaviour -Monitor types of incidents and amounts of behaviour incidents on CPOMs <p>Autumn 2020 There has been a significant decrease in the number of behaviour related incidents reported on CPOMs between the autumn term 2019 and the autumn term 2020. Autumn 2019- 66 incidents and 11 seclusions Autumn 2020- 28 incidents and 2 seclusions</p>
Implementation of soft landings in morning for vulnerable learners	Learners have calm start to the morning	Used effectively in previous year	<ul style="list-style-type: none"> -Identify who would benefit from soft landings -Decide on best "soft landing" for each individual child 	HH	<ul style="list-style-type: none"> -Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children with soft landings)

			-Monitor impact on incidents in first hour of the day		Autumn 2020 There has been a significant decrease in the number of behaviour related incidents reported on CPOMs between the autumn term 2019 and the autumn term 2020. Autumn 2019- 66 incidents and 11 seclusions Autumn 2020- 28 incidents and 2 seclusions
Friendship group at lunchtime	Learners are supported to avoid issues at lunchtime	Used effectively in previous year	-Identify children who would benefit from friendship group -Rota pupils for different days to ensure good mix of personalities -Monitor friendship group provision -Provide training for staff running sessions if required	HH	-Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children in friendship group) Autumn 2020 Lunchtime clubs have been on hold due to the current bubble situation in place.
Breakfast club to continue free of charge	Learners have a calm start to the morning	One of EEF guidance reports recommendations	-Identify children who would benefit from free breakfast club -Review the provision currently on offer -Invest in staffing and equipment to ensure smooth running	HH	-For pupils attending due to behaviour concerns monitor behaviour incidents on CPOMs on a regular basis. Autumn 2020 Breakfast clubs have been on hold due to the current bubble situation in place.

Traffic light system to identify vulnerable pupils at risk of exclusion	Behaviour of pupils at risk of exclusion is successfully managed	Part of LA strategy to help the highest need pupils	-Identify pupils who are vulnerable to exclusion -Create wellbeing plan for everyone on red or amber -Share wellbeing plans with all parties -Monitor wellbeing plans on a regular basis	HH	-Monitor behaviour incidents for these pupils on CPOMs. -Review plans on a half-termly basis
CARROT's reward system to be implemented	Pupils become more courteous and respectful around school	Used effectively in previous school	-Explain how carrots work to adults -Roll out to pupils in an assembly	TS	-Staff and pupil surveys about pupil behaviour around school
Buy in support from Educational Psychologist to support vulnerable learners	Pupils with particular needs are given expert support	Used effectively in previous year	-Identify 3 pupils most at need of support -Implement all recommendations -Monitor implementation	HH	-Monitor behaviour incidents for these pupils on CPOMs Autumn 2020- The Educational Psychologist has continued to support identified children via TEAMS this term.
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier F					
Subsidy of trips & experiences linked to class projects	Pupils from disadvantaged backgrounds to experience new things outside of their normal experiences	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	CM	Pupil voice on the impact of the trips and experiences they have Autumn 2020- Due to the COVID pandemic, trips have not been able to happen this term.
Subsidy of Year 6 annual residential trip	Pupils from disadvantaged backgrounds to experience new things	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	AH	Pupil voice on the impact of the trips and experiences they have Autumn 2020-

	outside of their normal experiences				Due to the COVID pandemic, trips have not been able to happen this term.
Implementation of cornerstones curriculum	All pupils to have good coverage of knowledge across the curriculum	<p>Mary Myatt “The Curriculum”</p> <p>EEF Guide report recommendation on Cognitive Load Theory</p> <p>OfSTED research paper around the importance of knowledge rich curriculums</p>	<p>-Long term plans for each year group to ensure good coverage of national curriculum knowledge</p> <p>-Use of new short-term planning tool informed by cornerstones resources</p> <p>-Twilight training for staff on theory behind new curriculum</p> <p>-Follow up staff meetings to embed key parts of the curriculum</p>	CM	<p>Pupil voice following topics to assess how “sticky” the knowledge is</p> <p>Autumn 2020- HOA met on several occasions with a Cornerstones representative to select a wide range of topics that would offer breadth and coverage across all subjects in all year groups.</p> <p>Cornerstones was implemented at the start of this academic year. CPD sessions and INSETs have been used to ensure that all staff know how to plan and deliver high quality lessons.</p> <p>SLT have created an in-depth teaching and learning guide, so that a consistent approach can be adhered to across the school.</p> <p>Pupil books are monitored on a half termly basis and written</p>

					<p>feedback is shared with all staff. Individual support is then put in place for identified staff to address areas that require further improvement. Therefore, the quality of work that the pupils are completing in books has continued to improve.</p> <p>Scaffolded support for those children who need it has been considered. Staff training on this new approach has been completed during the INSET day this term. All staff to start using structured strips from the start of Spring 2021.</p>
Embed British values, citizenship and diversity into the wider curriculum	Pupils to have an understanding of what British Values are in context	Effective use of this strategy in previous school	<p>Work with staff to unpick what the British Values are about.</p> <ul style="list-style-type: none"> -Plan in British Values into the wider curriculum where links are meaningful and real. -Introduce Pride books for each class to capture key learning around British values, citizenship and diversity 	CM	Pupil voice to assess pupils understanding of British values

Implement the Harmony passport to provide for broader development of pupils.	Pupils exposed to a range of experiences as part of the curriculum	Effective use of strategy in other Harmony Trust schools in Oldham	<p>-Finalise the content of the passport.</p> <p>-Introduce into assembly.</p> <p>-Plan in meaningful links to the wider curriculum to incorporate the passport and link it to #discoverYOURincredible</p>	CM	Pupil voice to assess the impact of the passport experiences
Implement stand-alone RE lessons to ensure understanding and appreciation of diversity.	Pupils exposed to high quality RE lessons that help them appreciate and respect different religious viewpoints	Effective use of stand alone RE lessons in previous school	<p>-Create long term plans based on national curriculum and needs of pupils at CFPA.</p> <p>-Implement lessons and teaching & learning guide.</p>	TS, LT and PG	<p>Pupil voice to assess the knowledge retention from RE lessons</p> <p>Autumn 2020- A new RE leader has been appointed. She has begun to trial new ways of teaching RE with her class, so that good practice can be developed and an issues resolved before being used by the wider staff based on the new RE Derby City syllabus.</p> <p>Spring 2021 RE lead and HOA are working together to develop a LTP for the academy that is based on the individual context of the school. Places of worship have been selected that all pupils will visit by the time they leave ACPA.</p>

					<p>A Teaching and Learning guide for RE is being developed to ensure progression and consistency across the school.</p> <p>The RE lead is planning and resourcing the first unit of work in collaboration with the HOA. These high-quality lessons and resources will be shared with staff during the term and will set the standard moving forward.</p>
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
Barrier G					
Implement weekly attendance meeting with inclusion manager & principal	Vulnerable pupils with poor attendance are continuously tracked and their attendance improves	Effective use in previous school year	<ul style="list-style-type: none"> -Set times for the meetings -Record minutes and actions -Review meetings on a termly basis 	RT	<p>Autumn 2020</p> <p>Minutes are taken from each meeting and actions are then taken by the inclusion manager.</p> <p>Attendance over 97% as of Spring 1 2020. In the Autumn Term, attendance for PP was 96% (with the dip attributed to Covid-19 anxiety)</p> <p>Persistent absence was 4% in 2019-2020. In 2020 – 2021 it was 10.58%</p>

					before lockdown. This would likely have reduced as the impact of pre-Christmas absences even out (as was the pattern in 2018 – 2019 & 2019 - 2020)
Introduce new attendance rewards	Pupils feel incentivised to come to school	Effective use in previous school	<ul style="list-style-type: none"> -Use school council to research what rewards incentivise pupils -Purchase & acquire the required rewards -Regularly refer to rewards in assemblies to ensure they are an incentive 	RT	Autumn 2020 New reward still needs to be introduced
Buy in support from EWO to support pupils who are persistently absent	Pupils who are PA or at risk of PA are intervened with and their attendance improves	LA strategy to ensure effective escalation	<ul style="list-style-type: none"> -Identify referrals in weekly attendance meetings -Contact EWO in a timely fashion -Follow up referrals and ensure school supports all actions 	RT	Autumn 2020 Inclusion team work closely with the EWO. PA remains below national averages (10.58%). Some families are hard to shift and work with EWO has not always had a positive impact on overall attendance for some pupils.
Rewrite attendance policy with new attendance escalation system	Policy is clear to parents and pupils and is consistently applied	Strategy recommended by Wendy Wheldon as used in previous school	<ul style="list-style-type: none"> -Research what is working and what could work to improve attendance -Re-write policy -Re-draft based on feedback -Implement policy and share with parents 	TS	Autumn 2020 Attendance policy is now in place that clearly sets out the escalation needed when pupils have poor attendance. The policy means early intervention happens with pupils before they become PA.

					<p>Attendance data is tracked by office manager and the inclusion manager.</p> <p>The Executive Headteacher meets fortnightly with the inclusion manager to review all actions taken and to scrutinise responses.</p>
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