



# Croxby Primary Academy

## Academy Development Plan 2021/22

Development Focus	Responsible	Success Criteria	Summary of Key Actions
Continue to raise the attainment in English, with a focus on the lowest attaining quintile children in phonics.	CHT/AHT/EL/PL	<p>Phonics screening results indicate the current Year 2 children have closed the gap that occurred during the lockdown period.</p> <p>Phonics screening results at the end of Year 1 are at least in line or above National Average.</p> <p>Croxby disadvantaged children narrow the gap to the rest of the Croxby children cohort.</p> <p>Lesson visits demonstrate that teachers are effectively using AFL and SDI.</p> <p>Reduction in Croxby children receiving catch up intervention.</p> <p>Croxby Children who are in the lowest quintile, without additional SEND factors, achieve the national standard in the phonics screening.</p> <p>All children with no SEND factors achieve the national standard in the phonics screening.</p> <p>An increased percentage of Croxby children are achieving national expectations in reading and writing.</p> <p>An increased percentage of Croxby children are achieving above the national expectations in reading and writing.</p> <p>Attainment for Croxby children with no SEND additional factors is above the national average in reading and writing at the end of KS2.</p>	<p>CHT to deliver training for new reading/writing to be implemented in September. (July 2021)</p> <p>PL to create a new LTP for phonics in EYFS/KS1 (July 2021)</p> <p>PL to implement new accredited phonics scheme. (Sept 2021)</p> <p>SLT to update T and L and Marking and Feedback policies and deliver CPD to staff on the changes. (July 2021)</p> <p>AHT to organise pathway groups, phonics and YipiYap intervention to focus on the development of reading. (Sept 2021)</p> <p>AHT to roll out the trial of Reading Plus/Book Talk combination of lessons to LKS2 for Autumn Term (Sept 2021)</p> <p>SENCO to arrange MABLE sessions to continue using the catch-up funding. (Autumn Term)</p> <p>EL/PL to ensure books used match phonics ability and texts are available to extend vocabulary. (Sept 2021)</p> <p>HT to appoint new EL (Sept 2021)</p> <p>CHT to deliver training on new approach to writing in EYFS and Year 1 (July 2021)</p> <p>EL to ensure a dictation lesson informs one of the handwriting sessions during the week and incorporates key spellings/vocabulary. (Sept 2021)</p> <p>AHT to ensure children are using Year 1 writing books effectively and evidence of appropriate feedback given. (Nov 2021)</p>
Continue to raise attainment in maths with a particular focus on developing the skills needed to achieve greater depth at the end of the key stage KS1 for all children in particular the disadvantaged cohort.; also ensuring all groups of children can recall multiplication facts.	AHT/ML	<p>Data indicates an increased number of children achieve GD maths at the end of each key stage.</p> <p>Data indicated attainment at the end of KS2 is above the national for GD.</p> <p>Data indicates gaps are narrowed for the disadvantaged children in the non-end of key stage year groups.</p> <p>Data indicates an increased number of children achieving higher scores of on the Year 4 multiplication check.</p> <p>Data indicates that an increased number of disadvantaged children achieve 80% and full marks in the Year 4 multiplication tests.</p> <p>Lesson visits demonstrate the effective teaching of learning Times Tables.</p> <p>Lesson visits demonstrate teachers enabling pupils to develop the skills needed to answer problem solving and reasoning questions.</p> <p>EYFS children will be able to apply their maths in different contexts.</p>	<p>HT to appoint new KS1 and KS2 maths leaders (Sept 2021)</p> <p>AHT to ensure pathway groups have a focus time for Times Tables in KS2 (Sept 2021)</p> <p>AHT to organise pathway/intervention groups to include pre-teach and GD (Ongoing Sept 2021, Dec 2021, April 2022)</p> <p>Y6 team to provide a breakdown of barriers in achieving GD maths from SATs papers (July 2021)</p> <p>Y2 teacher to provide a breakdown of barriers to achieve GD maths by end of KS1 (Sept 2021)</p> <p>AHT to ensure YipiYap interventions address gaps in pre-teaching (Sept 2021)</p> <p>ML to ensure that following a review of data and the maths curriculum that estimation and measure are a focus in UPKS2 especially those questions involving more than two-steps (Ongoing Dec 2021, April 2022, July 2022)</p> <p>EYFS leader to ensure opportunities are given to the children apply their skills in a range of contexts. (Ongoing Nov 21, Feb 22, Apr 22)</p> <p>MLs to ensure teachers to use strategies such as chanting, quick recall and numerical pattern work to teach multiplication. (Ongoing Oct 2021, Jan 2022, April 2022)</p> <p>MLs to ensure allocated time slots are given to the teaching of multiplication (Sept 2021)</p>
To refine the SEMH provision across all children in the academy with a focus on the pedagogy of the ERP.	CHT/AHT/SENCO	<p>A higher percentage of SEND pupils in upper KS2 retain 60% of curriculum data over time.</p> <p>Lesson visits demonstrate that individual pupils' needs are being met with appropriate levels of challenge.</p> <p>After two terms, ERP children are accessing some learning in a mainstream classroom or awaiting consideration for an alternative provision.</p> <p>Boxhall profiles data indicates progress is being made in key SEMH areas.</p> <p>Pupil Voice indicates any SEMH children transferring to Year 7 feel secondary ready.</p>	<p>CHT/AHT to mentor ECT new to ERP in strategies when working with SEMH children (Sept 2021)</p> <p>AHT/SENDCO to arrange pathway/intervention groups using previous data (ongoing Sept 2021, Dec 2021, April 2022)</p> <p>AHT/SENDCO to ensure that progress for pathway pupils is measured (Ongoing Sept 21 Dec 2021, April 2022)</p> <p>SENDCO to ensure Boxhall targets are reviewed and monitored closely by all staff (Ongoing Dec 2021, April 2022)</p> <p>SENDCO to ensure children are accessing lessons in mainstream class according to agreed timetables (Ongoing Sept 2021, Dec 2021, April 2022)</p> <p>AHT to review learning by ERP children to ensure appropriate challenge (Ongoing Oct 2021, Feb 2022, June 2022)</p> <p>CL to ensure that suitable adapted curriculum is in place for all pupils in the ERP. (Ongoing Oct 2021, Feb 2022, June 2022)</p> <p>SENDCO to ensure an additional programme of transition is in place for SEMH children transferring to secondary school (Ongoing Sep 2021, Jan 2022, April 2022, June 2022)</p> <p>SENDCO to review and introduce revised passports to provide clarity for children's targets (Nov 2021)</p>
Continue to develop leadership at all levels with a specific focus on senior leaders and core leadership.	HT/CHT/AHT/FSL/CL	<p>Reviews indicate new leaders at Croxby is effective.</p> <p>Leadership is judged outstanding in an external review.</p> <p>EYFS leader is effective in leading all staff in EYFS to ensure 50% of children progress across the assessment boundaries</p> <p>Lesson visits demonstrate the quality of pedagogy in MFL is effective in the delivery of learning.</p> <p>Pupil Voice indicates that the teaching of Relationship Education is effective.</p> <p>60% of Key Stage 2 children pass a graduate award in the new RSE areas.</p> <p>60% of Key Stage 2 children pass a graduate award in the Little People Big Dreams.</p> <p>Data indicates an improving and sustained knowledge acquisition.</p>	<p>HT to coach new CHT (HT1, HT2, HT3, HT4, HT5, HT6)</p> <p>CHT to complete NPQH (Spring 2022)</p> <p>CHT to coach AHT in continuing in the role (HT1, HT2, HT3, HT4, HT5, HT6)</p> <p>CHT to coach new curriculum leader in the role (HT1, HT2, HT3, HT4, HT5, HT6)</p> <p>AHT to mentor/coach new EL/MLs in the role (HT1, HT2, HT3, HT4, HT5, HT6)</p> <p>EYFS to ensure all staff are aware of the changes in place for the new Framework and Baseline assessments (Sept 2021)</p> <p>EYFS leader to lead moderations across the Trust (Term 1, Term 2, Term 3)</p> <p>CL to ensure subject leaders are updated to changes to their subjects and staff informed (Jan 2022, April 2022)</p> <p>CL to arrange training to deliver training updates in MFL and history (Sept 2021)</p> <p>CL to inform parents of the Relationship Education policy (Sept 2021)</p> <p>AHT/CL to ensure Relationship Education guidance is taught effectively (Ongoing Oct 2021, January 2022, April 2022)</p> <p>MFL leader/CL to ensure Spanish lessons are explicit, build on prior learning and include teaching of phonics (October 21, Feb 2022, June 2022)</p> <p>AHT to ensure graduate awards are produced which cover areas of the Relationship Education guidance (Autumn Term)</p> <p>AHT to ensure graduate awards are produced for Little People Big Dreams for cultural capital gains (November)</p> <p>CL to re-write MTPs to ensure Relationship Education guidance and composite teaching is explicit. (Sept 2021)</p> <p>AHT to deliver instructional coaching training across the teaching school. (HT1, HT2, HT3, HT4, HT5, HT6)</p> <p>EL to deliver ECT training across the teaching school (Term 1, Term 2 Term 3)</p>

Scrutiny of progress and impact of action in these areas will be monitored by the Board of Directors or Local Governance Board meetings through the data and progress reports they receive. The SLT expect to be challenged on their progress in these aspects of their work. **Autumn 21, Spring 22, Summer 22.** Actions in **blue** are new actions which will be RAG rated a half term after they are introduced

*Building Community, Nurturing Success*

If you believe it can not be done, please do not visit our academy, as we are busy doing it.