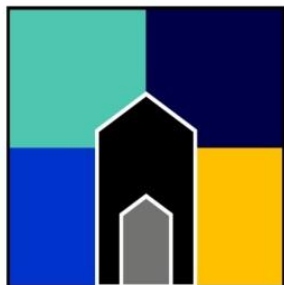


An Daras
Multi Academy Trust



Windmill Hill
Academy



An Daras Multi-Academy Trust

Academy Trust Integrated Improvement Plan 15 (Jan 15- Jan 16)

Status: Approved	
Prepared by:	Academy Senior Leadership Team
Version:	v2.1
Statutory:	Yes
Approved by LGAB v2.1:	Jan 15 (WHA and SSCA)
Final Review v2.1:	Jan 16
Advisory Committee:	Local Governing Advisory Bodies, SI+SD
Linked Documents and Policies:	PPG Provision Maps 2014/15, Budget Allocation 2014/15, PE Funding Map 2014/15, SEF 15, LA Desktop Monitoring Reports, CSIT Consultant Reports 14/15

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Sections of essential reading for local governors are marked



Academy Improvement Plan Process

This Academy Improvement Plan is a short term plan which links with the Academy Schools Self Evaluation process and the MAT budget.

The Academy Improvement Plan has been formulated using information gathered from analysis of data and attainment together with feedback from all stakeholders.

The purpose of the Academy Trust Improvement Plan (ATIP) is to review and evaluate the impact of previous developments, identify key areas for ADMAT improvement over the coming year and to outline the action to be taken in key areas. The ADMAT budget is matched to the priorities for the Academy Improvement Plan. Related documents to this plan include the PPG and PE Funding Provision Maps and impact reports 13/14.

ADMAT Improvement Planning

Task	Start Date	Person responsible	Consultation Process	Finish Date
<i>Steering overall process</i>	Sept 14	Executive Head Teacher	Senior Leadership Meetings, Staff Meetings, Local Governing Body Meetings	Jan 15
<i>Collating Information for planning of SIP</i>	Sept 14	Executive Head Teacher AIO, Head of School, Senior Leaders, LGAB Chairs	Academy Self Evaluation/Self Review Senior Leadership meetings RAISE Review with LGAB Chairs	Jan 15
<i>Deciding priorities and aims</i>	Oct 14	Executive Head Teacher	Conferencing with Senior Staff and other Stakeholders	Jan 15
<i>Completion 1 Year Action Plans</i>	Nov 14	Executive Head Teacher Head of School	Senior Leadership Meetings, Staff Meetings	Jan 15
<i>Completion of 3 Year Improvement Map</i>	Dec 14	Executive Head Teacher Head of School	Staff Meetings Local Governing Body Meetings	Jan 15
<i>Budget matched to 1 Year Action Plans and 3 Year Improvement Map</i>	Dec 14	Executive Head Teacher and Board of Directors	Local Governor Meetings	Feb 15
<i>Completed Academy Trust Improvement Plan circulated to staff and Local Governing Body</i>	Dec 14	Executive Head Teacher Head of School	Staff Meetings Local Governing Body Meetings	Jan 15
<i>Academy Trust Improvement Plan 2015 published for stakeholders</i>	Jan 15	Head of School	Academy websites	Feb 15

Leadership Structure and Key Responsibilities

Position: ASLT in green	Key Responsibilities within AIP:	Directly responsible to:	Local Governing Body	Board of Directors
ADMAT Executive Head Teacher (W. Hermon)	Leading strategic direction Benchmarking and targets Budget alignment Monitoring of impact on standards and provision	ADMAT Board of Directors	St Stephens: A. Nicolson – Chair T. Mills - HoS B. Ferris - Community M. Whitely - Parent	P. O Brien – Chair D. Easter – Finance Portfolio S. Chapman – St Catherines J. Jackson – Launceston College C. Paul – Staff P. Smith – LGAB WHA A. Nicolson – LGAB SSCA A. Jefferies – Community G. Barriball - Community
Head of School – St Stephens (T. Mills) Head of School – Windmill Hill (A. Terry)	Termly implementation and delivery of short term actions Leading staff Monitoring of short term priority actions Self-evaluation of short term action impact Updating of ATIP evaluation schedule	Executive Head Teacher Local Governing Body	A. Bassett – Staff A. Stevens - Community Vacancy - Parent	
ADMAT Business Manager (M. Basford)	Funding delegations	Executive Head Teacher	Windmill Hill: A. Parsons – Chair A. Terry - HoS K. Clark – Staff P. Smith - Community B. Keighley – Community E. Gilbert - Parent Vacancy - Community	
ADMAT Improvement Officer (C. Green)	Academy Improvement QA	Executive Head Teacher ADMAT Board of Directors		
Lead Practitioners (H. Hudson – St Stephens) (D. Taylor – Windmill Hill)	Delivery of short term actions Implementation of learning and teaching strategies Assessment review data – monitoring of Key Stage standards Team dynamics	Head of School – St Stephens Head of School – Windmill Hill		
Key Stage Leaders (EYFS - A. Martin) (KS1-T. Wilson/D. Taylor) (KS2 - A. Bassett)				
Domain of Learning Leaders – St	Planning and delivery of Domain	Head of School – St Stephens		

<i>Stephens</i> <i>Subject Leaders – Windmill Hill</i>	specific improvements Monitoring of Domain Standards Monitoring of Domain curriculum and its impact	Head of School – Windmill Hill KS Leaders		
<i>Class Teachers</i>	Implementation of short term learning and teaching improvements Monitoring of class pupil standards	KS Leaders		

Abbreviations used within the Improvement Plan

Abbreviation:	Means:	Abbreviation:	Means:
ADMAT	An Daras Multi Academy Trust	KPI	Key Performance Indicator
AfA	Achievement for All	KS	Key Stage
APS	Average Points Score	LA	Local Authority
AR or ARE	Age Related (Expectation)	LAP	Lower Attaining Pupil
ASEF	Academy Self Evaluation Form	LGAB	Local Governing Advisory Board
ASLT	Academy Senior Leadership Team	LO	Learning Observations
AWL	Assessment Without Levels	MAP	Middle Attaining Pupils
BoD	Board of Directors	PM	Performance Management
CT	Class Teacher	PPG	Pupil Premium Grant
CPD	Continuous Professional Development	SEND	Special Educational Needs and Disabilities
EGPS	English Grammar, Punctuation and Spelling	SLT	School Senior Leadership Team
ELG	Early Learning Goals	SoW	Scheme of Work
EYFS	Early Years Foundation Stage	QA	Quality Assurance
FS	Foundation Stage		
FFT	Fischer Family Trust		
GLD	Good Level of Development (end of FS)		
HAP	Higher Attaining Pupil		
HoS	Head of School		
INSET	In Service Training		



Academy Improvement Aims

Aims of ADMAT:

Vision Statement

To be the primary gateway for life-long learning ensuring every child in the Multi Academy Trust is equipped for present and future success.

Core Aim

We are committed to improving the life chances of children by delivering high quality academic, social, economic and experiential learning to raise aspirations and contribute effectively to positive personal development.

We will achieve this by;

- Accelerating and sustaining children's progress towards higher achievement.
- Ensuring achievement gaps for disadvantaged children are addressed.
- Ensuring children are equipped for the next phase of learning.
- Creating an enjoyable and creative curriculum that meets the learning needs of children.
- Providing for children a safe, stimulating, caring but challenging learning environment.
- Encouraging children's active participation in outdoor and sporting learning opportunities.
- Working positively with stakeholders and partners to provide an integrated educational experience for children and families.

Aims of St Stephens Community Academy:

St Stephens Community Academy is a caring place where everyone feels valued, motivated and supported so all can move together towards a bright, positive and successful future.

St Stephens Community Academy values the contributions of everyone and appreciates diversity.

We want pupils to be:

- *Safe and Strong* – To have a healthy body and mind.
- *Self-Confident* – To have high self-esteem and self –confidence.

- *Socially Aware* – To be global citizens with good social skills.
- *Skilled* – To have learning skills for the modern world.
- *“Soaring Stars”* – To have a love of life in all its forms.

Aims of Windmill Hill Academy:

Windmill Hill Academy is committed to delivering an excellent educational experience for all pupils. We will celebrate diversity, encourage participation and provide learning opportunities which ensure children become highly motivated independent learners. Children who attend Windmill Hill will be fully equipped to be successful in their next stage of learning. We will deliver our mission statement by ensuring our aims are met:

Aims:

Create challenge:

- Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed.
- Provide children with a broad, balanced, stimulating and relevant curriculum which allows children every opportunity to develop into healthy and well-adjusted individuals.
- Ensure children see failure as not a negative but an opportunity to grow and learn.
- Develop a resilience and tenacity within children so they are motivated to succeed.
- Develop skills and knowledge effectively so children are prepared for the digital world of the future.

Develop citizenship:

- Ensure children recognise cultural diversity and have respect of all faiths, beliefs and religions.
- Actively promote children’s voice, value and listen to their thoughts, ideas and opinions so our school environment reflects their ideas.
- Foster children’s respect for all aspects of school life, underpinning these values through the following of R Time rules.
- Promote children’s emotional, social and healthy well-being and give them the skills to build a positive lifestyle in the future.

Support community:

- Ensure children have a full awareness and understanding of their community so they develop respect for other people, customs and beliefs in the wider world.
- Involve children in school improvement so that they can become responsible, proud and independent citizens within their community.

Encourage creativity:

- Encourage children to be creative thinkers who adopt a sustainable approach to life and learning by becoming good global citizens.
- Allow all children the opportunity to flourish and thrive through successful learning experiences.

Both schools are working together to:

- Raise achievement through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through dynamic and high quality teaching.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity, so that each child is given appropriate support and enrichment.
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.

Aims of the Academy Trust Improvement Plan 2015 (ATIP15):

- To set challenging targets in the curriculum to raise achievement for all pupils.
- To raise expectations and standards of learning and teaching for identified priority groups.
- To provide high quality resources across the Academy Trust ensuring quality provision at all stages of children's development.
- To provide staff with training to enable them to improve and teach more effectively.
- To provide inclusive curricular provision to enable children to fulfil their potential.
- To provide a safe, secure learning environment which enables children to continue to treat others with understanding and respect.

Leadership and Academy Organisation:

- To provide strong, cohesive and effective leadership with a clear direction on improving achievement across all settings.
- To enable staff with leadership responsibilities to be accountable for high achievement.
- To increase involvement of parent and carers in children's learning.

Staff Development:

- To develop the role of Domain/subject leaders in monitoring, evaluating and leading children's learning.
- To ensure performance management is effective in supporting professional development for all staff.
- To ensure that all staff have opportunities for the professional review of their impact.



Academy Pupil Achievement – End of Key Stage Targets 2015

ADMAT School Achievement Targets 2015	End of Spring 15		End of Summer 15	
St Stephens Community Academy	End of KS1	End of KS2	End of KS1	End of KS2
All target % are de-aggregated (ARB/Cognitive statement pupils removed from data, in year mobility removed from data)	Attainment: <i>Reading:</i> Y2 = 85% on track to ARE Y2 = 26% on track to ARE+ <i>Writing:</i> Y2 = 85% on track to ARE Y2 = 22% on track to ARE+ <i>Maths:</i> Y2 = 85% on track to ARE Y2 = 22% on track to ARE+	Attainment: <i>Reading:</i> Y6 = 82% on track to ARE Y6 = 41% on track to ARE+ <i>Writing:</i> Y6 = 75% on track to ARE Y6 = 27% on track to ARE+ <i>Maths:</i> Y6 = 82% on track to ARE Y6 = 37% on track to ARE+	Attainment: <i>Reading:</i> Y2 = 85% achieve ARE Y2 = 30% achieve ARE+ <i>Writing:</i> Y2 = 85% achieve ARE Y2 = 25% achieve ARE+ <i>Maths:</i> Y2 = 85% achieve ARE Y2 = 25% achieve ARE+	Attainment: <i>Reading:</i> Y6 = 85% achieve ARE Y6 = 45% achieve ARE+ <i>Writing:</i> Y6 = 85% achieve ARE Y6 = 32% achieve ARE+ <i>Maths:</i> Y6 = 85% achieve ARE Y6 = 41% achieve ARE+
	Progress: Y2 = 100% on track to achieve 12+APS from starting point	Progress: Y6 = 100% on track to achieve 2 full levels progress Y6 = 40% on track to achieve more than expected progress	Progress: Y2 = 100% achieve 12+APS from starting point	Progress: Y6 = 100% achieve 2 full levels progress Y6 = 50%+ achieve more than expected progress
Windmill Hill Academy	End of KS1	End of KS2	End of KS1	End of KS2
All target % are de-aggregated (Cognitive statement pupils removed from data, in year mobility removed from data)	Attainment: <i>Reading:</i> Y2 = 85% on track to ARE Y2 = 26% on track to ARE+ <i>Writing:</i> Y2 = 85% on track to ARE Y2 = 22% on track to ARE+ <i>Maths:</i> Y2 = 85% on track to ARE Y2 = 16% on track to ARE+	Attainment: <i>Reading:</i> Y6 = 82% on track to ARE Y6 = 49% on track to ARE+ <i>Writing:</i> Y6 = 75% on track to ARE Y6 = 41% on track to ARE+ <i>Maths:</i> Y6 = 82% on track to ARE Y6 = 41% on track to ARE+	Attainment: <i>Reading:</i> Y2 = 85% achieve ARE Y2 = 30% achieve ARE+ <i>Writing:</i> Y2 = 85% achieve ARE Y2 = 25% achieve ARE+ <i>Maths:</i> Y2 = 85% achieve ARE Y2 = 20% achieve ARE+	Attainment: <i>Reading:</i> Y6 = 85% achieve ARE Y6 = 55% achieve ARE+ <i>Writing:</i> Y6 = 85% achieve ARE Y6 = 45% achieve ARE+ <i>Maths:</i> Y6 = 85% achieve ARE Y6 = 45% achieve ARE+
	Progress: Y2 = 100% on track to achieve 12+APS from starting point	Progress: Y6 = 100% on track to achieve 2 full levels progress Y6 = 40% on track to achieve more than expected progress	Progress: Y2 = 100% achieve 12+APS from starting point	Progress: Y6 = 100% achieve 2 full levels progress Y6 = 50%+ achieve more than expected progress
Age Related Expectation 2015 (Based on old NC Levels for this year)	ARE = L2b+ or AWL equivalent ARE+ = L3+ or AWL equivalent	ARE = L4b+ or AWL equivalent ARE+ = L5+ or AWL equivalent Writing ARE = L4+ or AWL equivalent	ARE = L2b+ or AWL equivalent ARE+ = L3+ or AWL equivalent	ARE = L4b+ or AWL equivalent ARE+ = L5+ or AWL equivalent Writing ARE = L4+ or AWL equivalent

St Stephens Self-Evaluation RAISE 14 - Priority Overview

St Stephens Community Academy Summary of the latest performance data from 2014	Green = Good or better against national benchmarks Yellow = Securely in line with national benchmarks Red = Below national benchmarks
KS2 Attainment Summary – RAISE 14 RAISE data - <i>not de-aggregated by removal of ARB pupils (2 girls/both FSM/disadvantaged out of Y6 cohort of 19). All judgements are based on school APS scores compared to national APS benchmarks</i>	KS2 Attainment Improvement – To move attainment to securely good+ RAISE indicates these pupil groups are a priority:
<p>English Attainment:</p> <ul style="list-style-type: none"> RAISE 14 suggests English attainment outcomes are securely good or better in reading and EGPS for whole cohort, SEND groups, girls, boys and non-mobile pupils RAISE 14 suggests English writing attainment outcomes require improvement for overall whole cohort and significant pupil groups FSM, girls, dis-advantaged and non-mobile pupil sub-groups. This needs to be the focus of more in depth evaluation. <p>Reading Attainment:</p> <ul style="list-style-type: none"> Overall Cohort - Good attainment at end KS2 (School APS +1.9 above national) FSM – Outstanding attainment at end KS2 (School APS above national FSM and APS +3.3 above non-FSM national) Boys – Good attainment at end KS2 (School APS +2.4 above national) Girls - Good attainment at end KS2 (School APS +0.6 above national) Dis-advantaged – Outstanding attainment at end KS2 (School APS above national dis-advantaged and APS +3.3 above non dis-advantaged national) Non-mobile - Good attainment at end KS2 (School APS +1.9 above national) EAL – Good attainment at end KS2 (School APS +1.3 above national) SEND categories - Good attainment at end KS2 (School APS above national in all categories) Trend - Reading attainment at end KS2 shows improvement over 2013 (school attainment better than national attainment 2014) <p>English, Grammar, Punctuation, Spelling (EGPS) Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Good attainment at end KS2 (School APS +1.6 above national) FSM – Satisfactory attainment at end KS2 (School APS in line with national FSM but APS -2.4 below non-FSM national) Boys - Good attainment at end KS2 (School APS +2.5 above national) Girls - Good attainment at end KS2 (School APS +0.6 above national) Dis-advantaged - Satisfactory attainment at end KS2 (School APS in line with national disadvantaged but APS -2.4 below non dis-advantaged national) Non –mobile - Good attainment at end KS2 (School APS +2.0 above national) EAL – Good attainment at end KS2 (School APS +2.0 above national) SEND categories – Good attainment at end of KS2 (School APS above national in all categories) Trend - EGPS attainment trends at end KS2 shows improvement over 2013 (school attainment better than national 	<p>Pupil Groups - EGPS Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged

<p>attainment 2014)</p> <p>Writing Attainment: (see de-aggregated writing data in next column for <u>more accurate judgements</u>)</p> <ul style="list-style-type: none"> Overall cohort – Requires improvement attainment at end KS2 (School APS -2.2 below national) FSM – Requires improvement attainment at end KS2 (School APS below national FSM and APS -11.2 below national non-FSM) Boys - Good attainment at end KS2 (School APS +0.7 above national) Girls – Requires improvement attainment at end KS2 (School APS -4.7 below national) Dis-advantaged – As for FSM Non-mobile – Requires improvement attainment at end of KS2 (School APS -0.7 below national) EAL – Requires improvement attainment at end KS2 (School APS -1.7 below national) SEND categories – Good attainment at end KS2 (School APS above national in all categories) Trend - Writing attainment trends at end of KS2 shows attainment slightly below national since 2012 <p>Maths Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Good attainment at end KS2 (School APS +2.2 above national) FSM - Good attainment at end KS2 (School APS above FSM national and APS +1.2 above national non-FSM) Boys – Good attainment at end KS2 (School APS +2.4 above national) Girls - Good attainment at end KS2 (School APS +2.0 above national) Dis-advantaged – As for FSM Non-mobile - Good attainment at end KS2 (School APS +2.7 above national) EAL – Good attainment at end KS2 (School APS +2.6 above national) SEND categories – Good attainment at end KS2 (School APS above national in all categories) Trend - Maths attainment at end KS2 shows year on year improvement since 2012 (school attainment better than national attainment 2013/14) 	<p>Pupil Groups - Writing Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girl and Non-mobile <p>De-aggregated Writing Attainment Data:</p> <ul style="list-style-type: none"> Overall cohort – Good attainment at end KS2 (School APS +0.4 above national) FSM – Satisfactory attainment at end KS2 (School APS +0.7 above national FSM but APS -1.6 below national non-FSM) Girls – Satisfactory attainment at end KS2 (School APS +0.1 above national) Dis-advantaged – As for FSM Non-mobile – Good attainment at end KS2 (School APS +1.0 above national) Trend – De-aggregated data shows improvement in attainment in 2014
<p>KS2 Progress Summary – RAISE 14</p> <p>RAISE data - <u>not</u> de-aggregated by removal of ARB pupils (2 girls/both FSM-PPG in Y6 cohort of 19). All judgements are based on school APS scores compared to national APS benchmarks</p> <p>Reading Progress: (see de-aggregated reading data in next column for <u>more accurate judgements</u>)</p> <ul style="list-style-type: none"> Overall cohort - Satisfactory progress at end KS2 (School in line with national) FSM – Requires improvement progress at end KS2 (School below national) Boys – Good progress at end KS2 (School above national) Girls – Requires improvement progress at end KS2 (School below national) Dis-advantaged – As for FSM Non-mobile - Good progress at end KS2 (School above national) EAL - Good progress at end KS2 (School above national) 	<p>KS2 Progress Improvement – Move progress to securely good+ RAISE indicates these pupil groups are a priority:</p> <p>Pupil Groups - Reading Progress:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girl and Non-mobile <p>De-aggregated Reading Progress Data:</p> <ul style="list-style-type: none"> Overall cohort – 15.0 APS from KS1 FSM – 18.0 APS from KS1 Girls – 14.8 APS from KS1 Dis-advantaged – 18.0APS from KS1

<ul style="list-style-type: none"> SEND categories - Good progress at end KS2 (School above national in most categories) Trend - Reading progress at end KS2 shows improvement over 2013 <p>English, Grammar, Punctuation, Spelling Progress(EGPS):</p> <ul style="list-style-type: none"> No progress data for EGPS in RAISE 14 <p>Writing Progress: (see de-aggregated writing data in next column for more accurate judgements)</p> <ul style="list-style-type: none"> Overall cohort – Requires improvement progress at end KS2 (School Sig- below national) FSM – Requires improvement progress at end KS2 (School Sig- below national) Boys – Satisfactory progress at end KS2 (School slightly below national) Girls – Requires improvement progress at end KS2 (School Sig- below national) Dis-advantaged – AS for FSM Non-mobile – Requires improvement progress at end KS2 (School Sig- below national) EAL – Requires improvement progress at end KS2 (School below national) SEND categories - Satisfactory progress at end KS2 (School above national in most categories) Trend - Writing progress trends at end of KS2 show decrease in progress over 2013 <p>Maths Progress: (see de-aggregated maths data in next column for more accurate judgements)</p> <ul style="list-style-type: none"> Overall cohort - Satisfactory progress at end KS2 (School in line with national) FSM – Requires improvement progress at end KS2 (School Sig- below national) Boys - Good progress at end KS2 (School above national) Girls – Requires improvement progress at end KS2 (School Sig- below national) Dis-advantaged – As for FSM Non-mobile - Good progress at end KS2 (School above national) EAL – Good progress at end KS2 (School above national) SEND categories – Good progress at end KS2 (School above national in most categories) Trend - Maths trends at end of KS2 show general year on year improvement but slight dip evident in 2014 outcomes 	<ul style="list-style-type: none"> EAL – 11.7 from KS1 <p>Pupil Groups - Writing Progress:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girl and Non-mobile <p>De-aggregated Writing Progress Data:</p> <ul style="list-style-type: none"> Overall cohort – 13.9 APS from KS1 FSM – 15.3 APS from KS1 Boys – 14.5 APS from KS1 Girls – 14.3 APS from KS1 Dis-advantaged – 15.3 APS from KS1 Non-Mobile – 14.7APS from KS1 EAL – 11.7 from KS1 Trend – Improved APS average progress over 2013 outcomes <p>Pupil Groups - Maths Progress</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girls <p>De-aggregated Maths Progress Data:</p> <ul style="list-style-type: none"> Overall cohort – 14.4 APS from KS1 FSM – 13.3 APS from KS1 Girls – 14.0 APS from KS1 Dis-advantaged – 13.3 APS from KS1
<p>KS1 Attainment Summary – RAISE 14</p> <p>RAISE data which is <u>not</u> de-aggregated by removal of 1 ARB pupil/1 cognitive statement pupil (Both boys/ FSM/disadvantaged). All judgements are based on school APS scores compared to national APS benchmarks</p>	<p>KS1 Attainment Improvement – To move attainment to securely good+ RAISE indicates the these pupil groups are a priority:</p>
<p>Reading Attainment: (see de-aggregated reading data in next column for more accurate judgements)</p> <ul style="list-style-type: none"> Overall cohort – Good attainment at end KS1 (School APS +0.1 below national) 	<p>Pupil Groups - Reading Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged

- **FSM** – Requires improvement attainment at end KS1 (School APS below national FSM but APS -3.3 below non-FSM national)
- **Boys** – Satisfactory attainment at end KS1 (School APS in line with national)
- **Girls** – Good attainment at end KS1 (School APS +1.2 above national)
- **Dis-advantaged** – As for FSM
- **EAL** – Outstanding attainment at end KS1 (School APS +5.2 above national)
- **SEND category** – Good attainment at end KS1 (School APS above national in all categories)
- **Summer born** – Good attainment at end KS1 (School APS +0.9 above national)
- **Trend** – Reading attainment at end KS1 generally in line with national but improvement in 2014 evident.

Writing Attainment: (see de-aggregated writing data in next column for more accurate judgements)

- **Overall cohort** – Requires improvement attainment at end KS1 (School APS -0.7 below national)
- **FSM** – Requires improvement attainment at end KS1 (School APS below national FSM but APS -4.8 below non-FSM national)
- **Boys** – Requires improvement attainment at end KS1 (School APS -0.7 below national)
- **Girls** – Good attainment at end KS1 (School APS +0.1 above national)
- **Dis-advantaged** – As for FSM
- **EAL** – Good attainment at end KS1 (School APS +2.3 above national)
- **SEND categories** – Good attainment at end KS1 (School APS above national most categories)
- **Summer born** – Satisfactory attainment at end KS1 (School in line with national)
- **Trend** – Writing attainment trend at end KS1 in line/slightly below annual national.

Maths Attainment: (see de-aggregated maths data in next column for more accurate judgements)

- **Overall cohort** – Satisfactory attainment at end KS1 (School APS in line with national)
- **FSM** – Requires improvement attainment at end KS1 (School APS below national FSM but APS -4.3 below non-FSM national)
- **Boys** – Requires improvement attainment at end KS1 (School APS -0.8 below national)
- **Girls** – Good attainment at end KS1 (School APS +0.9 above national)
- **Dis-advantaged** – As for FSM
- **EAL** – Good attainment at end KS1 (School APS +1.8 above national)

De-aggregated Reading Attainment Data:

- **Overall cohort** – Good attainment at end KS1 (School APS +1.4 above national)
- **FSM** – Satisfactory attainment at end KS1 (School APS in line with national FSM but APS -2.0 below non-FSM national)
- **Boys** – Good attainment at end KS1 (School APS +0.9 above national)
- **Dis-advantaged** – As for FSM

Pupil Groups - Writing Attainment:

- FSM/Dis-advantaged
- Boys

De-aggregated Writing Attainment Data:

- **Overall cohort** – Good attainment at end KS1 (School APS +0.6 above national)
- **FSM** – Requires improvement attainment at end KS1 (School APS -0.4 below national FSM and APS -2.3 below non-FSM national)
- **Boys** – Good attainment at end KS1 (School APS +0.7 above national)
- **Dis-advantaged** – As for FSM
- **Summer born** – Good attainment at end KS1 (School APS 0.9+ national)
- **Trend** – Writing attainment trend at end KS1 above national

Pupil Groups – Maths Attainment:

- FSM/Dis-advantaged
- Boys

De-aggregated Maths Attainment Data:

- **FSM** – Requires improvement attainment at end KS1 (School APS -0.9 below national FSM and APS -2.6 below non-FSM national)
- **Boys** – Satisfactory attainment at end KS1 (School APS approximately in line with national)

<ul style="list-style-type: none"> • SEND categories – Good attainment at end KS1 (School APS above national in all categories) • Summer born - Requires improvement attainment at end KS1 (School in line with national) • Trend - Maths attainment at end of KS1 generally in line with national. 	<ul style="list-style-type: none"> • Dis-advantaged - As for FSM • Summer born – Good attainment at end KS1 (School APS +0.5 above national) • Trend - Maths attainment at end of KS1 generally in line with national
<p>KS1 Progress Summary – Internal Progress Data All judgements are based on school APS scores compared to national APS benchmarks Y1 end of Autumn Term 2012 to Y2 end of Summer 2014 (5 terms) – Expected progress is 1.7+ a term, so 5 terms = 8.5 APS</p>	<p>KS1 Progress Improvement – To move progress to securely good+ RAISE indicates these pupil groups are a priority:</p>
<p>Reading Progress:</p> <ul style="list-style-type: none"> • Overall cohort – 9.0APS from starting point • FSM – 8.7APS from starting point • Boys – 9.0APS from starting point • Girls - 9.0APS from starting point • Dis-advantaged – 8.7APS from starting point • EAL – 9.0APS from starting point • SEND category – 7.1 from starting point <p>Writing Progress:</p> <ul style="list-style-type: none"> • Overall cohort – 8.40APS from starting point • FSM – 7.60APS from starting point • Boys – 8.20APS from starting point • Girls - 8.50APS from starting point • Dis-advantaged – 7.60APS from starting point • EAL – 7.00APS from starting point • SEND category – 5.70APS from starting point <p>Maths Progress:</p> <ul style="list-style-type: none"> • Overall cohort – 9.30APS from starting point • FSM – 8.40APS from starting point • Boys – 9.10APS from starting point • Girls - 9.50APS from starting point • Dis-advantaged – 8.40APS from starting point • EAL – 9.00APS from starting point • SEND category – 7.10APS from starting point 	<p>Pupil Groups - Reading Progress:</p> <ul style="list-style-type: none"> • SEND <p>Pupil Groups - Writing Progress:</p> <ul style="list-style-type: none"> • Boys • FSM/Dis-advantaged • EAL • SEND <p>Pupil Groups - Maths Progress:</p> <ul style="list-style-type: none"> • FSM/Dis-advantaged • SEND

Foundation Stage Summary – Internal/Cornwall Core Stats Data 14 Three ARB FS pupils have been de-aggregated from all FS attainment and progress data in this section	FS Improvement – To move attainment and progress to securely good+
<ul style="list-style-type: none"> 2013/14 On entry data for FS cohort evidences that on average pupils were below/significantly below national benchmarks in many key areas Overall FS cohort attainment is good because entry attainment data for majority of pupils is below national ARE but by FS exit this gap has closed Overall FS cohort progress is good because slightly more than the national average achieve GLD by FS exit Maths specific areas of learning attainment/progress is good because 77% achieved ELG by FS exit (on entry only 33% at ARE, 50% below and 16% significantly below) Literacy specific areas of learning attainment/progress is good because 69% achieved ELG by FS exit (on entry only 12% ARE, 72% below and 17% significantly below) Communication attainment/progress is good because 82% achieved ELG by FS exit (on entry only 25% at ARE, 68% below and 8% significantly below) <p>Early Learning Goals</p> <ul style="list-style-type: none"> 58% of pupils achieved at least the ELG with some exceeding above national (nat. 52%) Prime areas of learning for FSM shows they are approximately in line with non-FSM at end of FS year attainment Specific areas in literacy/numeracy shows FSM attainment has a gap with non-FSM attainment <p>“Good Level of Development”(GLD)</p> <ul style="list-style-type: none"> Overall cohort – 53% achieved GLD slightly above national (nat. 52%) 	<ul style="list-style-type: none"> Final writing outcomes remain weakest FS area FSM skills in English and maths being slightly below average impacts on final attainment

Agreed Target Focus with Local Governing Advisory Body and CSIT Consultant – Jan 15	
Key Stage 1:	Key Stage 2:
<ul style="list-style-type: none"> Continue to accelerate rates of progress in year one by improving the quality of learning and provision Continue to improve writing attainment and progress across KS1 particularly for FSM/disadvantaged pupils and boys More application of communication, literacy and numeracy skills through topic work across the curriculum. Monitoring progress at six weekly intervals 	<ul style="list-style-type: none"> Increase attainment and progress across lower KS2 to ensure higher attainment can be achieved by the end of KS2 by improving the quality of learning Continue to improve writing attainment and progress across KS2 particularly for FSM/disadvantaged pupils and boys Continue the high-level focus on interventions, which set challenging targets to be achieved within agreed timescales; including one-to-one tuition. Establish additional focus groups, to be taught by class teachers. Monitoring progress at six weekly intervals.
Across all Key Stages:	
<ul style="list-style-type: none"> Raise and achieve more consistent attainment for pupils eligible for the pupil premium in all years. Raise aspirations for outcomes via the ATIP15 Global Priorities and link to teachers’ future performance management targets. Map provision and monitor the impact of the funding, especially on the rates of pupils’ progress. Support governors in ensuring that they monitor the progress of pupil premium pupils and the impact of the funding on pupil sub groups Improve attendance and reduce absence to be in line with latest national average benchmarks 	



Windmill Hill Self-Evaluation RAISE 14 - Priority Overview

<p>Windmill Hill Academy Summary of the latest performance data from 2014</p>	<p>Green = Good or better against national benchmark Yellow = Securely in line with national benchmark Red = Below national benchmark</p>
<p>KS2 Attainment Summary – RAISE 14 <i>All judgements are based on school APS scores compared to national APS benchmarks</i></p>	<p>KS2 Attainment Improvement – To move attainment to securely good+ RAISE indicates these pupil groups are a priority:</p>
<p>English Overall:</p> <ul style="list-style-type: none"> RAISE 14 suggests English attainment outcomes securely good or better for whole cohort, SEN groups, girls, boys and non-mobile pupils RAISE 14 suggests English attainment outcomes moving towards good for FSM, dis-advantaged and EAL pupil sub-groups. This needs to be the focus of more in depth evaluation. <p>Reading Attainment:</p> <ul style="list-style-type: none"> Overall Cohort - Good attainment at end KS2 (School APS +1.1 above national) FSM – Satisfactory attainment at end KS2 (School APS above national FSM but APS -1.2 below non-FSM national) Boys – Good attainment at end KS2 (School APS +1.5 above national) Girls - Good attainment at end KS2 (School APS +2.0 above national) Dis-advantaged – As for FSM Non-mobile - Good attainment at end KS2 (School APS +0.8 above national) EAL – Requires improvement attainment at end KS2 (School APS – 1.1 below national) SEND categories - Good attainment at end KS2 (School APS above national in all categories) Trend - Reading attainment at end KS2 shows improvement over 2013 (school attainment better than national attainment 2014) <p>English, Grammar, Punctuation, Spelling (EGPS) Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Good attainment at end KS2 (School APS +1.7 above national) FSM – Satisfactory attainment at end KS2 (School APS in line with national FSM but APS -2.4 below non-FSM national) Boys - Good attainment at end KS2 (School APS +1.9 above national) Girls - Good attainment at end KS2 (School APS +1.8 above national) Dis-advantaged – As for FSM Non –mobile - Good attainment at end KS2 (School APS +1.4 above national) EAL – Requires improvement attainment at end KS2 (School APS – 1.8 below national) SEND categories – Good attainment at end of KS2 (School APS above national in all categories) Trend - EGPS attainment trends at end KS2 shows improvement over 2013 (school attainment better than national attainment 2014) 	<p>Pupil Groups - English Overall:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged EAL <p>Pupil Groups - Reading Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged EAL <p>Pupil Groups - EGPS Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged EAL

<p>Writing Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Good attainment at end KS2 (School APS +1.6 above national) FSM - Good attainment at end KS2 (School APS in line with national non-FSM) Boys - Good attainment at end KS2 (School APS +1.5 above national) Girls - Outstanding attainment at end KS2 (School APS +2.0 above national) Dis-advantaged – As for FSM Non-mobile - Good attainment at end of KS2 (School APS +1.5 above national) EAL – Requires improvement attainment at end KS2 (School APS -3.2 below national) SEND categories – Good attainment at end KS2 (School APS above national in all categories) Trend - Writing attainment trends at end KS2 show year on year improvement since 2012 (school attainment better than national attainment 2013/14) <p>Maths Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Good attainment at end KS2 (School APS +0.7 above national) FSM - Satisfactory attainment at end KS2 (School APS above FSM national but APS -1.3 below national non-FSM) Boys - Satisfactory attainment at end KS2 (School APS in line with national) Girls - Good attainment at end KS2 (School APS +1.4 above national) Dis-advantaged – As for FSM Non –mobile - Good attainment at end KS2 (School APS +0.6 above national) EAL – Requires improvement attainment at end KS2 (School APS -4.9 below national) SEND categories – Outstanding attainment at end KS2 (School APS above national in all categories) Trend - Maths attainment at end KS2 shows year on year improvement since 2012 (school attainment better than national attainment 2013/14) 	<p>Pupil Groups - Writing Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged EAL <p>Pupil Groups - Maths Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Boys EAL
<p>2014 KS2 Progress Summary – RAISE 14 All judgements are based on school APS scores compared to national APS benchmarks</p>	<p>KS2 Progress Improvement – To move progress to securely good+ RAISE indicates these pupil groups are a priority:</p>
<p>Reading Progress:</p> <ul style="list-style-type: none"> Overall cohort - Outstanding progress at end KS2 (School Sig+ above national) FSM - Outstanding progress at end KS2 (School Sig+ above national) Boys – Good progress at end KS2 (School in line with national) Girls - Outstanding progress at end KS2 (School Sig+ above national) Dis-advantaged – As for FSM Non-mobile - Outstanding progress at end KS2 (School Sig+ above national) EAL - Satisfactory progress at end KS2 (School in line with national) SEND categories - Outstanding progress at end KS2 (School Sig+ above national in all categories) Trend - Reading progress at end KS2 show year on year improvement since 2012 	<p>Pupil Groups - Reading Progress:</p> <ul style="list-style-type: none"> EAL

<p><u>English, Grammar, Punctuation, Spelling (EGPS) Progress:</u></p> <ul style="list-style-type: none"> No progress data for EGPS in RAISE 14 <p><u>Writing Progress:</u></p> <ul style="list-style-type: none"> Overall cohort - Outstanding progress at end KS2 (School Sig+ above national) FSM - Outstanding progress at end KS2 (School Sig+ above national) Boys - Outstanding progress at end KS2 (School Sig+ above national) Girls - Outstanding progress at end KS2 (School Sig+ above national) Dis-advantaged – As for FSM Non-mobile - Outstanding progress at end KS2 (School Sig+ above national) EAL - Satisfactory progress at end KS2 (School slightly below national) SEND categories - Outstanding progress at end KS2 (School Sig+ above national in all categories) Trend - Writing progress at end KS2 show general year on year improvement since 2012 <p><u>Maths Progress:</u></p> <ul style="list-style-type: none"> Overall cohort - Outstanding progress at end KS2 (School Sig+ above national) FSM - Outstanding progress at end KS2 (School Sig+ above national) Boys - Good progress at end KS2 (School above national) Girls - Outstanding progress at end KS2 (School Sig+ above national) Dis-advantaged – As for FSM Non-mobile - Outstanding progress at end KS2 (School Sig+ above national) EAL – Satisfactory progress at end KS2 (School slightly below national) SEND categories - Outstanding progress at end KS2 (School Sig+ above national in all categories) Trend - Maths progress at end KS2 show year on year improvement since 2012 	<p><u>Pupil Groups - Writing Progress:</u></p> <ul style="list-style-type: none"> EAL <p><u>Pupil Groups - Maths Progress:</u></p> <ul style="list-style-type: none"> EAL
<p>2014 KS1 Attainment Summary <i>All judgements are based on school APS scores compared to national APS benchmarks</i></p>	<p>KS1 Attainment Improvement- To move attainment to securely good+ RAISE indicates these pupil groups are a priority:</p>
<p><u>Reading Attainment:</u></p> <ul style="list-style-type: none"> Overall cohort - Requires improvement attainment for at end KS1 (School APS -0.6 below national) FSM – Satisfactory attainment at end KS1 (School APS in line with national FSM but APS -2.2 below non-FSM national) Boys - Requires improvement attainment at end KS1 (School APS -1.1 below national) Girls - Good attainment at end KS1 (School APS +0.5 above national) Dis-advantaged – As for FSM EAL - Satisfactory attainment at end KS1 (School APS – 0.5 below national) SEND category - Requires improvement attainment at end KS1 (School APS below national in all categories) Summer born - Requires improvement attainment at end KS1 (School APS -0.9 below national) Trend - Reading attainment at end KS1 generally in line with national but dip in 2014 evident. 	<p><u>Pupil Groups - Reading Attainment:</u></p> <ul style="list-style-type: none"> FSM/Dis-advantaged Boys SEND Summer Born

<p>Writing Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Requires improvement attainment at end KS1 (School APS -1.4 below national) FSM - Requires improvement attainment at end KS1 (School APS below national FSM but APS -4.6 below non-FSM national) Boys - Requires improvement attainment at end KS1 (School APS -2.4 below national) Girls - Good attainment at end KS1 (School APS +0.1 above national) Dis-advantaged – As for FSM EAL - Satisfactory attainment at end KS1 (School APS – 0.4 below national) SEND categories - Requires improvement attainment at end KS1 (School APS below national in all categories) Summer born - Requires improvement attainment at end KS1 (School APS -2.8 below national) Trend - Writing attainment trend at end KS1 in line/slightly below national but dip in attainment 2014 evident. <p>Maths Attainment:</p> <ul style="list-style-type: none"> Overall cohort - Requires improvement attainment at end KS1 (School APS -0.8 below national) FSM - Requires improvement attainment at end KS1 (School APS below national FSM but APS -2.4 below non-FSM national) Boys - Requires improvement attainment at end KS1 (School APS -1.3 below national) Girls - Satisfactory attainment at end KS1 (School APS -0.1 below national) Dis-advantaged – As for FSM EAL – Satisfactory attainment at end KS1 (School APS – 0.5 below national) SEND categories - Requires improvement attainment at end KS1 (School APS below national in all categories) Summer born - Requires improvement attainment at end KS1 (School APS -1.3 below national) Trend - Maths attainment at end of KS1 generally improving and in line with national but dip in attainment 2014 evident. 	<p>Pupil Groups - Writing Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Boys SEND Summer Born <p>Pupil Groups - Maths Attainment:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Boys SEND Summer Born
<p>KS1 Progress Summary – Internal Progress Data All judgements are based on school APS scores compared to national APS benchmarks Y1 end of Autumn Term 2012 to Y2 end of Summer 2014 (5 terms) – Expected progress is 1.7+ a term, so 5 terms = 8.5 APS</p>	<p>KS1 Progress Improvement – To move progress to securely good+ RAISE indicates these pupil groups are a priority:</p>
<p>Reading Progress:</p> <ul style="list-style-type: none"> Overall cohort – 8.5APS from starting point (74% of cohort 8APS+) FSM – 7.7APS from starting point (50% of group 8APS+) Boys – 8.6APS from starting point (85% of group 8APS+) Girls - 8.0APS from starting point (67% of group 8APS+) Dis-advantaged – 7.7APS from starting point (50% of group 8APS+) EAL – 8.0APS from starting point (100% of group 8.0APS+) SEND category – 7.0 from starting point (50% of group 8APS+) Summer Born – 8.3APS from starting point (80% of group 8APS+) Higher Attaining – 15.0APS from starting point (100% of group 8APS+) 	<p>Pupil Groups - Reading Progress:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girls EAL SEND Summer Born <p>Pupil Groups - Writing Progress:</p>

<p>Writing Progress:</p> <ul style="list-style-type: none"> Overall cohort – 8.8APS from starting point (89% of cohort 8APS+) FSM – 8.5APS from starting point (100% of group 8APS+) Boys – 9.0APS from starting point (79% of group 8APS+) Girls – 9.30APS from starting point (100% of group 8APS+) Dis-advantaged – 8.5APS from starting point (100% of group 8APS+) EAL – 8.5APS from starting point (100% of group 8APS+) SEND category – 7.5APS from starting point (50% of group 8APS+) Summer Born – 8.4APS from starting point (90% of group 8APS+) Higher Attaining – 10.6APS from starting point (100% of group 8APS+) <p>Maths Progress:</p> <ul style="list-style-type: none"> Overall cohort – 9.2APS from starting point (96% of cohort 8APS+) FSM – 8.5APS from starting point (100% of group 8APS+) Boys – 9.9APS from starting point (100% of group 8APS+) Girls – 8.4APS from starting point (92% of group 8APS+) Dis-advantaged – 8.40APS from starting point EAL – 11.0APS from starting point (100% of group 8APS+) SEND category – 8.5APS from starting point (100% of group 8APS+) Summer Born – 9.9APS from starting point (100% of group 8APS+) Higher Attaining – 10.5APS from starting point (100% of group 8APS+) 	<ul style="list-style-type: none"> FSM/Dis-advantaged SEND Summer Born <p>Pupil Groups - Maths Progress:</p> <ul style="list-style-type: none"> FSM/Dis-advantaged Girls
<p>Foundation Stage Summary – Internal/Cornwall Core-Stats Data 14</p>	<p>FS Improvement – To move attainment and progress to securely good+</p>
<ul style="list-style-type: none"> 2013/14 On entry data for FS cohort evidences that on average pupils were below/significantly below national benchmarks in many key areas <p>Attainment:</p> <ul style="list-style-type: none"> YFS Average Total Score (across 17 aspects) = 29.6 – Below Cornwall (34.1) and national (32.8) Lowest 20% of LA pupils = 14 out of 30 <p>Attaining ELG in Key Aspects:</p> <ul style="list-style-type: none"> Reading – Below national average (sch. 53%, nat. 75%) Understanding – Below national average (sch. 60%, nat. 85%) Speaking – Below national average (sch. 67%, nat. 84%) Writing – Below national average (sch. 47%, nat. 66%) Numbers – Below national average (sch. 53%, nat. 73%) People and Communities – Below national average (sch. 57%, nat. 84%) The World – Below national average (sch. 53%, nat. 84%) Technology – Below national average (sch. 57%, nat. 91%) 	<ul style="list-style-type: none"> Final English outcomes need significant attainment improvement FSM/Dis-advantaged pupils are not making enough progress from starting point at FS Summer born pupils are not making enough progress from starting point at FS High numbers of pupils within lowest 20% of LA learners significantly reduces overall attainment

<p><u>“Good Level of Development”:</u></p> <ul style="list-style-type: none"> Overall cohort - GLD – Below national average (sch. 40%, nat. 59%) 	
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Agreed Target Focus with Local Governing Body and CSIT Consultant – Jan 15	
FS/Key Stage 1:	Key Stage 2:
<ul style="list-style-type: none"> Improve attainment in FS particularly in core strands – writing, reading and maths. Improve attainment and progress across Key Stage 1 particularly in English Improve core subject attainment for FS/KS1 pupil sub groups – FSM/dis-advantaged, boys, SEND and summer born. More application of communication, literacy and numeracy skills through topic work across the curriculum. Monitoring sub group progress at six weekly intervals. 	<ul style="list-style-type: none"> Increase attainment for KS2 pupil sub-groups – FSM/dis-advantaged and EAL Continue the high-level focus on interventions, which set challenging targets to be achieved within agreed timescales; including one-to-one tuition. Monitoring sub group progress at six weekly intervals.
Across all Key Stages:	
<ul style="list-style-type: none"> Raise and achieve more consistent attainment for pupils eligible for the pupil premium in all years. Raise aspirations for outcomes via the ATIP15 Global Priorities and link to teachers’ future performance management targets. Map provision and monitor the impact of the funding, especially on the rates of pupils’ progress. Support governors in ensuring that they monitor the progress of pupil premium pupils and the impact of the funding on pupil sub groups Improve attendance and reduce absence to be in line with latest national average benchmarks 	



Global Priorities and Key Milestones - 2015 Improvement Plan

To achieve our aims for children's learning and based on the latest self-evaluation of available evidence all our improvement work will focus on:

1) Global Priority 1 – Close attainment gaps for significant pupil groups

- 90% of observed teaching and learning to be good or better by the end of the Spring Term 2015
- 100% of observed teaching and learning to be good or better by the end of the Summer Term 2015
- Interventions supporting better attainment and progress for target groups as measured every half term
- Writing attainment and progress outcomes for target groups improving by the end of every term
- Persistent absenteeism is at least in line with the latest national average by the end of the Summer Term 2015

2) Global Priority 2 – Accelerate learning progress/age standardised attainment across FS and early KS1

- 100% of observed teaching and learning in FS/Year 1 to be good or better by the end of the Spring Term 2015
- Interventions supporting better attainment and progress for target groups as measured every half term
- Attainment and progress outcomes for target groups improving by the end of every term

3) Global Priority 3 – Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways

- NC14 securely embedded across all subjects/Domain of Learning Schemes of Work by the end of the Spring Term 2015
- "Assessment Without Levels" (AWL) pathways agreed, understood and trialled by the end of the Summer Term 2015
- Schemes of Work and AWL fully integrated for all subjects/Domains of Learning at each Key Stage by the end of the Summer Term 2015
- Subject/Domain leaders effectively monitoring impact on learning of Curriculum and Assessment Scheme of Work by the end of the Autumn Term 2015

4) Global Priority 4 – Improve integration of IT through effective and engaging cross curricular applications

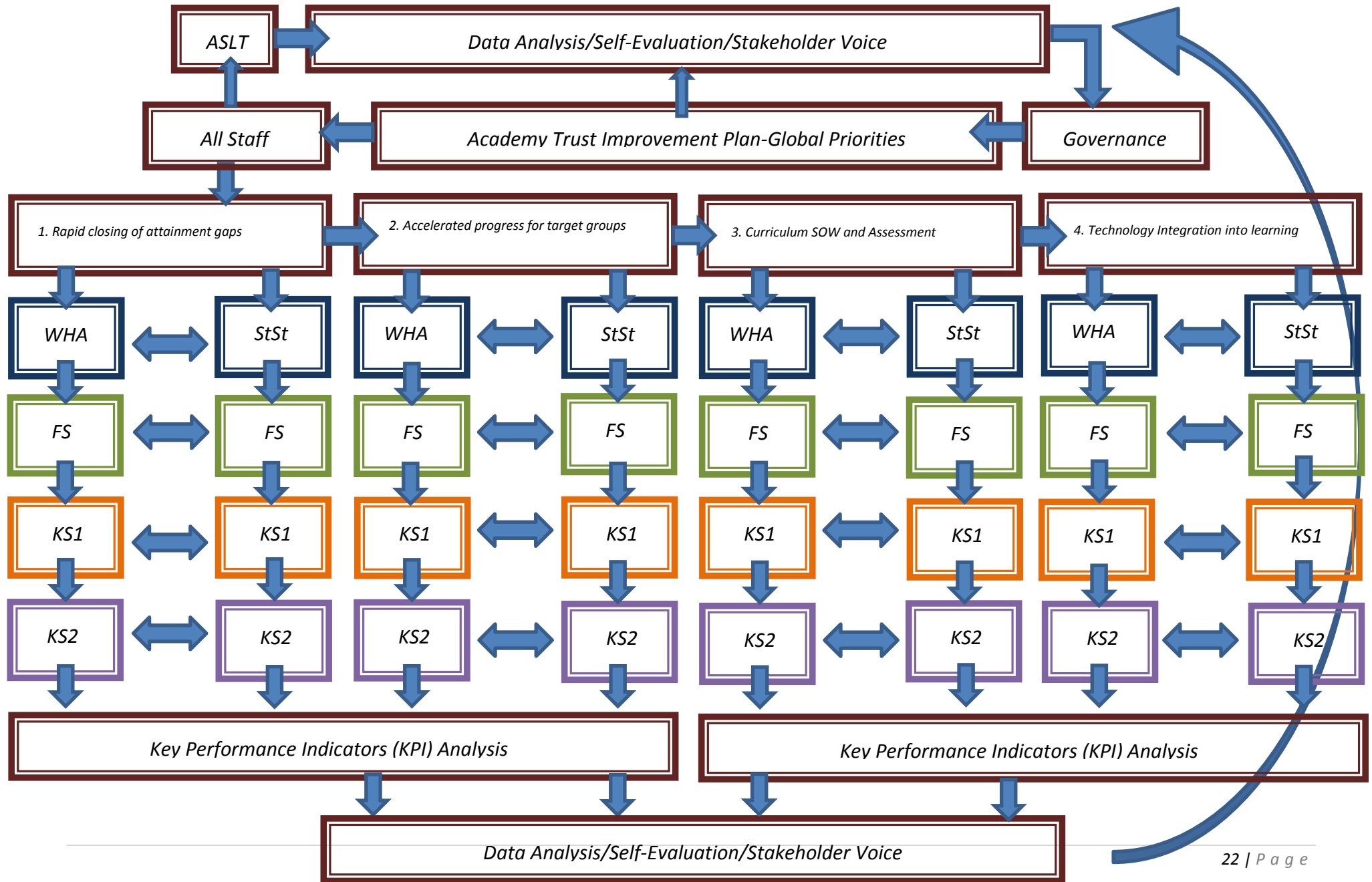
- IT SoW fully mapped and integrated into all subject/Domains of Learning by the end of the Spring Term 2015
- Improved curriculum access/cross curricular use of IT identified through resource use, planning and pupil feedback by the end of the Summer Term 2015
- IT skills and knowledge improving with learning impact identified through LO across the curriculum by the end of the Summer Term 2015

5) Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities

- Transport provision ensuring increased access/attendance at a broad range of experiential and sporting activities by the end of the Autumn Term 2015
- Impact on PE provision for pupils clearly monitored and reported to stakeholders by the end of the Autumn Term 2015

Evidence base for the setting of these global priorities:

- RAISE 2014/Data Dashboard data outcomes – November 2014
- Internal analysis of Cornwall FSP data outcomes – Autumn Term 2014
- St Stephens/Windmill Hill SEF analysis – Autumn Term 2014
- Internal analysis of latest assessment data (Systems for Schools, Pupil Progress analysis, CSIT Reports) – Ongoing



Summary Guide to ATIP 15 – Key Priorities and Key Performance Indicators				
Global Priority 1: Close attainment gaps for significant pupil groups Key Milestones: <ul style="list-style-type: none"> ➤ 90% of observed teaching and learning to be good or better by the end of the Spring Term 2015 ➤ 100% of observed teaching and learning to be good or better by the end of the Summer Term 2015 ➤ Interventions supporting better attainment and progress for target groups as measured every half term ➤ Writing attainment and progress outcomes for target groups improving by the end of every term ➤ Persistent absenteeism is at least in line with the latest national average by the end of the Summer Term 2015 				
ATIP Ref.	St Stephens Priority	Key Performance Indicators (Success Criteria) by end of 2015	Windmill Hill Priority	Key Performance Indicators (Success Criteria) by end of 2015
1.1:	Disadvantaged Pupils: <ul style="list-style-type: none"> • Improve writing attainment and progress across KS1 for dis-advantaged pupil group • Improve writing attainment and progress across KS2 for dis-advantaged pupil group • Improve reading and writing attainment and progress for dis-advantaged pupils in lower KS2 	<ul style="list-style-type: none"> • 2015 dis-advantaged pupils in Y2 cohort to attain average of 14.0+APS in writing or AWL equivalent • 2015 all dis-advantaged pupils in Y2 cohort to achieve 12.0+ APS progress from starting point or AWL equivalent • 2015 dis-advantaged pupils attainment in each KS2 cohort to be closing attainment gap with non-dis-advantaged 	Higher Attaining Pupils: <ul style="list-style-type: none"> • Improve attainment and progress of most able in Key Stage 1 in all core subjects 	<ul style="list-style-type: none"> • 2015 minimum of 25% of Y2 cohort achieve L3+ in reading or AWL equivalent • 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in reading or AWL equivalent • 2015 minimum of 20% of Y2 cohort achieve L3+ in maths or AWL equivalent • 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in maths or AWL equivalent • 2015 minimum of 13% of Y2 cohort achieve L3+ in writing or AWL equivalent • 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in writing or AWL equivalent
Cost 1.1:	School Budget Share: £500 PPG Funding: See St St PPG Provision Map 14/15 Central Cost: £0		School Budget Share: £0 PPG Funding: £0 Central Cost: £0	
1.2:	Boys: <ul style="list-style-type: none"> • Improve attainment and progress of boys writing in KS1 • Improve attainment and progress for boys in lower KS2 in reading and writing 	<ul style="list-style-type: none"> • 2015 boys in Y2 cohort to attain average of 15.0+APS in writing or AWL equivalent • 2015 boys in Y2 cohort to achieve 12.0+ APS average progress from starting point or AWL equivalent • 2015 boys in Y3 and Year 4 cohort to have 85% reading at ARE or AWL equivalent • 2015 boys in Year 3 and Year 4 cohort to achieve annual 3.6+ APS average reading 	Boys: <ul style="list-style-type: none"> • Improve attainment and progress of boys reading/writing/math in KS1 	<ul style="list-style-type: none"> • 2015 boys in Y2 cohort to attain average of 15.0+ APS in writing or AWL equivalent • 2015 boys in Y2 cohort to achieve 12.0+ APS average writing progress from starting point or AWL equivalent • 2015 boys in Y2 cohort to attain average of 15.0 +APS in reading or AWL equivalent • 2015 boys in Y2 cohort to achieve 12.0+ APS average reading progress from starting point or AWL equivalent

		progress from starting point or AWL equivalent		<ul style="list-style-type: none">2015 boys in Y2 cohort to attain average of 15.0+APS in maths or AWL equivalent2015 boys in Y2 cohort to achieve 12.0+ APS average maths progress from starting point or AWL equivalent
Cost 1.2:	<i>School Budget Share: £1500</i> <i>PPG Funding: See St St PPG Provision Map 14/15</i> <i>Central Cost: £0</i>		<i>School Budget Share: £600</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>	
1.3:	<i>Higher Attaining Pupils:</i> <ul style="list-style-type: none">Improve attainment and progress in reading and writing for the most able in Year 2 to achieve national benchmarks (2014)Improve attainment and progress in writing for the most able in Year 5/6 to achieve national benchmarks (2014)	<ul style="list-style-type: none">2015 minimum of 30% of Y2 cohort achieve L3+ in reading or AWL equivalent2015 all HAP pupils achieve 12.0+APS progress from starting point in reading or AWL equivalent2015 minimum of 15% of Y2 cohort achieve L3+ in writing or AWL equivalent2015 all HAP pupils achieve 12.0+APS progress from starting point in writing or AWL equivalent2015 minimum of 32%+ of Y6 cohort attain L5+ in writing or AWL equivalent2015 minimum of 50% of Y6 cohort attain L5+ in EGPS or AWL equivalent2015 all KS2 HAP pupils achieve 14.0+APS progress from starting point in writing or AWL equivalent	<i>EAL and Dis-advantaged Pupils:</i> <ul style="list-style-type: none">Improve EAL pupils attainment in core subjects at both KSImprove dis-advantaged pupils attainment in core subjects at both KS	<ul style="list-style-type: none">2015 Y2 cohort EAL /Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects2015 Y6 cohort EAL/Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects
Cost 1.3:	<i>School Budget Share: £350</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>		<i>School Budget Share: £600</i> <i>PPG Funding: See WHA PPG Provision Map 2014/15</i> <i>Central Cost: £0</i>	
1.4:	<i>Persistent Absence Pupils:</i> <ul style="list-style-type: none">Improve overall attendanceReduce persistent absence to impact on improved attainment and progress	<ul style="list-style-type: none">14/15 overall absence below 5.0%14/15 persistent absence in line with national average of 3.0% (2013/14)	<i>Persistent Absence Pupils</i> <ul style="list-style-type: none">Improve overall attendanceReduce persistent absence to impact on improved attainment and progress	<ul style="list-style-type: none">14/15 overall absence below 5.0%14/15 persistent absence in line with national average of 3.0% (2013/14)
Cost 1.4:	<i>School Budget Share: £0</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>		<i>School Budget Share: £0</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>	
Global Priority 2 – Accelerate learning progress/age standardised attainment across FS and early KS1				
Key Milestones: <ul style="list-style-type: none">➤ 100% of observed teaching and learning in FS/Year 1 to be good or better by the end of the Spring Term 2015				

<ul style="list-style-type: none"> ➤ Interventions supporting better attainment and progress for target pupil groups as measured every half term ➤ Attainment and progress outcomes for target pupil groups improving by the end of every term 				
ATIP Ref.	St Stephens Priority	Key Performance Indicators (Success Criteria) by end of 2015	Windmill Hill Priority	Key Performance Indicators (Success Criteria) by end of 2015
2.1:	<p><i>Lower/Middle Attaining Pupils:</i></p> <ul style="list-style-type: none"> Improve writing attainment by end of Year 1 so 80%+ on track to achieve mastery in AR pupil standard (de-aggregate ARB pupils) 	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in writing or AWL equivalent 	<p><i>Summer Born Pupils</i></p> <ul style="list-style-type: none"> Improve attainment and progress of summer born boys by accelerating progress in all subject areas. 	<ul style="list-style-type: none"> 2015 improved % of summer born boys achieving GLD/ELG end FS 2014/15 attainment gap between summer born boys and peers is closing 2015 improved % of summer born boys achieving GLD/ELG end FS in reading/writing
Cost 2.1:	<p>School Budget Share: £250 PPG Funding: £0 Central Cost: £0</p>		<p>School Budget Share: HLTA costs factored into main staffing budget PPG Funding: £0 Central Cost: £0</p>	
2.2:	<p><i>Lower/Middle Attaining Pupils</i></p> <ul style="list-style-type: none"> Improve maths attainment by end of Year 1 so 80%+ on track to achieve mastery of AR pupil standard (de-aggregate ARB pupils) 	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in maths or AWL equivalent 	<p><i>Middle Attaining Pupils:</i></p> <ul style="list-style-type: none"> Improve % securely achieving ELG writing by end FS. Improve % securely achieving 1a in writing at end of Year 1 	<ul style="list-style-type: none"> 2015 minimum 60% FS cohort attain at least expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+ 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20% 2015 70% of Y1 cohort attain 1a+ in writing 2015 90% of Y1 cohort attain 1b+ in writing
Cost 2.2:	<p>School Budget Share: £100 PPG Funding: £0 Central Cost: £0</p>		<p>School Budget Share: HLTA costs factored into main staffing budget PPG Funding: See WHA PPG Provision Map 2014/15 Central Cost: £0</p>	
2.3:	<p><i>Lower/Middle Attaining Pupils</i></p> <ul style="list-style-type: none"> Improve reading attainment by end of Year 1 so 80%+ on track to achieve mastery of AR pupil standard (de-aggregate ARB pupils) 	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in maths or AWL equivalent 	<p><i>Higher Attaining Pupils:</i></p> <ul style="list-style-type: none"> Improve % securely exceeding ELG writing by end of FS Improve % securely exceeding 1a in writing at end of Year 1 	<ul style="list-style-type: none"> 2015 minimum of 25% FS cohort exceed expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+ 2015 30% of Y1 cohort attain 2c+ in writing
Cost 2.3:	<p>School Budget Share: £250 PPG Funding: £0 Central Cost: £0</p>		<p>School Budget Share: £250 PPG Funding: £0 Central Cost: £0</p>	
2.4:	<p><i>All Pupils:</i></p> <ul style="list-style-type: none"> Improve effectiveness of learning 	<ul style="list-style-type: none"> All displays are judged to be of high quality and demonstrate high 	<p><i>Lower/Middle Attaining Pupils and Dis-advantaged Pupils:</i></p>	<ul style="list-style-type: none"> 2015 minimum 70% FS cohort attain at least expected level (ELG) in reading

	<p>environment to ensure mastery of AR pupil standards is supported</p>	<p>expectations of pupils</p> <ul style="list-style-type: none"> • Learning walls reflect and support current learning for groups of pupils • Common concepts are reinforced through displayed definitions and explanations • Learning intentions are clear and have been made explicit through high quality labels and captions • Displayed learning is linked clearly to NC14 expectations • Learning spaces are free from clutter • Resources are well labelled and independently accessible to pupils • Language for Learning/Learning Power is identifiable as a high priority across the school • Role play is supporting learning in core English and maths skills 	<ul style="list-style-type: none"> • Improve learning for reading to ensure blending skills are fully mastered • Improve progress in reading of pupils who did not achieve ELG • Improve progress in reading for disadvantaged pupils 	<ul style="list-style-type: none"> • 2015 average score in reading aspect to be 1.9+ • 2015 minimum 55% FS cohort achieve GLD • 2015 maximum of 7 pupils in the LA lowest achieving 20% • Learning monitoring across year confirms consistent good+ reading learning opportunities are established
Cost 2.4:	<p><i>School Budget Share: £300</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i></p>		<p><i>School Budget Share: £0</i> <i>PPG Funding: See WHA PPG Provision Map 2014/15</i> <i>Central Cost: £0</i></p>	
2.5:	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Not applicable 	<p><i>Middle Attaining Pupils:</i></p> <ul style="list-style-type: none"> • Improve % securely achieving ELG in maths aspects end of FS • Improve % securely achieving 1a in maths at end of Year 1 	<ul style="list-style-type: none"> • 2015 minimum 70% FS cohort attain at least expected level (ELG) in both maths aspects • 2015 average score in numbers aspect to be 1.8+ • 2015 average score in S,S & M aspect to be 1.8+ • 2015 minimum 55% FS cohort achieve GLD • 2015 maximum of 7 pupils in the LA lowest achieving 20% • Learning monitoring across year confirms consistent good+ reading learning opportunities are established • 2015 80% of Y1 cohort attain 1a+ in maths or AWL equivalent • Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)

Cost 2.5:	<ul style="list-style-type: none">Not applicable		<i>School Budget Share: £250</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>	
2.6:	<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Not applicable	<i>Higher Attaining Pupils:</i> <ul style="list-style-type: none">Improve % securely exceeding ELG in maths aspects at end of FSImprove % securely exceeding 2c in maths at end of Year 1	<ul style="list-style-type: none">2015 minimum of 25% FS cohort exceed expected level (ELG) in maths2015 average score in numbers aspect to be 1.8+2015 30% of Y1 cohort attain 2c+/or AWL equivalent in maths
Cost 2.6:	<ul style="list-style-type: none">Not applicable		<i>School Budget Share: See 2.5 above</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>	
Global Priority 3 – Develop curriculum schemes of work to improve learning and to integrate assessment pathways Key Milestones: <ul style="list-style-type: none">➤ NC14 securely embedded across all subjects/Domain of Learning Scheme of Work by the end of the Spring Term 2015➤ “Assessment Without Levels” (AWL) pathways agreed, understood and trialled by the end of the Summer Term 2015➤ Schemes of Work and AWL fully integrated for all subjects/Domains of Learning at each Key Stage by the end of the Summer Term 2015➤ Subject/Domain leaders effectively monitoring impact on learning of Curriculum and Assessment Scheme of Work by the end of the Autumn Term 2015				
ATIP Ref.	St Stephens Priority	Key Performance Indicators (Success Criteria) by end of 2015	Windmill Hill Priority	Key Performance Indicators (Success Criteria) by end of 2015
3.1:	<i>All Pupils:</i> <ul style="list-style-type: none">Review, revise and publish core learning curriculum overview incorporating NC14 elements.	<ul style="list-style-type: none">Year Group Non-negotiable objectives agreed and publishedClear achievement expectations in core subjects understood by staff and pupilsCurriculum Statements accurately reflecting taught curriculum and requirements of NC14	<i>All Pupils:</i> <ul style="list-style-type: none">Review, revise and publish core learning curriculum overview incorporating NC14 elements.	<ul style="list-style-type: none">Year Group Non-negotiable objectives agreed and publishedClear achievement expectations in core subjects understood by staff and pupilsCurriculum Statements accurately reflecting taught curriculum and requirements of NC14
Cost 3.1:	<i>School Budget Share: £50</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>		<i>School Budget Share: £50</i> <i>PPG Funding: £0</i> <i>Central Cost: £0</i>	
3.2:	<i>All Pupils:</i> <ul style="list-style-type: none">Complete revision of detailed Domain of Learning SoW including relevant elements of NC14.Publish on academy website.	<ul style="list-style-type: none">Full integration of NC 14 requirements completed and referenced within the individual SoWFull integration of new assessment pathways into each Domain of Learning SoW is clear and coherentFull Curriculum and Assessment SoW for each Domain of Learning published on the academy website	<i>All Pupils:</i> <ul style="list-style-type: none">Complete revision of detailed individual subject SoW including relevant elements of NC14.Publish on academy website.	<ul style="list-style-type: none">Full integration of NC 14 requirements completed and referenced within the individual SoWFull integration of new assessment pathways into each subject SoW is clear and coherent

Cost 3.2:	School Budget Share: £0 PPG Funding: £0 Central Cost: £0		School Budget Share: £0 PPG Funding: £0 Central Cost: £0	
3.3:	<i>All Pupils:</i> <ul style="list-style-type: none">Research and agree new assessment without levels (AWL) systemTrial AWL system ready for full implementation Aut 15	<ul style="list-style-type: none">AWL pathways reviewed and most appropriate option selectedAWL resources/tools in placeAge standardised tests availableStaff trained on new AWL systemNew AWL baseline completed for all pupilsNew AWL equivalency against old NC levels moderated across both schoolsAWL system detailed on academy websiteParents and pupils understanding of AWL system establishedAnnual pupil reports completed using new AWL pathway data	<i>All Pupils:</i> <ul style="list-style-type: none">Research and agree new assessment without levels (AWL) systemTrial AWL system ready for full implementation Aut 15	<ul style="list-style-type: none">AWL pathways reviewed and most appropriate option selectedAWL resources/tools in placeAge standardised tests availableStaff trained on new AWL systemNew AWL baseline completed for all pupilsNew AWL equivalency against old NC levels moderated across both schoolsAWL system detailed on academy websiteParents and pupils understanding of AWL system establishedAnnual pupil reports completed using new AWL pathway data
Cost 3.3:	School Budget Share: £600 PPG Funding: £0 Central Cost: £0		School Budget Share: £600 PPG Funding: £0 Central Cost: £0	
3.4:	<i>All Pupils:</i> <ul style="list-style-type: none">Integrate AWL system into Curriculum SoW to create Curriculum and Assessment SoW.	<ul style="list-style-type: none">AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all Domains of LearningFinal C+A SoW completed.Final C+A SoW published on the academy websiteDomain Leaders monitor impact through Aut Term 15	<i>All Pupils:</i> <ul style="list-style-type: none">Integrate AWL system into Curriculum SoW to create Curriculum and Assessment SoW.	<ul style="list-style-type: none">AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all subjectsFinal C+A SoW completed.Final C+A SoW published on the academy websiteDomain Leaders monitor impact through Aut Term 15
Cost 3.4:	School Budget Share: £0 PPG Funding: £0 Central Cost: £0		School Budget Share: £0 PPG Funding: £0 Central Cost: £0	
Global Priority 4 – Improve integration of IT through effective and engaging cross curricular application Key Milestones: <ul style="list-style-type: none">IT SoW fully mapped sand integrated into all subject/Domains of Learning by the end of the Spring Term 2015Improved curriculum access and cross curricular use of IT identified through resource use, planning and pupil feedback by the end of the Summer Term 2015IT skills and knowledge improving with learning impact identified through LO across the curriculum by the end of the Summer Term 2015				
ATIP Ref.	St Stephens Priority	Key Performance Indicators (Success Criteria) by end of 2015	Windmill Hill Priority	Key Performance Indicators (Success Criteria) by end of 2015

4.1:	<i>All Pupils:</i> <ul style="list-style-type: none">Identify new IT resources and computing curriculum structure required to deliver NC14 effectivelyEstablish robust and diverse IT infra-structure to ensure full curriculum access	<ul style="list-style-type: none">Integrated IT SOW has informed planned improvements in IT hardware/software and infrastructureBest value applied to ensure costs are carefully managed.IT curriculum resources approved and ordered ready for use Spring 15Network improvements (Wi-Fi) considered as part of researchIT technology for curriculum access is in place, fully functioning and accessible by pupilsBest value applied to ensure costs are carefully managed.LO shows positive impact of computing provision on improving pupil's skills, knowledge and enjoyment.	<i>All Pupils:</i> <ul style="list-style-type: none">Identify new IT resources and computing curriculum structure required to deliver NC 14 effectivelyEstablish robust and diverse IT infra-structure to ensure full curriculum access	<ul style="list-style-type: none">IT infra- structure planned to ensure full delivery of NC14 computing curriculum is effective.Best value applied to ensure costs are carefully managed.Computing SoW requirements are informing IT infra-structure decisions.IT curriculum resources approved and ordered ready for use Spring 15IT suite for curriculum access is in place, fully functioning and accessible by pupilsLO shows positive impact of computing provision on improving pupil's skills, knowledge and enjoyment.
Cost 4.1:	School Budget Share: £14,000 PPG Funding: £0 Central Cost: £0		School Budget Share: £10,000 (+ £9000 already spent from capital funding 09/14) PPG Funding: £0 Central Cost: £0	
4.2:	<i>All Pupils:</i> <ul style="list-style-type: none">Integrate IT/computing curriculum through all Domains of Learning SoWIntegrate IT/computing AWL criteria through Domains of Learning SoW	<ul style="list-style-type: none">IT/computing SoW completedCross curricular application of computing skills and knowledge fully integratedIT/computing SoW supporting good quality pupil provision	<i>All Pupils:</i> <ul style="list-style-type: none">Integrate IT/computing curriculum through all curriculum SoWIntegrate IT/computing AWL criteria through all curriculum SoW	<ul style="list-style-type: none">IT/computing SoW completedCross curricular application of computing skills and knowledge fully integratedIT/computing SoW supporting good quality pupil provision
Cost 4.2:	School Budget Share: £0 PPG Funding: £0 Central Cost: £0		School Budget Share: £0 PPG Funding: £0 Central Cost: £0	
Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities Key Milestones: <ul style="list-style-type: none">➤ Transport provision ensuring increased access and attendance at a broad range of experiential and sporting activities by the end of the Autumn Term 2015➤ Impact on PE provision for pupils clearly monitored and reported to stakeholders by the end of the Autumn Term 2015				
ATIP Ref.	St Stephens Priority	Key Performance Indicators (Success Criteria) by end of 2015	Windmill Hill Priority	Key Performance Indicators (Success Criteria) by end of 2015
5.1	<i>All Pupils:</i> <ul style="list-style-type: none">Improved access to sporting,	<ul style="list-style-type: none">Improved transport infra-structure in place and being accessed regularly by	<i>All Pupils:</i> <ul style="list-style-type: none">Improved access to sporting,	<ul style="list-style-type: none">Improved transport infra-structure in place and being accessed regularly by

	outdoor and experiential learning for all pupils <ul style="list-style-type: none"> Deliver “class sized” local transport provision 	pupils to enhance learning experiences	outdoor and experiential learning for all pupils <ul style="list-style-type: none"> Deliver “class sized” local transport provision 	pupils to enhance learning experiences
Cost 5.1:	School Budget Share: £0 PPG Funding: £0 Central Cost: £17,000		School Budget Share: £0 PPG Funding: £0 Central Cost: £17,000	

Costs	St Stephens	WHA	ATIP15 Combined Total
Global Priority 1	£2350	£1200	£3550
Global Priority 2	£900	£500	£1400
Global Priority 3	£650	£650	£1300
Global Priority 4	£14,000	£10,000 (+£9000 already spent 2014)	£24,000
Global Priority 5	£17,000	£17,000	£35,000
Total	£34,900	£29,350 (+£9000 already spent 2014)	£64,250

Local Governor Monitoring	Responsible Local Governor	Local Governor Monitoring Format (Weekly. Half Termly or Termly)
G/Priority 1	WHA – AP SSCA – BF	<ul style="list-style-type: none"> Discussion with school leaders HoS Reports Learning triangulation monitoring evidence Website monitoring Learning walk evidence Data analysis/self-evaluation evidence Key question – impact Curriculum structure Pupil/parent voice reports
G/Priority 2	WHA – AP SSCA – AN	
G/Priority 3	WHA – PS SSCA – MW	
G/Priority 4	WHA – BK SSCA – AS	
G/Priority 5	WHA – EG SSCA – AN	

Priority 1 – Close attainment gaps for significant pupil groups

Key Milestones:

- 90% of observed teaching and learning to be good or better by the end of the Spring Term 2015
- 100% of observed teaching and learning to be good or better by the end of the Summer Term 2015
- Interventions supporting better attainment and progress for target groups as measured every half term
- Writing attainment and progress outcomes for target groups improving by the end of each term
- Persistent absenteeism is at least in line with the latest national average by the end of the Summer Term 2015



Priority 1 – Close attainment gaps for significant pupil groups

St Stephens Community Academy Global Priority 1: Close attainment gaps for significant pupil groups						Academy Lead: TM
1.1: Disadvantaged Pupils <ul style="list-style-type: none"> Improve writing attainment and progress across KS1 for disadvantaged pupil group Improve writing attainment and progress across KS2 for disadvantaged pupil group Improve reading and writing attainment and progress for disadvantaged pupils in lower KS2 			Data Baseline: End of KS1 (data includes 1 ARB pupil) <ul style="list-style-type: none"> 14 Disadvantaged APS attainment reading 13.7 (nat. 15.0), writing 10.8 (nat. 13.7), maths 13.2 (nat. 15.0) 14 Disadvantaged APS attainment gap against non-disadvantaged was reading -4.4, writing -5.5 and maths -4.2 Data Baseline: End of KS2 (data includes 2 ARB Pupils) <ul style="list-style-type: none"> 14 Disadvantaged APS attainment in writing 			Governance Lead: BF Governance Key Question: <i>Are dis-advantaged pupils on track to achieve good writing attainment/progress against non-disadvantaged benchmarks?</i> SEF Ref: Section 4 - Achievement RAISE Ref: P24/25
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators:
A. Improve KS1 disadvantaged writing outcomes - Targeted provision improvement	Additional targeted writing learning provision from CT/TA starting from Spr 15 in Y1 and Y2. Daily grammar, punctuation and spelling input from CT/TA 1 to 1 tuition Sum 15 for pupils not at L2+ Writing non-negotiable objectives established for each year group Six weekly monitoring of writing assessments by SLT	TW	Spr 15	Additional daily TA hours Class 1 and 2 1 to 1 tutor 4 hours per week for Sum Term 15 £100 per week x 10 weeks = £1000 (from PPG funding) Cohort Review Format	Regular half termly scheduled LO, planning and work scrutiny by Literacy Leader (AB), SLT and Academy Improvement Officer (CG) Non –negotiable objectives on school website HoS Termly Report to LGAB	<ul style="list-style-type: none"> 2015 disadvantaged pupils in Y2 cohort to attain average of 15.0+APS in writing or AWL equivalent 2015 all disadvantaged pupils in Y2 cohort to achieve 12.0+ APS progress from starting point or AWL equivalent
B. Improve Upper KS2 disadvantaged writing outcomes – Targeted provision improvement	Additional targeted writing learning provision from CT/TA starting from Spr 15 in Y1 and Y2. Daily grammar, punctuation and spelling input from CT/TA 1 to 1 tuition Aut/Spr/Sum 15 for pupils not at L4+ Writing non-negotiable objectives established for each year group Six weekly monitoring of writing assessments by SLT	AB HH	Spr 15	Additional TA support Class 6 1 to 1 tutor Cohort Review Format	Regular half termly scheduled LO, planning and work scrutiny by Literacy Leader (AB), SLT and Academy Improvement Officer Non –negotiable objectives on school website HoS Termly Report to LGAB	<ul style="list-style-type: none"> 2015 disadvantaged pupils attainment in each KS2 cohort to be closing attainment gap with non-disadvantaged in school
C. Improve Lower KS2 disadvantaged reading and writing outcomes-	Additional targeted writing and comprehension learning provision from CT/TA starting from Spr 15 in Y3 and Y4. Daily grammar, punctuation and	AB SN	Spr 15	Extended reading resources for challenging lower KS2 pupils £500	Regular half termly scheduled LO, planning and work scrutiny by Literacy Leader (AB), SLT and Academy Improvement	<ul style="list-style-type: none"> 2015 disadvantaged pupils attainment in each lower KS2 cohort to be closing attainment gap with non-disadvantaged in school

	spelling input from CT/TA Writing non-negotiable objectives established for each year group Extend reading resources to provide greater breadth of reading choice at L3+ Six weekly monitoring of writing and reading assessments by SLT				Officer Non –negotiable objectives on school website HoS Termly Report to LGAB	
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £500 PPG Provision Funding Cost = see PPG Provision Map 14/15					
First Review/Date						
Second Review/Date						

St Stephens Community Academy						Academy Lead: AB
Global Priority 1: Close attainment gaps for significant pupil groups						
1.2: Boy Pupils <ul style="list-style-type: none"> Improve boys attainment and progress in writing in KS1 Improve attainment and progress for boys in lower KS2 in reading and writing 			Data Baseline: End of KS1 (data includes 1 ARB pupil) <ul style="list-style-type: none"> 14 Satisfactory attainment in reading (School APS in line with national) 14 Requires improvement writing attainment KS1 (School APS -0.7 below national) 14 Boys progress across KS1 requires improvement– only 8.20APS from starting point 			Governance Lead: BF Governance Key Question: <i>Are boys in KS1/lower KS2 on track to achieve good attainment/progress against national benchmarks?</i> SEF Ref: Section 4 - Achievement RAISE Ref: P23/24/25
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve KS1 boys writing outcomes- Provision Improvement	Ensure boy friendly stimuli is being sought and planned for in order to provide 'excitement' for boys in order to write Writing opportunities across the curriculum. Ensure the 'storytelling' approach is being consistently used. Regular 'punctuation and grammar' learning built into lessons. Differentiation: objectives closely matched to boys' writing levels/cohort targets. Regular opportunities for assessment (at distance tasks). New handwriting style to be continued and reinforced.	AB TW	Spr 15	New boy friendly writing resources need to be identified and bought. = £250 Storytelling CPD needed (especially for new teachers) = £300 Writing task to be agreed by TW (KS1 Leader) New handwriting resources will need to be	Through LOs: TM, AB & AE. Planning/book scrutiny (6 weekly): TM Requests of resources to (budget allowing) AB AB to book staff INSET To be moderated as a KS/with Windmill Hill. Copies to be submitted to AB.	<ul style="list-style-type: none"> 2015 boys in Y2 cohort to attain average of 15.0+APS in writing or AWL equivalent 2015 boys in Y2 cohort to achieve 12.0+ APS average progress from starting point or AWL equivalent

				bought to support new handwriting style = £250	Book scrutiny: 6 weekly AB to seek new handwriting programme	
B. Improve Lower KS2 boys reading outcomes – Provision Improvement	Implementation of new reading scheme for KS2. Guided reading carefully planned for to suit ability of readers. Resources carefully chosen e.g. boy friendly and link to cross-curricular themes. Reading session carefully planned for to ensure rapid progress, especially for those pupils on the level 2/3 border. Monitor progress carefully Opportunities for catch up, e.g. Fresh Start, PPG groups.	AB SN	Spr 15	Another set will need to be purchased to allow for number of pupils = £400 New guided reading books will need to be purchased = £250	CT to closely assess and monitor suitability of reading books according to levels. AB to monitor impact LOs: TM & AB Planning/book scrutiny (6 weekly) Data to be monitored half termly: TM & AB Fresh Start group to be led by a TA (monitored by AB). PPG groups led and monitored by LM.	<ul style="list-style-type: none"> 2015 boys in Y3 and Year 4 cohort to have 85% reading at ARE or AWL equivalent 2015 boys in Year 3 and Year 4 cohort to achieve annual 3.6+ APS average reading progress from starting point or AWL equivalent
C. Improve Lower KS2 boys writing outcomes – Provision Improvement	Ensure boy friendly stimuli is being sought and planned for in order to provide 'excitement' for boys in order to write. Opportunities for cross-curricular writing. . Ensure the 'storytelling' approach is being consistently used. Regular 'punctuation and grammar' work built into lessons. Differentiation: objectives closely matched to boys' writing levels/cohort targets. Opportunities for catch up, e.g. PPG groups. Regular opportunities for assessment (at distance tasks). New handwriting style to be continued and reinforced.	AB SN	Spr 15	New boy friendly writing resources need to be identified and bought. Storytelling CPD needed (especially for new teachers) Writing task to be agreed by AB (KS Leader) New handwriting resources need to be bought to support new handwriting style.	Through LOs: TM, AB & AE. Planning/book scrutiny (6 weekly): TM AB to book staff INSET To be moderated as a KS/with Windmill Hill. Copies to be submitted to AB. Book scrutiny: 6 weekly AB to seek new handwriting programme.	<ul style="list-style-type: none"> 2015 boys in Y3 and Year 4 cohort to have 85% writing at ARE or AWL equivalent 2015 boys in Year 3 and Year 4 cohort to achieve annual 3.6+ APS average writing progress from starting point or AWL equivalent
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £1500 					
First Review/Date						

Second Review/Date						
St Stephens Community Academy Global Priority 1: Close attainment gaps for significant pupil groups						Academy Lead: AB
1.3: Higher Attaining Pupils <ul style="list-style-type: none"> Improve attainment and progress in reading and writing for the most able in Year 2 to achieve national benchmarks (2014) Improve attainment and progress in writing for the most able in Year 5/6 to achieve national benchmarks (2014) 			Data Baseline: End of KS1 (data includes 1 ARB pupil) <ul style="list-style-type: none"> 14 KS1 reading outcomes L3+ 25% (nat. 31%) 14 KS1 writing outcomes L3+ 14% (nat. 16%) Data Baseline: End of KS2 (data includes 2 ARB pupils) <ul style="list-style-type: none"> 14 KS2 writing outcomes L5+ 26% (nat. 33%) 14 KS2 writing outcomes L6+ 0% (nat.....%) 			Governance Lead: BF Governance Key Question: <i>Are the most able pupils on track to achieve good attainment/progress against national benchmarks?</i> <i>How is the quality of teaching impacting on this priority?</i>
						SEF Ref: Section 4 - Achievement RAISE Ref: P13
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve KS1 HAP reading outcomes – Targeted provision improvement	Review and seek new KS1 reading books to replenish stock (ensuring appropriate challenge for HAP readers) Resources carefully chosen, e.g. to challenge HAP readers Reading session carefully suited to readers' abilities, e.g. RWInc or Comprehension groups. Monitor progress regularly of HAP readers. Opportunities for extension for HAP readers.	AB TW	Spr 15	New reading books will be needed (use Pearson Publishing? In line with KS2 new books) =£250	AB to seek new resources CT: to plan according to abilities of their group. AB to monitor progress and group according to their ability. LOs: TM, AB & AE Planning/book scrutiny: 6 weekly by TM Data to be monitored half termly: TM, AB & AE TW to provide extension group for HAP readers in Year 2 to ensure they achieve a level 3.	<ul style="list-style-type: none"> 2015 minimum of 30% of Y2 cohort achieve L3+ in reading or AWL equivalent 2015 all HAP pupils achieve 12.0+APS progress from starting point in reading or AWL equivalent
B. Improve KS1 HAP writing outcomes – Targeted provision improvement	Ensure stimuli is being sought and planned for in order to provide 'excitement' for writers (which allows an element of challenge for HAP) Opportunities for cross-curricular writing. Writing opportunities across the curriculum. Ensure the 'storytelling' approach is	AB TW	Spr 15	New writing resources need to be sought and bought. = £100 Storytelling CPD needed (especially for new	Through LOs: TM, AB & AE. Planning/book scrutiny (6 weekly): TM Requests of resources to (budget allowing) AB AB to book staff INSET	<ul style="list-style-type: none"> 2015 minimum of 15% of Y2 cohort achieve L3+ in writing or AWL equivalent 2015 all HAP pupils achieve 12.0+APS progress from starting point in writing or AWL equivalent

	being consistently used. Regular 'punctuation and grammar' work built into lessons which is challenging for HAP learners. Differentiation: objectives closely matched to HAP writing levels/cohort targets. Opportunities for extension Regular opportunities for assessment (at distance tasks).			teachers) Writing task to be agreed by TW (KS Leader)	TW to provide extension group for HAP readers in Year 2 to ensure they achieve a level 3. To be moderated as a KS/with Windmill Hill. Copies to be submitted to AB.	
C. Improve Upper KS2 HAP writing outcomes – Targeted provision improvement	Ensure stimuli is being sought and planned for in order to provide 'excitement' for writers (which allows an element of challenge for HAP Writing opportunities across the curriculum. Ensure the 'storytelling' approach is being consistently used. Regular 'punctuation and grammar' work built into lessons which is challenging for HAP learners. Differentiation: objectives closely matched to HAP writing levels/cohort targets. Opportunities for extension (PPG and HAP learners)	AB HH	Spr 15	New writing resources need to be identified and bought Storytelling CPD needed (especially for new teachers) Writing task to be agreed by AB (KS Leader)	Through LOs: TM, AB & AE. Planning/book scrutiny (6 weekly): TM Requests of resources to (budget allowing) AB AB to book staff INSET PPG overlap for HAP learners: Pupil conferencing To be moderated as a KS/with Windmill Hill. Copies to be submitted to AB.	<ul style="list-style-type: none"> 2015 minimum of 32%+ of Y6 cohort attain L5+ in writing or AWL equivalent 2015 minimum of 50% of Y6 cohort attain L5+ in EGPS or AWL equivalent 2015 all KS2 HAP pupils achieve 14.0+APS progress from starting point in writing or AWL equivalent
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £350 					
First Review/Date						
Second Review/Date						

St Stephens Community Academy						Academy Lead: TM
Global Priority 1: Close attainment gaps for significant pupil groups						
1.4: Persistent Absence Pupils <ul style="list-style-type: none"> Improve overall attendance Reduce persistent absence to impact on improved attainment and progress 			Data Baseline: Last full years data (includes ARB pupils) <ul style="list-style-type: none"> 12/13 Overall absence 5.4% (nat. 4.7%) 12/13 Persistent absence 6.7% (nat. 3.0%) 			Governance Lead: BF Governance Key Question: Are attendance rates improving over the course of the year? Is persistent absenteeism decreasing over the course of the year? SEF Ref: Section 2 – Areas for Whole School Development RAISE Ref:
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve regular monitoring –Targeted improvement	HoS to monitor persistent absence pupils/families weekly at SLT and ASLT meetings Standing weekly first agenda item for SLT/ASLT meeting – review individual cases/actions to address. Child Protection Officer advises on further actions. Use staged absence letters to inform families of concerns. Use absence data with ARB pupils removed. Monitor ARB separately Referrals to EWO service fully monitored	TM	Aut 14	Updated weekly attendance/absence data for school	ASLT weekly meetings HoS weekly meeting with Chair of LGAB HoS Report to LGAB - Termly	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with national average of 3.0% (2013/14)
B. Improve identification and provision - Provision arrangements	Impact on individual pupil performance identified shared with pupil and parents/carers Weekly Family support for persistent absenteeism from PSA Incentives for 95%+ attendance increased – e.g. draw /prizes for pupils/special trips etc. Monitor attainment and progress of those below 85% attendance on a six weekly cycle	TM	Spr 15	PSA – 4 hours per week Prizes for attendance donated by PTFA	ASLT weekly meetings HoS weekly meeting with Chair of LGAB HoS Report to LGAB - Termly	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with national average of 3.0% (2013/14)
C. Improve remedial actions – Impact and self-evaluation	Review overall levels of attendance end of each term Review impact of actions which	TM	Spr/ Sum 15	1x ASLT meeting per term	ASLT weekly meetings HoS weekly meeting with	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with

	have been effective with particular pupils/families. Review impact of PSA involvement Identify further actions which need to be taken				Chair of LGAB HoS Report to LGAB - Termly	national average of 3.0% (2013/14)
Total Planned Cost	• ATIP15 Cost = £0					
First Review/Date						
Second Review/Date						

Windmill Hill Academy						Academy Lead: DT
Global Priority 1: Close attainment gaps for significant pupil groups						
1.1: Higher Attaining Pupils • Improve attainment and progress of most able in Key Stage 1 in all core subjects			Data Baseline: End of KS1 (Linked to specific cohort not KS trend) • 14 KS1 reading 18% (nat. 31%) • 14 KS1 maths 11% (nat. 24%) • 14 KS1 writing 11% (nat. 16%)			Governance Lead: AP Governance Key Question: <i>Are the most able KS1 pupils on track to achieve good attainment/progress in core subjects against national benchmarks?</i>
						SEF Ref: Section 4 - Achievement RAISE Ref: P24/25
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve KS1 HAP reading outcomes – Targeted provision improvement	Class focus on Reptiles Reading group – Comprehension skills AF2/AF3 through guided reading Use of Week One Literacy to engage in book talk	DT	Action Aut 14 Contd. Spr 15	Using a range of comprehension resources focus on Af2/3	Dec 14 data shows 2b + 20 % (6 children) Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT)	<ul style="list-style-type: none"> 2015 minimum of 25% of Y2 cohort achieve L3+ in reading or AWL equivalent 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in reading or AWL equivalent
B. Improve KS1 HAP maths outcomes – Targeted provision improvement	Mental maths T+L Distance maths opportunities Application of number skills beyond 100 boundary Application of operations in context problems	DT	Action Aut 14 Contd. Spr 15	Range of distance maths activities Use of 'test' questions Mental maths tests	Dec 14 data shows 2b + 27% (8 children) Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT) Maths Subject Leader (NO) planning monitoring (termly) and observation spring 15	<ul style="list-style-type: none"> 2015 minimum of 20% of Y2 cohort achieve L3+ in maths or AWL equivalent 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in maths or AWL equivalent

C. Improve KS1 HAP writing outcomes – Targeted provision improvement	Use new NC to raise profile of grammar and sentence structure teaching through daily SPAG sessions prior to session Linked to raising reading Level3 through comprehension skills and using Project X/ bug club texts at Level 3 Class Phonic teaching o reflect raising spelling expectations through NC14 Engaging and real experience writing linked to enrichments and cross curricular teaching drawing upon pupil voice	DT	Action Aut 14 Contd. Spr 15	Using range of CPD opportunities drawn upon by class teacher for grammar and sentence activities Children building up their own/ class writing journal	Dec 14 data shows 2b + 17% (5 children) Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT)	<ul style="list-style-type: none"> 2015 minimum of 13% of Y2 cohort achieve L3+ in writing or AWL equivalent 2015 all Y2 HAP pupils achieve 12.0+APS progress from starting point in writing or AWL equivalent
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy						Academy Lead: DT
Global Priority 1: Close attainment gaps for significant pupil groups						
1.2: Boy Pupils <ul style="list-style-type: none"> Improve attainment and progress of boys reading/writing/maths in KS1 			Data Baseline: End of KS1 <ul style="list-style-type: none"> 14 KS1 all subjects boys APS 13.9 (nat. 15.5) girls 16.6 (nat. 16.4) 14 KS1 reading boys APS 14.8 (nat. 15.9) 14 KS1 writing boys APS 12.0 (nat. 14.4) 14 KS1 maths boys APS 14.9 (nat. 16.2) 			Governance Lead: AP Governance Key Question: Are KS1 boys on track to achieve good attainment/progress in core subjects against national benchmarks?
						SEF Ref: Section 4 - Achievement RAISE Ref: P25
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve KS1 boys reading outcomes – Targeted provision improvement	Close gap on boys reading in line with last year where boys reading gap closed/ narrowed at Year 2 Phonics intervention based on screening check Focus readers/Precision Teach Daily guided reading/ comprehension session lead by CT and LSA Year 1 to ensure comprehension	DT	Action Aut 14 Contd. Spr 15	Bug Club home readers/ e books = £500 Project X guided reading = £1200 (PPG Funding) Phonics play/spelling play Comprehension materials Reading menu follow up written activities Book talk strategies linked to Literacy/ Daily	Dec 14 data 2c+ is on track Boys 12/18 67% (2 state) (minus 2 state) 75% Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT/DT) DT to monitor phonics	<ul style="list-style-type: none"> 2015 boys in Y2 cohort to attain average of 15.0+ APS in reading or AWL equivalent 2015 boys in Y2 cohort to achieve 12.0+ APS average reading progress from starting point or AWL equivalent

	activities planned as part of guided reading Core skills in reading to be developed in cross- curricular links PPG Funding – Project X Code Reading led by SEN TA for PPG boys below 2b/AWL equivalent.			class story	teaching and planning termly DT Literacy Subject Leader planning (termly) and observation guided reading Aut 2014	
B. Improve KS1 boys writing outcomes – Targeted provision improvement	Accelerate progress if writing in Year F against 20% on track baseline Ensure attainment at 1a+ Year 1 raised Continue to provide engaging and real life written opportunities linked to enrichments and pupil voice Continue to use outdoor learning writing to enhance writing Core skills in writing to be developed in cross- curricular links Motor skill interventions led by SEN team Speaking and listening session daily 15mins in Year F and 1 PPG funds – Project X Code Reading for writing led by SEN TA for PPG boys below 2b.	DT	Action Aut 14 Contd. Spr 15	Phonics/spelling play Enrichments linked to half termly projects e.g. boat cruise/ lighthouse Outdoor Learning experiences Forest Schools Motor skill resources such as tweezers/ pencil grips/ bead treading/ shaving foam etc. = £100	Dec 14 data 2c plus 11/18 62% (2 state) (minus 2 state 69%) DT to monitor phonics teaching and planning termly JC (SENDICO) to monitor motor skills interventions through observation of teaching and planning JC to lead half termly review with class teacher and motor skills leaders Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT/DT) DT Literacy Subject Leader planning (termly) and Spring Two Writing	<ul style="list-style-type: none"> 2015 boys in Y2 cohort to attain average of 15.0+ APS in writing or AWL equivalent 2015 boys in Y2 cohort to achieve 12.0+ APS average writing progress from starting point or AWL equivalent
C. Improve KS1 boys maths outcomes – Targeted provision improvement	Accelerate progress of maths in Year F against 20% on track baseline Ensure attainment at 1a+ Year 1 raised Interventions to be closely monitored and provision targeted to key individuals PPG money to provide PPG KS1 tuition Core skills in maths to be	NO	Action Aut 14 Contd. Spr 15	Numcion programme and materials Use of CPD opportunities	Dec 14 data 2c + 10/18 56% (2 state)) (Minus 2 state 63%) Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT/DT) NO Maths Subject Leader planning (termly) and	<ul style="list-style-type: none"> 2015 boys in Y2 cohort to attain average of 15.0+APS in maths or AWL equivalent 2015 boys in Y2 cohort to achieve 12.0+ APS average maths progress from starting point or AWL equivalent

	developed in cross- curricular links				observation spring	
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £600 PPG Funding Cost = £1200 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy						Academy Lead: JC
Global Priority 1: Close attainment gaps for significant pupil groups						
1.3: EAL/Disadvantaged Pupils <ul style="list-style-type: none"> Improve EAL pupils attainment in core subjects at both KS Improve disadvantaged pupils attainment in core subjects at both KS 			Data Baseline: <ul style="list-style-type: none"> 14 EAL/Dis-advantaged attainment outcomes at both KS below national average benchmarks (using APS) 14 EAL /Dis-advantaged progress outcomes at both KS only satisfactory 15 increasing % of EAL on school roll 			Governance Lead: AP Governance Key Question: <i>Are the EAL/dis-advantaged pupils on track to close attainment gaps core against national benchmarks?</i>
						SEF Ref: Section 4 - Achievement RAISE Ref: P25/28/31/36/40/41
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve EAL/Dis-advantaged pupil reading outcomes at both KS – Targeted provision improvement	EAL leader to track reading attainment and progress every six weeks. Daily individual EAL reading conferencing support. PPG Leader to track reading attainment and progress every six weeks of disadvantaged pupils. Range of additional reading texts/comprehension resources available for targeted learning	JC	Spr/Sum 15	Reading texts to support EAL readers = £300 Comprehension resources = £300	EAL/PPG leader weekly verbal update to SLT (JC) Half Termly Cohort Review to analyse progress and attainment outcomes for groups (Class Teachers) HoS Report – Termly to LGAB (AT)	<ul style="list-style-type: none"> 2015 Y2 cohort EAL /Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects 2015 Y6 cohort EAL/Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects
B. Improve EAL/Dis-advantaged writing outcomes at both KS – Targeted provision improvement	Additional writing academic guidance provided on a daily/weekly basis. Regular Family Learning” liaison/target-setting used to support ongoing development in spelling/EGPS. Homework/lunchtime club used to provide additional learning opportunities at Y2 and Y6	JC	Spr/Sum 15	Additional Teaching Assistant support for targeted EAL learners Homework club established – 2x 45mins per week (TA led)	EAL/PPG leader weekly verbal update to SLT (JC) Half Termly Cohort Review to analyse progress and attainment outcomes for groups (Class Teachers) HoS Report – Termly to LGAB (AT)	<ul style="list-style-type: none"> 2015 Y2 cohort EAL/Disadvantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects 2015 Y6 cohort EAL/Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks in core subjects
C. Improve EAL /Dis-advantaged maths outcomes at both KS –	EAL leader to track maths attainment and progress every six weeks.	JC		Times table club established for targeted learners – 2x 45 mins per	EAL/PPG leader weekly verbal update to SLT (JC) Half Termly Cohort Review	<ul style="list-style-type: none"> 2015 Y2 cohort EAL/Dis-advantaged attainment outcomes decreasing the gap with national group

Targeted provision improvement	PPG Leader to track maths attainment and progress every six weeks. EAL/Dis-advantaged times table club started – twice weekly targeted support for multiplication			week (TA led)	to analyse progress and attainment outcomes for groups (Class Teachers) HoS Report – Termly to LGAB (AT)	attainment average benchmarks in core subjects <ul style="list-style-type: none"> 2015 Y6 cohort EAL/Dis-advantaged attainment outcomes decreasing the gap with national group attainment average benchmarks core subjects
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £600 See 2014/15 WHA PPG Provision Map 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 1: Close attainment gaps for significant pupil groups						Academy Lead: AT
1.4: Persistent Absence Pupils <ul style="list-style-type: none"> Improve overall attendance Reduce persistent absence to impact on improved attainment and progress 			Data Baseline: Last full year data <ul style="list-style-type: none"> 12/13 Overall absence 5.5% (nat. 4.7%) 12/13 Persistent absence 6.1% (nat. 3.0%) 			Governance Lead: AP Governance Key Question: <i>Are attendance rates improving over the course of the year?</i> <i>Is persistent absenteeism decreasing over the course of the year?</i>
						SEF Ref: Section 2 – Areas for Whole School Development RAISE Ref: P13
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve regular monitoring –Targeted improvement	HoS to monitor persistent absence pupils/families weekly at SLT and ASLT meetings Standing weekly first agenda item for SLT/ASLT meeting – review individual cases/actions to address. Child Protection Officer advises on further actions. Use staged absence letters to inform families of concerns. Referrals to EWO service fully monitored	AT	Aut 14	Updated weekly attendance/absence data for school	ASLT weekly meetings HoS weekly meeting with Chair of LGAB HoS Report to LGAB - Termly	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with national average of 3.0% (2013/14)
B. Improve identification and provision - Provision arrangements	Impact on individual pupil performance identified shared with pupil and parents/carers Weekly Family support for	AT	Spr 15	Prizes for attendance donated by PTFA	ASLT weekly meetings HoS weekly meeting with Chair of LGAB	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with national average of 3.0% (2013/14)

	persistent absenteeism through Family Learning provision Incentives for 95%+ attendance increased – e.g. draw /prizes for pupils/special trips etc Monitor attainment and progress of those below 85% attendance on a six weekly cycle				HoS Report to LGAB - Termly	
C. Improve remedial actions – Impact and self-evaluation	Review overall levels of attendance end of each term Review impact of actions which have been effective with particular pupils/families. Review impact of Family Learning provision Identify further actions which need to be taken	AT	Spr 15	1x ASLT meeting per term	ASLT weekly meetings HoS weekly meeting with Chair of LGAB HoS Report to LGAB - Termly	<ul style="list-style-type: none"> 14/15 overall absence below 5.0% 14/15 persistent absence in line with national average of 3.0% (2013/14)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
First Review/Date						

Global Priority 1 /LGAB Monitoring - Key Questions	Global Priority 1/Success Evidence Sources
<ul style="list-style-type: none"> Are dis-advantaged pupils on track to achieve good writing attainment/progress against non dis-advantaged benchmarks? Are boys in KS1/lower KS2 on track to achieve good attainment/progress against national benchmarks? Are the most able pupils on track to achieve good attainment/progress against national benchmarks? How is the quality of teaching impacting on this priority? Are the most able KS1 pupils on track to achieve good attainment/progress in core subjects against national benchmarks? Are KS1 boys on track to achieve good attainment/progress in core subjects against national benchmarks? Are the EAL/disadvantaged pupils on track to close attainment gaps core against national benchmarks? Are pupils across both Key Stages challenged with their learning Are attendance rates improving over the course of the year? 	<ul style="list-style-type: none"> Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents Learning Observation judgements Planning scrutiny judgements Learning walk/learning environment judgements Termly attendance/absence data Pupil conferencing/pupil voice responses

- | | |
|--|--|
| <ul style="list-style-type: none">• <i>Is persistent absenteeism decreasing over the course of the year?</i> | |
|--|--|

Global Priority 2 – Accelerate learning progress and age standardised attainment across FS and early KS1

Key Milestones:

- 100% of observed teaching and learning in FS/Year 1 to be good or better by the end of Spring Term 2015
- Interventions supporting better attainment and progress for target groups as measured every half term
- Attainment and progress outcomes for target pupil groups improving by the end of each term



Global Priority 2 – Accelerate learning progress/age standardised attainment across FS and early KS1

St Stephens Community Academy Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						Academy Lead: AB
2.1: Lower/Middle Ability Pupils			Data Baseline: End of KS1			Governance Lead: AN
<ul style="list-style-type: none"> Improve writing attainment by end of Year 1 so 80%+ on track to achieve mastery in AR pupil standard (de-aggregate ARB pupils) 			<ul style="list-style-type: none"> 14 KS1 writing outcomes 64% achieved L2b+ (nat. 70%) 14 Year 1 writing outcomes 26% at 1a+ 			<p>Governance Key Question: Have targeted writing improvements delivered higher standards so 80%+ are on track to achieve a secure age related level?</p> <p>SEF Ref: Section 4 - Achievement RAISE Ref: P24/25/26</p>
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve Year 1 L/MAP writing outcomes –Targeted provision improvement	Review and change, where necessary, the genres and themes for writing in line with new curriculum and provide exciting writing opportunities for Year 1 learners Writing opportunities across the curriculum. Ensure the ‘storytelling’ approach is being consistently used.	AB TW	Spr 15	New curriculum resources = £250 Storytelling CPD needed (especially for new teacher)	AB to support with planning for new curriculum in English. AB to monitor genres and themes covered. LOs: TM, AB & AE. Planning/book scrutiny (6 weekly): TM Requests of resources to (budget allowing) AB AB to book staff INSET	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in writing or AWL equivalent
B. Improve Year 1 L/MAP writing outcomes –Targeted provision improvement	Regular ‘punctuation and grammar’ work built into lessons. Differentiation: objectives closely matched to children’s’ writing levels/cohort targets. Regular opportunities for assessment (at distance tasks). New handwriting style to be continued and reinforced.	AB TW	Spr 15	Use new SPaG resources for curriculum coverage (staff are equipped with knowledge for the KS1 SPaG test) Writing task to be agreed by TW (KS Leader) New handwriting resources to support new handwriting style	To be moderated as a KS/with Windmill Hill. Copies to be submitted to AB Book scrutiny: 6 weekly AB to seek new handwriting programme.	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in writing or AWL equivalent
C. Improve Year 1 L/MAP writing outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with L/MAP progress and attainment data explicit	AB TW	Spr 15	Cohort Review Format End of Term assessment review meeting (KM/LW/TM)	SLT monitoring of cohort review data every six weeks (TM/HH)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap.
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £250 					

First Review/Date	
Second Review/Date	

St Stephens Community Academy Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						Academy Lead: SN
2.2: Lower/Middle Ability Pupils <ul style="list-style-type: none"> Improve maths attainment by end of Year 1 so 80%+ on track to achieve mastery of AR pupil standard (de-aggregate ARB pupils) 			Data Baseline: End of Key Stage 1 (data includes 1 ARB pupil) <ul style="list-style-type: none"> 14 KS1 maths outcomes 79% achieved L2b+ (nat. 80%) 14 Year 1 maths outcomes 63% at 1a+ 			Governance Lead: AN Governance Monitoring Questions: Have targeted maths improvements delivered higher standards so 80%+ are on track to achieve a secure age related level? SEF Ref: Section 4 - Achievement RAISE Ref: P24/25/26
Task	Action	Lead	When	Resources	Monitoring	Key Performance Indicators
A. Improve Year 1 L/MAP maths outcomes – Targeted provision improvement	Review and change, where necessary planning to ensure maths skills and concepts in line NC14 standards are taught Regular opportunities for cross-curricular number skill applications. Regular role play and independent learning to build upon taught number skills Plan weekly problem solving tasks are linked to taught maths skills and knowledge	SN TW	Spr 15	Planning matching NC14 Maths based role play resources = £100	LOs: TM/SN Planning/work scrutiny (6 weekly): TM/SN	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in maths or AWL equivalent
B. Improve Year 1 L/MAP maths outcomes -Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with L/MAP maths progress and attainment data explicit	KM/L W	Spr 15	Cohort Review Format End of Term assessment review meeting (KM/TW/SN/TM)	SLT monitoring of cohort review data every six weeks (TM/HH)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap.
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £100 					
First Review/Date						
Second Review/Date						

St Stephens Community Academy						Academy Lead: AB
Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						
2.3: Lower/Middle Ability Pupils <ul style="list-style-type: none"> Improve reading attainment by end of Year 1 so 80%+ on track to achieve mastery of AR pupil standard (de-aggregate ARB pupils) 			Data Baseline: End of KS1 (data includes 1 ARB pupil) <ul style="list-style-type: none"> 14 KS1 reading outcomes 86% achieved L2b+ (nat. 81%) 14 Year 1 reading outcomes 93% achieved 1a+ 14 Year 1 phonics standard met (all pupils) 77% (nat. 74%) 14 Year 1 phonics standards met (boys) 69% (nat. 70%) 14 Year 1 phonics standards met (girls) 90% (nat. 78%) 			Governance Lead: AN Governance Key Question: Have targeted reading improvements delivered higher standards so 80%+ are on track to achieve a secure age related level? SEF Ref: Section 4 - Achievement RAISE Ref: P24/25/26
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve Year 1 L/MAP reading outcomes – Targeted provision improvement	Review and seek new KS1 reading books to replenish stock (ensuring they are suitably targeted for LAP/MAP readers) Resources carefully chosen, e.g. suitable for LAP/MAP	AB TW	Spr 15	New reading books will be needed (use Pearson Publishing?- In line with KS2 new books) = £250	AB to seek new resources and report to LGAB termly on impact	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in reading or AWL equivalent
B. Improve Year 1 L/MAP reading outcomes – Targeted provision improvement	Opportunities for reading across the curriculum. Reading session carefully suited to readers' abilities, e.g. RWInc group. Provide opportunities to support MAP/LAP readers	AB TW	Spr 15	N/A	CT: to plan according to abilities of their group. AB to monitor progress and group according to their ability. LOs: TM, AB & TW Planning/book scrutiny: 6 weekly by TM CT to provide support group, e.g. in the PMs for MAP/LAP readers in Year 1	<ul style="list-style-type: none"> 2015 minimum of 80% of Year 1 cohort achieve 1a+ in reading or AWL equivalent
C. Improve Year 1 L/MAP reading outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with L/MAP reading progress and attainment data explicit	KM LW	Spr 15	Cohort Review Format End of Term assessment review meeting (KM/LW/TM)	SLT monitoring of cohort review data every six weeks (TM/HH)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap.
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £250 					
First Review/Date						
Second Review/Date						

St Stephens Community Academy						Academy Lead: CG
Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						
2.4: All pupils <ul style="list-style-type: none"> Improve effectiveness of learning environment to ensure mastery of AR pupil standards is supported 			Data Baseline: <ul style="list-style-type: none"> Next stages in ongoing development of class and communal learning environments Academy Improvement Officer to support progress of class teachers in this aim 			Governance Lead: AN Governance Key Questions: <i>Is the learning environment impacting positively on higher learning standards? How do you know – provide secure examples?</i>
						SEF Ref: Section 5 - Teaching RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS/KS1 Learning Environment – Raising learning expectations through quality of environment	Learning walls fully established and changed to reflect short term learning needs of pupils – pupils know how to use them to support higher level learning Ensure writing displays are prioritised Evidence of high aspirations and high quality expectations through displayed learning Learning displays fully labelled (and photos/labels laminated) making learning intentions explicit and referenced to NC14 and AfL Language for Learning and building Learning Power is fully promoted across all aspects of the learning environment Learning spaces are free (including communal areas as appropriate) from clutter and pupils can access resources independently Learning behaviours of pupils demonstrate positive impact of high quality learning environment Role play resources are regularly changed and of high quality to support maths/English skills	TM AM TW	Spr 15	Additional laminating resources = £150 1x INSET day	ASLT/SLT half termly learning walks and feedback to staff LO by ASLT: Termly - feedback to individual staff on impact of environment on observed learning SLT monitoring of communal spaces – daily LGAB Learning Walks - Termly	<ul style="list-style-type: none"> All displays are judged to be of high quality and demonstrate high expectations of pupils Learning walls reflect and support current learning for groups of pupils Common concepts are reinforced through displayed definitions and explanations Learning intentions are clear and have been made explicit through high quality labels and captions Displayed learning is linked clearly to NC14 expectations Learning spaces are free from clutter Resources are well labelled and independently accessible to pupils Language for Learning/Learning Power is identifiable as a high priority across the school Role play is supporting learning in core English and maths skills
C. Improve KS2 Learning Environments - Raising	Learning walls fully established and changed to reflect short term	TM HH	Spr 15	Additional laminating resources = £150	ASLT/SLT half termly learning walks and	<ul style="list-style-type: none"> All displays are judged to be of high quality and demonstrate high

learning expectations through quality of environment	<p>learning needs of pupils – pupils know how to use them to support higher level learning</p> <p>Explanations and definitions for core learning concepts are predominantly displayed</p> <p>Ensure writing displays are prioritised</p> <p>Evidence of high aspirations and high quality expectations through displayed learning</p> <p>Learning displays fully labelled (and photos/labels laminated) making learning intentions explicit and referenced to NC14 and AfL</p> <p>Language for Learning and building Learning Power is fully promoted across all aspects of the learning environment</p> <p>Learning spaces are free (including communal areas as appropriate) from clutter and pupils can access resources independently</p> <p>Learning behaviours of pupils demonstrate positive impact of high quality learning environment</p>			1x INSET day	<p>feedback to staff</p> <p>LO by ASLT: Termly - feedback to individual staff on impact of environment on observed learning</p> <p>SLT monitoring of communal spaces – daily</p> <p>LGAB Learning Walks - Termly</p>	<p>expectations of pupils</p> <ul style="list-style-type: none"> • Learning walls reflect and support current learning for groups of pupils • Common concepts are reinforced through displayed definitions and explanations • Learning intentions are clear and have been made explicit through high quality labels and captions • Displayed learning is linked clearly to NC14 expectations • Learning spaces are free from clutter • Resources are well labelled and independently accessible to pupils • Language for Learning/Learning Power is identifiable as a high priority across the school • Role play is supporting learning in core English and maths skills
C. Improve writing Learning Environment across all KS - Raising writing expectations through quality of environment	<p>Evidence of high aspirations and high quality expectations through displayed learning</p> <p>Learning displays fully labelled (and photos/labels laminated) making learning intentions explicit and referenced to NC14 and AfL</p> <p>Ensure writing displays are prioritised – showing stages of progress through a piece of writing/showing a range of genres</p> <p>Ensure high quality handwriting is promoted through displayed work</p> <p>Language for Learning is fully</p>			<p>N/A</p> <p>2x Staff meetings</p>	<p>ASLT/SLT half termly learning walks and feedback to staff</p> <p>LO by ASLT: Termly - feedback to individual staff on impact of environment on observed learning</p> <p>SLT monitoring of communal spaces – daily</p> <p>LGAB Learning Walks -</p>	<ul style="list-style-type: none"> • All displays are judged to be of high quality and demonstrate high expectations of pupils • Writing expectations, handwriting, styles and genres are identifiable as a high priority across the school • Language for Learning/Learning Power is identifiable as a high priority across the school

	promoted across all aspects of the learning environment – including communal areas				Termly	
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £300 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						Academy Lead: AM/DT
2.1: Summer Born Pupils <ul style="list-style-type: none"> Improve attainment and progress of summer born boys by accelerating progress in all subject areas. 			Data Baseline: <ul style="list-style-type: none"> 13/14/15 data across FS/KS1 reflects weaker attainment outcomes of summer born boys e.g. 2014 KS1 combined outcomes show attainment gap of -1.7APS against national summer born. Largest attainment gap is in writing 			Governance Lead: AP Governance Key Question: <i>Have targeted FS learning improvements delivered higher standards for summer born boys? How does this compare to national benchmarks?</i>
						SEF Ref: Section 4 - Achievement RAISE Ref: P26 also see Cornwall Core Stats 14
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS summer born outcomes- Additional learning support available in class	Increase TA staffing levels for summer born boys learning support in classroom.	AM DT	Aut 14	Additional HLTA FS Additional TA hours	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT)	<ul style="list-style-type: none"> 2015 Improved % of summer born boys achieving GLD/ELG end FS 2014/15 Attainment gap between summer born boys and peers is closing
B. Improve FS summer born outcomes - Targeted learning interventions in operation	Weekly early writing/reading interventions planned with clear attainment targets for targeted pupils	AM DT	Aut 14	Additional TA hours in FS/Y1	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half termly planning monitoring (AT/DT)	<ul style="list-style-type: none"> 2015 Improved % of summer born boys achieving GLD/ELG end FS in reading/writing 2014/15 Attainment gap between summer born boys and peers is closing
C. Improve FS summer born outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by FS teacher with summer born boys progress and attainment data explicit	AM DT	Spr 15	Cohort Review Format End of Term assessment review meeting (DT/SJ/AM)	SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap.
D. Improve Year 1 summer born outcomes - targeted learning interventions in	Increase TA staffing levels for summer born boys learning support/focussed provision in	DT	Aut 14	HLTA Year 1 AM Additional TA hours in Year 1 full time	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB	<ul style="list-style-type: none"> 2015 Improved % of summer born boys achieving 1a+ end of Year 1 in reading/writing

operation	classroom.				(AT) Half termly planning monitoring (AT/DT)	<ul style="list-style-type: none"> 2014/15 Attainment gap between summer born boys and peers is closing
E. Improve Year 1 summer born outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with summer born boys progress and attainment data explicit	DT	Spr15	Cohort Review Format End of Term assessment review meeting (DT/SJ/AM)	SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap.
Total Planned Cost	• ATIP15 Cost = £0					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						Academy Lead: AM/DT
2.2: Middle Attaining Pupils <ul style="list-style-type: none"> Improve % securely <u>achieving</u> ELG writing by end FS. Improve % securely <u>achieving</u> 1a in writing at end of Year 1 			Data Baseline: End of FS <ul style="list-style-type: none"> 13 FS writing outcomes 50% achieved ELG 14 FS writing outcomes 47% achieved ELG (nat. 62%) 14 FS writing average score 1.5 (nat. 1.7) 14 FS outcomes 40% achieved GLD (nat. 59%) 14 FS outcomes 14 pupils in LA lowest achieving 20% Data Baseline: End of KS1 <ul style="list-style-type: none"> 14 End KS1 writing outcomes 57% achieved L2b+ (nat. 70%) 14 End KS1 writing outcomes 75% achieved L2c+ (nat. 86%) 			Governance Lead: AP Governance Key Questions: Are a higher proportion of FS/Y1 pupils on track to achieve improved writing outcomes by the end of the Summer Term 15? SEF Ref: Section 4 – Achievement, Section 5 - Teaching RAISE Ref: P22/24/25/26 also see Cornwall Core Stats Data 14
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS writing outcomes - Planned learning opportunities for writing targeted on pupil sub groups using baseline data Oct 14	Use of HLTA/ TA to lead target groups/ interventions- e.g. motor skills interventions EAL pre teach for vocabulary Timetable in place with CW during Dec 14 for SJ. Shared Dec 14.	AM DT	Action Aut 14 Contd. Spr 15	Accurate Oct 14 Baseline outcomes Timetable for interventions for HLTA/ LSA (CW/ DT) Motor Skill Intervention Resources (JC Lead)	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) SLT monitoring of cohort review data every six weeks (AM/DT/AT)	<ul style="list-style-type: none"> 2015 minimum 60% FS cohort attain at least expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+ 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20%
B. Improve FS writing outcomes - Speaking and listening development	Daily speaking and listening session of 15mins 1:1 SALT support linked to SALT interventions Daily story and talk the text	AM DT	Action Aut 14 Contd.	SALT guidance (JC Link) Fisher Games for Thinking Circle Time games- Jenny Mosley Pie Corbett resources and	Dec 14 data shows a gain of 12% on baseline with 13/31 42% on track Termly learning monitoring focus (CG/AT)	<ul style="list-style-type: none"> 2015 minimum 60% FS cohort attain at least expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+

	Actions- Pie Corbett		Spr 15	CPD for SJ (DT CPD)	Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) SLT monitoring of cohort review data every six weeks (AM/DT/AT)	<ul style="list-style-type: none"> 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20%
C. Improve FS writing outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by FS teacher with writing progress and attainment data explicit	AM DT	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (DT/SJ/AM)	SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmark (2014)
D. Improve Year 1 writing outcomes - Planned learning opportunities for writing targeted on pivotal pupil groups	Daily speaking and listening session 15mins Motor skill interventions by SEN Team daily for targeted pupils HLTA/TA timetable of interventions for Year 1	DT	Action Aut 14 Contd Spr 15	SALT guidance (JC Link) Fisher Games for Thinking Circle Time games- Jenny Mosley SEN Team timetable - motor skills (JC)	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) SLT monitoring of cohort review data every six weeks (DT/AT) JC - intervention timetable for motor skills (DT-SLT) JC - monitor Motor Skills interventions	<ul style="list-style-type: none"> 2015 70% of Y1 cohort attain 1a+/AWL equivalent in writing 2015 90% of Y1 cohort attain 1b+/AWL equivalent in writing
E. Improve Year 1 writing outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with reading progress and attainment data explicit	DT	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (DT/JC/KG)	SLT monitoring of cohort review data every six weeks (AT/DT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmark (2014)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy		Academy Lead: AM/DT
Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1		
2.3: Higher Attaining Pupils <ul style="list-style-type: none"> Improve % securely <u>exceeding</u> ELG writing by end of FS Improve % securely <u>exceeding</u> 1a in writing at end of Year 1 	Data Baseline: End of FS <ul style="list-style-type: none"> 13 FS writing outcomes 0% exceeded ELG 14 FS writing outcomes % exceeded ELG Data Baseline: End of KS1	Governance Lead: AP Governance Key Question: Are a higher proportion of able FS/Y1 pupils on track to achieve higher level writing outcomes by the end of the Summer Term 15?

			<ul style="list-style-type: none"> 14 End KS1 writing outcomes 29% achieved L2a+ (nat. 39%) 14 End KS1 writing outcomes 11% achieved L3+ (nat. 16%) 			SEF Ref: Section 4 – Achievement, Section 5 - Teaching RAISE Ref: P22/24/25/26 also see Cornwall Core Stats Data 14
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS HAP reading/writing outcomes - Phonics entering Phase 5	HLTA leading higher phonics group Higher group to progress to Phase 5 phonics - Summer Term	AM DT	Action Aut 14 Contd Spr 15	HLTA CPD phonics = £250	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) SLT monitoring of cohort review data every six weeks (DT/AT) DT termly monitoring of phonic teaching/ planning and tracking.	<ul style="list-style-type: none"> 2015 minimum of 25% FS cohort exceed expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+
B. Improve FS HAP writing outcomes - Targeted T+L interventions	SJ to provide extension for HAP children by leading sessions SJ to note on planning provision for HAP children	AM DT	Spr 15	SJ observe Year 1 WHA and St St and other settings SJ to moderate Level One writing with WHA KS1 and DT KS1 county moderator	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 minimum of 25% FS cohort exceed expected level (ELG) in writing 2015 average score in writing aspect to be 1.7+
C. Improve FS HAP writing outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by YF teacher with writing HAP progress and attainment data explicit	AM DT		Cohort Review Format End of Term assessment review meeting (DT/ AM/ SJ)	SLT monitoring of cohort review data every six weeks (AT/DT/AM)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmark (2014)
D. Improve Year 1 HAP writing outcomes – Targeted provision improvement	Planning to reflect extension through use of NC14 expectations in sentence/grammar Planning to reflect extension opportunities and use of ALF to target HAPs “Distance Write” opportunities used to feedback into planning Accelerated phonic progress to	DT	Action Aut 14 Contd Spr 15	JC/ KG to moderate Level Two Writing with DT KS1 county moderator JC/ KG CPD to observe Year Two teacher Level Two environment and provision. Jan 2015.	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 30% of Y1 cohort attain 2c+/AWL equivalent in writing

	spelling through higher group - HLTA daily Classroom environment to reflect targeted Level 2 expectations HAPs extended through cross-curricular writing skills in mixed project afternoons (KG)					
E. Improve Year 1 HAP writing outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with writing HAP progress and attainment data explicit	DT	Spr 15	Cohort Review Format End of Term assessment review meeting (DT/JC/KG)	SLT monitoring of cohort review data every six weeks (AT/DT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £250 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1						Academy Lead: AM/DT
2.4: Lower/Middle Attaining Pupils <ul style="list-style-type: none"> Improve learning for reading to ensure blending skills are fully mastered Improve progress in reading of pupils who did not achieve ELG in order to achieve 1a in reading at end of Year 1 		Data Baseline: End of FS <ul style="list-style-type: none"> 13 FS reading outcomes 44% achieved ELG (identified weakness in blending skills) 14 FS reading outcomes 53% achieved ELG (nat. 71%) 14 FS reading average score 1.6 (nat. 1.9) 14 FS outcomes 40% achieved GLD (nat. 59%) 14 FS outcomes 14 pupils in LA lowest achieving 20% 14 Y1 phonic outcomes 75% achieved standard (nat. 74%) 				Governance Lead: AP Governance Key Question: <i>How effective has the reading catch up programme been for those pupils who did not achieve ELG in FS?</i> SEF Ref: Section 4 – Achievement, Section 5 - Teaching RAISE Ref: P22/24/25/26 also see Cornwall Core Stats Data 14
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS L/MAP reading outcomes - Learning interventions in class informed by Oct 14 FS baseline outcomes	Provision map for additional reading interventions completed start of each term and reading attainment and progress expectations established for pupil sub groups. KS1 Reading drop (Termly) in for parents-see a guided reading session. Termly timetable (DT) reflects reading conferencing	AM DT	Action Aut 14 Contd Spr 15	Bug Club home readers/ e-books Project X books for guided reading KS1 Academic guidance use to support reading targets and assessment Reading conferencing sheet completed by SJ Use of home/ school reading links	Dec 14 data suggests blending is a skill Year F 14-15 can achieve at Phase 2/3. No indications to show this will be an issue link 13-14. Termly HoS Report to LGAB (AT) Attainment and progress targets reviewed half termly by SLT	<ul style="list-style-type: none"> 2015 minimum 70% FS cohort attain at least expected level (ELG) in reading 2015 average score in reading aspect to be 1.9+ 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20%

	opportunities Guided reading planning reflects a focus on blending skills and reading HFWS linked to phonic teaching and assessment.				Half Termly interventions planned reviewed by DT/AM/JC. Termly learning monitoring focus (CG/AT) Half Termly monitoring of planning (AT/DT)	
B. Improve FS L/MAP reading outcomes - High quality phonics learning supported by literacy leader	Ensure phonics curriculum, guided reading and reading conferencing is well planned, effective and accelerating pupil progress	AM DT	Action Aut 14 Contd Spr 15	CPD for all FS staff on phonics and reading conferencing	Termly learning monitoring focus (DT/AM) Termly CPD record (AT)	<ul style="list-style-type: none"> Learning monitoring across year confirms consistent good+ reading learning opportunities established
C. Improve FS L/MAP reading outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by FS teacher with reading progress and attainment data explicit	AM DT	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (DT/SJ/AM)	SLT monitoring of cohort review data every six weeks (AM/DT/AT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
D. Improve Year 1 L/MAP reading outcomes - High quality phonics learning supported	Blending to read a key focus on Guided Reading planning and Teaching using HLTA Phonics teaching is reflected in planning and coverage a focus on blending to read	DT	Action Aut 14 Contd Spr 15	Phonics play Bug club home readers/ e-books Project X Books/ Other for Guided Reading Guided Reading Assessment Format at WHA Half Termly reading conference format	Dec 14 phonics data suggests blending is now no longer a key issue. Attainment Year 1 Dec 1b plus 13/30 43% Progress 2 APS 26/28 96% 3APS 22/28 77% SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> Learning monitoring across year confirms consistent good+ reading learning opportunities established
E. Improve Year 1 L/MAP reading outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with reading progress and attainment data explicit	DT	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (DT/JC/KG)	SLT monitoring of cohort review data every six weeks (AT/DT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = Accounted for from PPG Funding (see WHA PPG Provision Map 14/15) 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy		Academy Lead: AM
Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1		
2.5: Middle Attaining Pupils	Data Baseline: End of FS	Governance Lead: AP
<ul style="list-style-type: none"> Improve % securely <u>achieving</u> ELG in maths aspects end of FS 	<ul style="list-style-type: none"> 13 FS maths outcomes 57% achieved ELG 	Governance Key Question: Are a higher proportion of FS/Y1 pupils on track to

<ul style="list-style-type: none"> Improve % securely <u>achieving 1a</u> in maths at end of Year 1 			<ul style="list-style-type: none"> 14 FS maths outcomes 53% achieved ELG in numbers aspect (nat. 69%) and 63% achieved ELG in shape, space& measures aspect (nat. 75%) 14 FS maths/numbers average score 1.5 (nat. 1.8) 14 FS maths/S, S & M average score 1.7 (nat. 1.9) 14 FS outcomes 40% achieved GLD (nat. 59%) 14 FS outcomes 14 pupils in LA lowest achieving 20% <p>Data Baseline: End of KS1</p> <ul style="list-style-type: none"> 14 End KS1 maths outcomes 79% achieved L2b+ (nat. 80%) 14 End KS1 maths outcomes 89% achieved L2c+ (nat. 92%) 			<p><i>achieve maths ELG/1a outcomes by the end of the Summer Term 15?</i></p> <p>SEF Ref: Section 4 – Achievement, Section 5 - Teaching</p> <p>RAISE Ref: P22/24/25/26 also see Cornwall Core Stats Data 14</p>
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS MAP maths outcomes - Number and application of number skills and knowledge	Planning to reflects a focus on number teaching through practical activities and many written opportunities Planning to recent opportunities for numbers in different contexts Planning to reflects distance maths opportunities	AM NO	Action Aut 14 Contd Spr 15	Talk it Solve it BEAM maths games Numcion Programme NICRH Pitch and Expectations Questions Story Book Maths =£250	Dec 14 data shows gain of 12% on year entry baseline. Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) Maths Subject Leader (NO)Termly monitoring of planning /provision with DT SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 minimum 70% FS cohort attain at least expected level (ELG) in both maths aspects 2015 average score in numbers aspect to be 1.8+ 2015 average score in S,S & M aspect to be 1.8+ 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20%
B. Improve FS MAP maths outcomes - Consistent high quality maths learning in place – supported by FS Leader	Ensure maths curriculum, is well planned, effectively delivered and good at accelerating pupil progress	AM NO	Action Aut 14 Contd Spr 15	Talk it Solve it BEAM maths games Numcion Programme NICRH Pitch and Expectations Questions Story Book Maths	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) Maths Subject Leader (NO)Termly monitoring of planning /provision with DT SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> Learning monitoring across year confirms consistent good+ reading learning opportunities are established
C. Improve FS MAP maths outcomes – Monitor impact.	Cohort review six weekly assessment completed by FS	AM NO	Action Aut 14	Cohort Review Format End of Term assessment	SLT monitoring of cohort review data every six weeks	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully

Progress monitored every six weeks	teacher with maths aspect progress and attainment data explicit		Contd Spr 15	review meeting (AM/SJ)	(AM/DT/AT)	narrowing attainment gap against national benchmarks (2014)
D. Improve Year 1 MAP maths outcomes –Number and application of number skills and knowledge	Planning to reflect a focus on number teaching through practical activities and many written opportunities Planning to recent opportunities for numbers in different contexts Planning to reflects distance maths opportunities	DT NO	Action Aut 14 Contd Spr 15	Talk it Solve it BEAM maths games Numcion Programme NICRH Pitch and Expectations Questions Story Book Maths	Dec 14 data Year 1 Progress 27/28 96% APS 2 APS 3 20/28 71% Attainment 27% Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) Maths Subject Leader (NO) Termly monitoring of planning /provision with DT SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 80% of Y1 cohort attain 1a+ in maths or AWL equivalent 2015 90% of Y1 cohort attain 1b+ in maths or AWL equivalent
E. Improve Year 1 MAP maths outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with maths progress and attainment data explicit	DT NO	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (DT/JC/KG)	SLT monitoring of cohort review data every six weeks (AT/DT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £250 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy				Academy Lead: AM	
Global Priority 2: Accelerate learning progress/age standardised attainment across FS and early Key Stage 1					
2.6: Higher Attaining Pupils		Data Baseline: End of FS		Governance Lead: AP	
<ul style="list-style-type: none"> Improve % securely <u>exceeding</u> ELG in maths aspects at end of FS Improve % securely <u>exceeding</u> 2c in maths at end of Year 1 		<ul style="list-style-type: none"> 13 FS maths outcomes 57% achieved ELG 14 FS maths outcomes 53% % achieved ELG in numbers aspect (nat. 69%) and 63% achieved ELG in shape, space& measures aspect (nat. 75%) 14 FS maths/numbers average score 1.5 (nat. 1.8) 14 FS maths/S, S & M average score 1.7 (nat. 1.9) 14 FS outcomes 40% achieved GLD (nat. 59%) 14 FS outcomes 14 pupils in LA lowest achieving 20% 		Governance Key Question: Are a higher proportion of able FS/Y1 pupils on track to achieve higher level maths outcomes by the end of the Summer Term 15?	
		Data Baseline: End of KS1		SEF Ref: Section 4 – Achievement, Section 5 - Teaching RAISE Ref: P22/24/25/26 also see Cornwall Core Stats Data 14	

			<ul style="list-style-type: none"> 14 End KS1 maths outcomes 43% achieved L2a+ (nat. 53%) 14 End KS1 maths outcomes 11% achieved L3+ (nat. 24%) 			
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Improve FS HAP maths outcomes – Number and application of number skills and knowledge	Planning and teaching to reflects a focus on number teaching through practical activities and many written opportunities Planning and teaching to recent opportunities for numbers in different contexts Planning and teaching to reflects distance maths opportunities	AM NO	Action Aut 14 Contd Spr 15	Talk it Solve it BEAM maths games Numcion programme NICRH Pitch and Expectations Questions Story Book Maths	Dec 14 data gain of 12% on baseline. Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) Maths Subject Leader (NO) Termly monitoring of planning /provision with DT SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 minimum 70% FS cohort attain at least expected level (ELG) in both maths aspects 2015 average score in numbers aspect to be 1.8+ 2015 average score in S,S & M aspect to be 1.8+ 2015 minimum 55% FS cohort achieve GLD 2015 maximum of 7 pupils in the LA lowest achieving 20%
B. Improve FS HAP maths outcomes - Using different resources and strategies developing quick mental maths recall	Daily mental maths activities Planning and Teaching reflects different strategies and resources to develop visual representation for children to make patterns and trends to support rapid recall of facts.	AM NO	Action Aut 14 Contd Spr 15	Talk it Solve it BEAM maths games Numcion programme NRICH Pitch and Expectations Questions Story Book Maths Number games/ chants Number songs Flash cards Bead String Number lines 100 squares	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of planning (AT/DT) Maths Subject Leader (NO) Termly monitoring of planning/provision with DT SLT monitoring of cohort review data every six weeks (DT/AT)	<ul style="list-style-type: none"> 2015 minimum of 25% FS cohort exceed expected level (ELG) in maths 2015 average score in numbers aspect to be 1.8+
C. Improve FS HAP maths outcomes – Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by FS teacher with maths aspect progress and attainment data explicit	AM NO	Action Aut 14 Contd Spr 15	Cohort Review Format End of Term assessment review meeting (AM/SJ)	SLT monitoring of cohort review data every six weeks (AM/DT/AT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
D. Improve Year 1 HAP maths outcomes - Number and application of number skills and knowledge	Planning to reflect a focus on number teaching through practical activities and many written opportunities Planning to recent opportunities	DT NO	Action Aut 14 Contd	Talk it Solve it BEAM maths games Numcion programme NRICH Pitch and Expectations	Termly learning monitoring focus (CG/AT) Termly HoS Report to LGAB (AT) Half Termly monitoring of	<ul style="list-style-type: none"> 2015 30% of Y1 cohort attain 2c+/or AWL equivalent in maths

	for numbers in different contexts Planning to reflects distance maths opportunities		Spr 15	Questions Story Book Maths CPD JC/ KG opportunities LOs Year 2 Focus on breath of number knowledge/ skills/ resources and application in context	planning (AT/DT) Maths Subject Leader (NO) Termly monitoring of planning/provision with DT Jan 15. SLT monitoring of cohort review data every six weeks (DT/AT)	
E. Improve Year 1 HAP maths progress outcomes - Monitor impact. Progress monitored every six weeks	Cohort review six weekly assessment completed by Y1 teacher with maths HAP progress and attainment data explicit	DT NO	Spr 15	Cohort Review Format End of Term assessment review meeting (DT/JC/KG)	SLT monitoring of cohort review data every six weeks (AT/DT)	<ul style="list-style-type: none"> Data monitored effectively to ensure interventions are successfully narrowing attainment gap against national benchmarks (2014)
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Global Priority 2/LGAB Termly Monitoring - Key Questions	Global Priority 2/Success Evidence Sources
<ul style="list-style-type: none"> Have targeted writing improvements delivered higher standards so 80%+ are on track to achieve a secure age related level? Have targeted maths improvements delivered higher standards so 80%+ are on track to achieve a secure age related level? Have targeted reading improvements delivered higher standards so 80%+ are on track to achieve a secure age related level? Is the learning environment impacting positively on higher learning standards? How do you know – provide secure examples? Have targeted FS learning improvements delivered higher standards for summer born boys? How does this compare to national benchmarks? Are a higher proportion of FS/Y1 pupils on track to achieve improved writing outcomes by the end of the Summer Term 15? Are a higher proportion of able FS/Y1 pupils on track to achieve higher level writing outcomes by the end of the Summer Term 15? How effective has the reading catch up programme been for those pupils who did not achieve ELG in FS? Are a higher proportion of FS/Y1 pupils on track to achieve maths ELG/1a outcomes by the end of the Summer Term 15? How effective has the reading catch up programme been for those pupils who 	<ul style="list-style-type: none"> Termly attainment and progress data for cohorts and groups – measured against NC levels/benchmarks and AWL equivalents Learning Observation judgements Planning scrutiny judgements Learning walk/learning environment judgements Pupil conferencing/pupil voice responses

did not achieve ELG in FS?

- *Are a higher proportion of able FS/Y1 pupils on track to achieve higher level maths outcomes by the end of the Summer Term 15?*

Global Priority 3 – Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways

Key Milestones:

- NC14 securely embedded across all subjects/Domain of Learning Scheme of Work by **end of the Spring Term 2015**
- “Assessment Without Levels” (AWL) pathways agreed, understood and trialled by the **end of the Summer Term 2015**
- Schemes of Work and AWL fully integrated for all subjects/Domains of Learning at each Key Stage by **end of the Summer Term 2015**
- Subject/Domain leaders effectively monitoring impact on learning of Curriculum and Assessment Scheme of Work **by the end of Autumn Term 2015**



Global Priority 3 – Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways

St Stephens Community Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: TM
3.1: All Pupils <ul style="list-style-type: none"> Review, revise and publish core learning curriculum overview incorporating NC14 elements. 			Data Baseline: <ul style="list-style-type: none"> Curriculum offer last reviewed 2011/12. Currently organised into Domains of Learning. Dimensions “Skills Ladders” providing skills progression New Non –negotiable learning objectives required for each year group 			Governance Lead: MW Governance Key Question: <i>Are NC14 curriculum overviews in place and available for parents?</i> SEF Ref: Section 5 - Teaching RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Ensure Non-negotiable objectives are created- Establish “Year Group Learning Non-Negotiable Expectations” and publish on academy website	Review age related standards in core subjects. Evidence of mastery of age appropriate learning standards agreed. Year group non-negotiables published on Class pages of website	TM	Spr 15	Non Negotiable Support Material = £50	HoS Report to LGAB – Termly (TM) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Year Group Non-negotiable objectives agreed and published Clear achievement expectations in core subjects understood by staff and pupils
B. Complete Curriculum Statements - Complete NC14 “Curriculum Statement” overview for Domains of Learning, Phonics, Assessment, Learning Power and British Values	Curriculum Statement overviews completed using NC14 as guidance. Ensure MFL, Assessment, Read Write Inc., Learning Power and British Values are included.	TM	Spr 15	NC14	HoS Report to LGAB – Termly (TM) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Curriculum Statements accurately reflecting taught curriculum and requirements of NC14
C. Complete Publication - Publish “Curriculum Statements” on academy website	Published on academy website under Curriculum Provision tab.	TM/KC	Spr 14	N/A	HoS Report to LGAB – Termly (TM) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Curriculum Statements available on academy website
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £50 					
First Review/Date						
Second Review/Date						

St Stephens Community Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways			Academy Lead: WH			
3.2: All Pupils <ul style="list-style-type: none"> Complete revision of detailed individual Domains of Learning SoW to 			Data Baseline: <ul style="list-style-type: none"> All subject SoW require update to reflect NC14 requirements 			Governance Lead: MW Governance Key Question: <i>Are NC14</i>

include relevant elements of NC14. <ul style="list-style-type: none"> Publish on academy website. 			<ul style="list-style-type: none"> Statutory requirement to publish curriculum followed on school website 			<i>curriculum Domain Schemes of Work in place and available for all stakeholders?</i>
						SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete review - Domain Leaders review and revise current SoW to integrate NC 14.	INSET to ensure key skills and knowledge build progressively to ensure pupils can achieve mastery of expected standards by end of each Key Stage. Complete alongside assessment pathways review.	WH	Spr 15	2x staff INSET meetings to revise current offer	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> Full integration of NC 14 requirements completed and referenced within the individual SoW Full integration of new assessment pathways into each Domain of Learning SoW is clear and coherent
B. Improve provision - Domain/subject leaders across both schools liaise to ensure consistency/quality of planned curriculum provision.	Joint staff INSET on SoW/assessment pathways frameworks and final moderation/quality assurance of the revised curriculum offer.	WH	Spr 15	2x Joint staff INSET meetings – Spr 15 2xDomain/Subject Leader meetings – Spr 15	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH) Completed SoW available	<ul style="list-style-type: none"> Domains of Learning SoW complete and integrate agreed assessment pathways.
C. Complete revised SoW - Final Domain SoW published onto academy website	Published onto school website. Share with pupils and parents through open days.	WH/KC	Aut 15	Website manager to facilitate	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH) SoW on school website	<ul style="list-style-type: none"> Full Curriculum and Assessment SoW for each Domain of Learning published on the academy website
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

St Stephens Community Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: WH
3.3: All Pupils <ul style="list-style-type: none"> Research and agree new assessment without levels (AWL) pathways Trial AWL system ready for full implementation Aut 15 			Data Baseline: <ul style="list-style-type: none"> Statutory requirement to have AWL system in place ready Sept 15 Replaces old NC levelling system Pupils will need to be base-lined against the new system Sum 15 			Governance Lead: MW Governance Key Question: <i>What is the new AWL system being operated by the school, have staff been trained?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators

A. Complete research - Identify options for effective AWL pathway system across both schools	ASLT to review range of commercial assessment schemes (including age standardised testing). Select option and purchase required resources/software/tools	WH	Aut 14/Spr 15	AWL system resources and tools as required = £600	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> • AWL pathways reviewed and most appropriate option selected • AWL resources/tools in place • Age standardised tests available
B. Complete introduction - Baseline all pupils using AWL criteria from new AWL pathway system – compare with current pupil attainment level	Staff INSET on new AWL pathway. Comparison of equivalency with current NC levels. Staff baseline all pupils using new AWL system	WH	Spr 15	Staff INSET meeting x2 (Joint with WHA) Staff Team meetings x3	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH) Baseline assessment data completed (TM)	<ul style="list-style-type: none"> • Staff trained on new AWL system • New AWL baseline completed for all pupils • New AWL equivalency against old NC levels moderated across both schools
C. Deliver implementation - Trial AWL system for Summer Term. Identify issues or gaps and address. Communicate new AWL system to all stakeholders.	Complete full term (with fixed six week assessment updates) using AWL pathway. Inform parents/publish on website AWL system. Use to report to parents through parent meeting/annual report	WH	Sum 15	Revised annual report to parents format	HoS Report to LGAB – Termly (TM) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> • AWL system detailed on academy website • Parents and pupils understanding of AWL system established • Annual pupil reports completed using new AWL pathway data
Total Planned Cost	• ATIP15 Cost = £600					
First Review/Date						
Second Review/Date						

St Stephens Community Academy						Academy Lead: WH
Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						
3.4: All Pupils <ul style="list-style-type: none"> • Integrate AWL system into Curriculum SoW to create Curriculum and Assessment SoW. 			Data Baseline: <ul style="list-style-type: none"> • New assessment without levels pathways required to start Aut 15. • Domain leaders need to integrate finalised AWL system adopted by school to ensure summative and formative assessment data within their Domain of Learning is accurate 			Governance Lead: MW Governance Key Question: <i>How does the assessment data feed into planned curriculum provision?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Begin mapping – Map assessment cycle and format into subject SoW across each year group	Domain leaders ensure assessment criteria, cycle and format are integrated into each year group Curriculum SoW	WH	Sum 15	2x Joint staff meeting	HoS Report to LGAB – Termly (TM)	<ul style="list-style-type: none"> • AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all Domains of Learning

B. Complete SoW integration – Domain Leader to complete revision alongside Assessment Leader	Domain leaders complete AWL integration. Highlight in year assessment time frames and types of assessment. Finalise annual reporting to parents format	WH	Sum 15	Domain Leader non – contact time – 2xPM (Covered internally)	HoS Report to LGAB – Termly (TM)	<ul style="list-style-type: none"> AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all Domains of Learning
C. Publish - C+A SoW available for parents on school website	Integrated Curriculum and Assessment SoW for each Domain of Learning published on the school website	WH	Aut 15	Website manager to facilitate	HoS Report to LGAB – Termly (TM) School website	<ul style="list-style-type: none"> AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all Domains of Learning
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: AT
3.1: All Pupils <ul style="list-style-type: none"> Review, revise and publish core learning curriculum overview incorporating NC14 elements. 			Data Baseline: <ul style="list-style-type: none"> Curriculum offer last reviewed 2011/12. New 2014 NC linked version of Skills Ladders to be integrated into revised Curriculum and Assessment SoW. New Non –negotiable learning objectives required for each year group 			Governance Lead: PS Governance Key Question: <i>Are NC14 curriculum overviews in place and available for parents?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Ensure Non-Negotiable objectives are created - Establish “Year Group Learning Non-Negotiable Expectations” and publish on academy website	Review age related standards in core subjects. Evidence of mastery of age appropriate learning standards agreed. Year group non-negotiables published on Class pages of website	AT	Spr 15	Non Negotiable Support Material = £50	HoS Report to LGAB – Termly (AT) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Year Group Non-Negotiable Objectives agreed and published Clear achievement expectations in core subjects understood by staff and pupils
B. Complete Curriculum Statements - Complete NC14 “Curriculum Statement” overview for Domains of Learning, Phonics, Assessment and British Values	Curriculum Statement overviews completed using NC14 as guidance. Ensure MFL, Assessment, Bug Club and British Values are included.	AT	Spr 15	NC14	HoS Report to LGAB – Termly (TM) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Curriculum Statements accurately reflecting taught curriculum and requirements of NC14

C. Complete Publication - Publish curriculum statements on academy website	Published on academy website under Curriculum tab	AT	Spr 15	N/A	HoS Report to LGAB – Termly (TM) Academy website Audit report to LGAB – Spr 15 Monitoring of academy website – Termly (ASLT)	<ul style="list-style-type: none"> Curriculum Statements available on academy website
Total Planned Cost:	<ul style="list-style-type: none"> ATIP15 Cost = £50 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: WH
3.2: All Pupils <ul style="list-style-type: none"> Complete revision of detailed individual subject SoW including relevant elements of NC14. Publish on academy website. 			Data Baseline: <ul style="list-style-type: none"> All subject SoW require update to reflect NC14 requirements Statutory requirement to publish curriculum followed on school website 			Governance Lead: PS Governance Key Question: <i>Are NC14 curriculum Domain Schemes of Work in place and available for all stakeholders?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete review - Subject Leaders/teams review and revise current SoW to integrate NC 14.	INSET to ensure key skills and knowledge build progressively to ensure pupils can achieve mastery of expected standards by end of each Key Stage. Complete alongside assessment pathways review.	WH	Spr 15	3x Staff meetings	HoS Report to LGAB – Termly (AT) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> Full integration of NC 14 requirements completed and referenced within the individual SoW Full integration of new assessment pathways into each subject SoW is clear and coherent
B. Improve provision - Domain/subject leaders across liaise to ensure consistency/quality of curriculum provision.	Joint staff INSET on SoW/assessment pathways frameworks and final moderation/quality assurance of the revised curriculum offer.	WH	Spr 15	2x Joint staff INSET meetings – Spr 15 2xDomain/Subject Leader meetings – Spr 15	HoS Report to LGAB – Termly (AT) EHT Report to BoD – Termly (WH) Completed SoW available	<ul style="list-style-type: none"> Subject SoW complete and integrate agreed assessment pathways.
C. Complete publication - Final subject SoW published onto academy website	Published onto school website. Share with pupils and parents through open days.	WH	Aut 15	Website manager to facilitate	HoS Report to LGAB – Termly (AT) School website	<ul style="list-style-type: none"> Full Curriculum and Assessment SoW for each subject published on the academy website
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: WH
3.3: All pupils <ul style="list-style-type: none"> Research and agree new assessment without levels (AWL) system Trial AWL system ready for full implementation Aut 15 			Data Baseline: <ul style="list-style-type: none"> Statutory requirement to have AWL system in place ready Sept 15 Replaces old NC levelling system Pupils will need to be base-lined against the new system Sum 15 			Governance Lead: PS Governance Key Question: <i>What is the new AWL system being operated by the school, have staff and pupils been trained?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete research - Identify options for effective AWL pathway system across both schools	ASLT to review range of commercial assessment schemes (including age standardised testing). Select option and purchase required resources/software/tools	WH	Aut 14/Spr 15	AWL system resources and tools as required = £600	HoS Report to LGAB – Termly (AT) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> AWL pathways reviewed and most appropriate option selected AWL resources/tools in place Age standardised tests available
B. Complete Introduction - Baseline all pupils using AWL criteria from new AWL pathway system – compare with current pupil attainment level	Staff INSET on new AWL pathway. Comparison of equivalency with current NC levels. Staff baseline all pupils using new AWL system	WH	Spr 15	Staff INSET meeting x2 (Joint with WHA) Staff Team meetings x3	HoS Report to LGAB – Termly (AT) EHT Report to BoD – Termly (WH) Baseline assessment data completed (AT)	<ul style="list-style-type: none"> Staff trained on new AWL system New AWL baseline completed for all pupils New AWL equivalency against old NC levels moderated across both schools
C. Deliver Implementation - Trial AWL system for Summer Term. Identify issues or gaps and address. Communicate new AWL system to all stakeholders.	Complete full term (with fixed six week assessment updates) using AWL pathway. Inform parents/publish on website AWL system. Use to report to parents through parent meeting/annual report	WH	Sum 15	Revised annual report to parents format	HoS Report to LGAB – Termly (AT) EHT Report to BoD – Termly (WH)	<ul style="list-style-type: none"> AWL system detailed on academy website Parents and pupils understanding of AWL system established Annual pupil reports completed using new AWL pathway data
Total Planned Cost:	<ul style="list-style-type: none"> ATIP 15 Cost = £600 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 3: Develop curriculum Schemes of Work to improve learning and to integrate assessment pathways						Academy Lead: WH
3.4: All pupils <ul style="list-style-type: none"> Integrate AWL system into Curriculum SoW to create Curriculum and Assessment (C+A) SoW. 			Data Baseline: <ul style="list-style-type: none"> New assessment without levels pathways required to start Aut 15. Subject leaders need to integrate finalised AWL system adopted by school to ensure summative and formative assessment data within their Domain of Learning is accurate 			Governance Lead: PS Governance Key Question: <i>How does the assessment data feed into planned curriculum provision?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Begin Mapping – Map assessment cycle and format into subject SoW across each year group	Subject leaders ensure assessment criteria, cycle and format are integrated into each year group curriculum SoW	WH	Sum 15	2x Joint staff meeting	HoS Report to LGAB – Termly (AT)	<ul style="list-style-type: none"> AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all subjects
B. Complete SoW integration – Subject Leader to complete revision alongside Assessment Leader	Subject leaders complete AWL integration. Highlight in year assessment time frames and types of assessment. Finalise annual reporting to parents format	WH	Sum 15	Domain Leader non – contact time – 2xPM (Covered internally)	HoS Report to LGAB – Termly (AT)	<ul style="list-style-type: none"> AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all subjects
C. Publish - C+A SoW available for parents on school website	Integrated Curriculum and Assessment SoW for each Subject published on the school website	WH	Aut 15	Website manager to facilitate	HoS Report to LGAB – Termly (AT)	<ul style="list-style-type: none"> AWL and Curriculum SoW are integrated with assessment criteria and cycles established across all subjects
Total Planned Cost:	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Global Priority 3/LGAB Termly Monitoring - Key Questions	Global Priority 3/Success Evidence Sources
<ul style="list-style-type: none"> Are NC14 curriculum overviews in place and available for parents? Are NC14 curriculum Domain Schemes of Work in place and available for all stakeholders? How does the assessment data feed into planned curriculum provision? Is the Curriculum and Assessment SoW available for all subject areas? 	<ul style="list-style-type: none"> Curriculum statements Curriculum Schemes of Work Discussions with subject leaders Discussions with assessment leaders School websites

Global Priority 4 – Improve integration of IT through effective and engaging cross curricular application

Key Milestones:

- *IT SoW fully mapped and integrated into all subject/Domains of Learning by the end of the Spring Term 2015*
- *Improved curriculum access/cross curricular use of IT identified through resource use, planning and pupil feedback by the end of Summer Term 15*
- *IT skills and knowledge improving with learning impact identified through LO across the curriculum by the end of Summer Term 15*

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Global Priority 4 – Improve integration of IT through effective and engaging cross curricular application

St Stephens Community Academy Global Priority 4: Improve integration of IT through effective and engaging cross curricular application						Academy Lead: SN
4.1: All Pupils: <ul style="list-style-type: none"> Identify new IT resources and computing curriculum structure required to deliver NC 14 effectively Establish robust and diverse IT infra-structure to ensure full curriculum access 			Data Baseline: <ul style="list-style-type: none"> IT Suite now over three years old. Majority of PCs still functioning – some replacement machines needed. Suite continuing to provide core PC/Computing provision for all pupils 			Governance Lead: AS Governance Key Question: <i>What impact has the computing SoW and new resources had on learning standards and provision? Provide practical pupil based examples of impact?</i>
						SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete research – Identify IT resource (hardware/software/apps) requirements to enable delivery of NC14.	Domain leader to complete research of effective educational practice utilising hand held technology (e.g. I-pad/learn pad/android). Curriculum SoW to inform final decision making. Infrastructure improvements considered (e.g. server machine, upgraded wireless system)	SN	Aut 14/Spr 15	SN (IT Leader) research days x2 SN (IT Leader) SoW revision days x2 (internal cover no cost)	SN regular update reporting to ASLT on research outcomes LGAB/Resources and Staffing Committee - Termly	<ul style="list-style-type: none"> Integrated computing/IT SOW has informed planned improvements in IT hardware/software and infrastructure Best value applied to ensure costs are carefully managed. IT curriculum resources approved and ordered ready for use Spring 15 Network improvements (Wi-Fi) considered as part of research
B. Complete Introduction – Class sets of tablet technology introduced. IT suite to be maintained to ensure NC14 provision is fully enabled.	Final specification agreed. Three quotes sought – principles of “Best Value” applied. Purchase, installation and set-up arranged. Additional applications agreed and installed. Faulty IT suite PCs replaced to maintain functionality of suite.	SN	Spr 15	30x tablets @ £250 each = £7500 1x Mac-book Server = £600 30x cases@ £32 each = £900 30 point charging tower = £1200 Insurance = £1400 Installation = £600 2x PC@£500 each = £1000 Upgraded Wi-Fi network = £1500-£2000	SN regular update reporting to ASLT on costs and planned provision gain LGAB/Resources and Staffing Committee - Termly	<ul style="list-style-type: none"> IT technology for curriculum access is in place, fully functioning and accessible by pupils Best value applied to ensure costs are carefully managed.
C. Impact Monitoring -	Termly LO to include judgements	SN	Sum/	N/A	Cross curricular LO of IT use	<ul style="list-style-type: none"> LO shows positive impact of

Learning provision impact regularly monitored through LO	on impact of IT on supporting and enriching curriculum learning for pupils	TM	Aut 15		by SLT during Sum/Aut Term 15	computing provision on improving pupil's skills, knowledge and enjoyment.
Total Planned Cost	• ATIP15 Cost = £14000 (approx.)					
First Review/Date						
Second Review/Date						

St Stephens Community Academy Global Priority 4: Improve integration of IT through effective and engaging cross curricular application						Academy Lead: WH/SN
4.2: All Pupils: <ul style="list-style-type: none"> Integrate IT/computing curriculum through all Domains of Learning SoW Integrate IT/computing AWL criteria through Domains of Learning SoW 			Data Baseline: <ul style="list-style-type: none"> Previous ICT SoW requires updating to fully reflect changes to deliver NC14 Integration of AWL arrangements into IT/Computing SoW ensuring key computing skills are regularly monitored is a priority. 			Governance Lead: AS Governance Key Question: <i>Explain how computing is integrated into the wider curriculum offer?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When:	Resources	Monitoring (who)	Key Performance Indicators
A. Complete research – Plan format of integration of computing SoW and AWL requirements across whole curriculum.	IT/Computing Leader to research SoW requirements to ensure SoW embeds computing skills across whole curriculum offer IT/Computing Leader establishes AWL requirements for computing for each NC year group and how these will be assessed termly.	SN	Spr 15	3x PM for SN/research	SN regular update reporting to St St SLT on research outcomes TM to report updates through HoS Report to LGAB - Termly	<ul style="list-style-type: none"> IT/computing SoW requirements established Cross curricular application of computing skills and knowledge established IT/computing AWL arrangements established
B. Deliver Implementation – SoW fully established and supporting good quality learning provision	IT/Computing Leader works alongside Domain leaders to ensure Domain SoW show clear links to IT/Computing skills and knowledge. IT/Computing SoW details key skills and knowledge and AWL arrangements	SN	Spr 15	3x PM for SN/ SoW trialling 1x Staff meeting to map across all Domains of Learning	SN regular update reporting to St St SLT on SoW integration/AWL arrangements TM to report updates through HoS Report to LGAB - Termly	<ul style="list-style-type: none"> IT/computing SoW completed Cross curricular application of computing skills and knowledge fully integrated IT/computing SoW supporting good quality pupil provision
C. Monitor impact – Learning provision impact regularly monitored through LO/Planning scrutiny	Termly LO/planning scrutiny to include judgements on impact of IT/computing on supporting and enriching curriculum learning for pupils Termly computing AWL data regularly monitored to measure	SN	Aut 15	Part of ongoing termly LO cycle	SN regular update reporting to St St SLT on research outcomes TM to report updates through HoS Report to LGAB – Termly Termly revision to St St SEF	<ul style="list-style-type: none"> Regular IT/computing skills pupil assessment informing further improvement

	impact on pupil computing skills and informing self-evaluation					
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 4: Improve integration of IT through effective and engaging cross curricular application						Academy Lead: KC
4.1: All Pupils: <ul style="list-style-type: none"> Identify new IT resources and computing curriculum structure required to deliver NC 14 effectively Establish robust and diverse IT infra-structure to ensure full curriculum access 			Data Baseline: <ul style="list-style-type: none"> Phase 1 of IT suite redevelopment completed Aut 14 with purchase and installation of 15 PCs into sparkle room (£9000). Phase 2 reconfiguring the sparkle room to accommodate full class set of PCs now required to provide a fully functioning provision 			Governance Lead: BK Governance Key Question: <i>What impact has the computing SoW/new resources had on learning standards/ provision? Provide practical examples of impact?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete research – Identify IT resource (hardware/software/apps) requirements to enable delivery of NC14.	Research of effective educational practice/provision to deliver effective computing curriculum technology. Curriculum SoW to inform final decision making. Infrastructure improvements considered.	KC	Spr 15	Further 10 PCs@ £500 each totalling £5000	KC regular update reporting to ASLT on research outcomes LGAB/Resources and Staffing Committee - Termly	<ul style="list-style-type: none"> IT infra- structure planned to ensure full delivery of NC14 computing curriculum is effective. Best value applied to ensure costs are carefully managed. Computing SoW requirements are informing infra-structure decisions.
B. Deliver Implementation – IT suite further upgraded to ensure NC14 is enabled	Final suite benching specification agreed. Three quotes sought – principles of “Best Value” applied. Purchase, installation and set-up arranged.	KC/MB	Sum 15	Reconfiguration of IT suite user spaces/infra-structure approximately £5000	KC regular update reporting to ASLT on research outcomes LGAB/Resources and Staffing Committee - Termly	<ul style="list-style-type: none"> IT suite for curriculum access is in place, fully functioning and accessible by pupils Best value applied to ensure costs are carefully managed.
C. Monitor impact – Learning provision impact regularly monitored through LO	Termly LO to include judgements on impact of IT on supporting and enriching curriculum learning for pupils	AT	Sum/Aut 15	N/A	LGAB/SISD Committee - Termly Cross curricular LO of IT use by SLT during Sum Term 15	<ul style="list-style-type: none"> LO shows positive impact of computing provision on improving pupil’s skills, knowledge and enjoyment.
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £10,000 (approx.) 					
First Review/Date						
Second Review/Date						

Windmill Hill Academy Global Priority 4: Improve integration of IT through effective and engaging cross curricular application						Academy Lead: KC
4.2: All Pupils: <ul style="list-style-type: none"> Integrate IT/computing curriculum through all curriculum SoW Integrate IT/computing AWL criteria through all curriculum SoW 			Data Baseline: <ul style="list-style-type: none"> Previous ICT SoW requires updating to fully reflect changes to deliver NC14 Integration of AWL into IT/Computing SoW ensuring key computing skills are regularly monitored is a priority. 			Governance Lead: BK Governance Key Question: <i>Explain how computing is integrated into the wider curriculum offer?</i> SEF Ref: Section 5 – Teaching, Section 7 - Leadership RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Complete Planning – Plan format of integration of computing SoW and AWL requirements across whole curriculum.	IT/Computing Leader to research SoW requirements to ensure SoW embeds computing skills across whole curriculum offer IT/Computing Leader establishes AWL requirements for computing for each NC year group and how these will be assessed termly	KC	Spr 15	3x PM for KC/research	KC regular update reporting to WHA SLT on research outcomes AT to report updates through HoS Report to LGAB - Termly	<ul style="list-style-type: none"> IT/computing SoW requirements established Cross curricular application of computing skills and knowledge established IT/computing AWL arrangements established
B. Deliver implementation – SoW fully established and supporting good quality learning provision	IT/Computing Leader works alongside Domain leaders to ensure Domain SoW show clear links to IT/Computing skills and knowledge. IT/Computing SoW details key skills and knowledge	KC	Spr 15	3x PM for KC/ SoW trialling 1x Staff Meeting to map across all subjects	KC regular update reporting to WHA SLT on SoW integration/AWL process AT to report updates through HoS Report to LGAB - Termly	<ul style="list-style-type: none"> IT/computing SoW completed Cross curricular application of computing skills and knowledge fully integrated IT/computing SoW supporting good quality pupil provision
C. Monitor impact – Learning provision impact regularly monitored through LO/Planning scrutiny	Termly LO/planning scrutiny to include judgements on impact of IT/computing on supporting and enriching curriculum learning for pupils Termly computing AWL data regularly monitored to measure impact on pupil computing skills	AT	Aut 15	Part of ongoing termly LO cycle	KC regular update reporting to WHA SLT on research outcomes AT to report updates through HoS Report to LGAB – Termly Termly revision to WHA SEF	<ul style="list-style-type: none"> Regular IT/computing skills pupil assessment informing further improvement
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £0 					
First Review/Date						
Second Review/Date						

Global Priority 4/LGAB Termly Monitoring - Key Questions	Global Priority 4/Success Evidence Sources
<ul style="list-style-type: none"> • <i>What impact has the computing SoW and new resources had on learning standards and provision? Provide practical pupil based examples of impact?</i> • <i>Explain how computing is integrated into the wider curriculum offer?</i> • <i>How well are we equipping pupils for the rapid IT advances in the modern world?</i> • <i>What do pupils think of the impact of IT on their learning enjoyment and progress?</i> • <i>What evidence is there of IT integration into the wider learning environment?</i> 	<ul style="list-style-type: none"> • Curriculum Schemes of Work • Discussions with IT leaders • Learning Observation judgements • Planning scrutiny judgements • Learning walk/learning environment judgements • Pupil conferencing/pupil voice responses

Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities

Key Milestone:

- *Transport provision ensuring increased access/attendance at a broad range of experiential/sporting activities by the **end of the Autumn Term 2015***
- *Impact on PE provision for pupils clearly monitored and reported to stakeholders by the **end of the Autumn Term 2015***



Global Priority 5 – Improve learning opportunities for pupils through better access to extended experiential and sporting activities

St Stephens Community and Windmill Hill Academy						Academy Lead: MB/WH
Global Priority 5: Improve learning opportunities for pupils through better access to extended experiential and sporting activities.						
5.1: All Pupils <ul style="list-style-type: none"> Improved access to sporting, outdoor and experiential learning for all pupils Deliver “class sized” local transport provision 			Data Baseline: <ul style="list-style-type: none"> Currently both schools are paying for use of minibuses and coaches from third parties 			Governance Lead: EG/AN Governance Key Question: <i>Explain impact of extended provision on learning?</i> SEF Ref: N/A RAISE Ref: N/A
Task	Action	Lead	When	Resources	Monitoring (who)	Key Performance Indicators
A. Research - Identify full range of need at both schools.	Review typical annual costs of current arrangements. Review typical termly requirements for transportation to support curriculum and extra provision Check legal requirements	MB/A T	Spr 15	Contact with other schools to complete research. Contact with DVLA	LGAB/Resources and Staffing Committee of Directors - Termly	<ul style="list-style-type: none"> Improved transport infra-structure in place and being accessed regularly by pupils to enhance learning experiences
B. Decision - Informed decision from options available	Review costs of two 17 seat minibuses – leasing vs buying. Review annual running costs (incl insurance) for both options. Identify local providers for both options Inform LGAB and R+S Committee	MB/W H	Spr 15	Purchase costs approximately £17,000 each minibus. Annual running costs researched Lease costs/length researched.	LGAB/Resources and Staffing Committee of Directors - Termly	<ul style="list-style-type: none"> Improved transport infra-structure in place and being accessed regularly by pupils to enhance learning experiences
C. Organise provision – R+S committee authorise final decision based on analysis	Committee approves final purchase/lease option.	MB/W H	Spr 15	Minibuses bought/leased	LGAB/Resources and Staffing Committee of Directors - Termly	<ul style="list-style-type: none"> Improved transport infra-structure in place and being accessed regularly by pupils to enhance learning experiences
Total Planned Cost	<ul style="list-style-type: none"> ATIP15 Cost = £34000 (approx.) 					
First Review/Date						
Second Review/Date						

Global Priority 5/LGAB Termly Monitoring - Key Questions	Global Priority 5/Success Evidence Sources
<ul style="list-style-type: none"> • Explain impact of extended provision on learning? • What do pupils think of the impact of transport on their learning enjoyment and progress? • What do parents think of the impact of transport provision on pupil's learning enjoyment and progress? • How has increased transport provision impacted on PE provision and PE funded provision? 	<ul style="list-style-type: none"> • PE Provision Map • Discussions with PE leaders • Photos/reports of enhanced provision • Pupil conferencing/pupil voice responses • Parent voice responses

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