



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

| What we will do | What success will look like | Completion date | Lead and Governor | 31 st May | 30 th Nov | 31 st Dec | 31 st Mar | 30 th Apr | 31 st July | 30 th Sep | Notes: Jan 2022 |
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| Learning | | | | | | | | | | | |
| Utilise the PiXL approach of best practice every term, the Raising Standards Lead working with the Trust - teaching particularly focuses on closing the gaps for disadvantaged pupils, considering school closure and COVID-19. | Is teaching closing the gap for all children - are results accelerating between Nov and July? | July 2022 | TW/DG | | | | | | | | Key pupils identified through Pupil Progress meetings being targeted. School-led tutoring to begin soon. |
| Focus on Greater Depth in Maths. Trust CPD is accessed with a focus on the skills needing teaching / practice required on reasoning. Arithmetic practices are embedded to ensure the top 30% of classes are supported to reach 85% on arithmetic papers | Is the Trust CPD is being accessed and is it translating into classroom practices? Is there evidenced in books and planning? Have 50% of Year 6 pupils reached GDS for Maths? Have the top 30% of Year 4, Year 5 and Year 6 pupils score around 85% on arithmetic in July 2022? | July 2022 | SL/TW/DG | | | | | | | | Monitoring of GD focus in class to be monitored in spring - new Maths team in place. Weekly USP GD Maths Club continues. PiXL tests to be taken in Jan/Feb.. |
| Teachers implement teaching 'excellence' in English (reading and writing) by engaging in high quality CPD and using the CUSP materials and best practice teaching phonics. The bottom 20% have interventions to accelerate progress. The Phonics Screening target is 88% | Has the percentage of children not at age-related expectations for literacy in all year reduced by at least 5% on average in 2021/22? Are the Phonics outcomes in Year 1 are above national? Have almost all Y3 children who did not pass the Phonics Screening now passed? | July 2022 | LMc | | | | | | | | CUSP Reading Review by Lauren Meadows completed - Year One on track to meet target |
| Y6 will be supported by the Trust to develop exemplars of writing. Y6 teachers will be paired up with other Y6 teachers to observe, through the lesson study model, their practice. Year 6 RWM% target is 81% | Has the school met the Year 6 RWM% target of 81%? | July 2022 | TW/DG/SL | | | | | | | | Year 6 writing assessments judged to be accurate. DHT to train as a moderator for Suffolk. |
| The Reading for Pleasure Leader will develop the school library areas, make best use of research and practice develop a Roadmap for Reading for Pleasure at PF and support children to develop a love of reading | Are the school library areas inviting, well-stocked and vibrant and are used by all pupils? Do pupil surveys and AR data show increased engagement in reading for pleasure? Do pupils talk passionately about reading? | Dec 2021 | EJ | | | | | | | | L Meadows visit confirmed strong progress in this area |
| Early Reading the Phonics Leader, the EYFS Leader and the Early Reading Leader for Year 2 ensure that phonics teaching and early reading practice teaching is developed to be consistently excellent throughout EYFS, Year 1, Year 2, and Year 3. NELi interventions in EYFS are in place for those pupils that need it | Have 88% passed the Phonics Screening in Year 1? Have close to 90% of Year 2 pupils passed the Phonics Screening in June 2022? Has the % of pupil at age-related expectations in reading increased by at least 20% in July 2022 in Year 3? Has % (TBC) of pupils achieved GLD in EYFS? | July 2022 | LMu/ES/LMc/AP | | | | | | | | See the latest outcomes in phonics screening. Strong progress in Y1 and Y2 |
| EYFS Embed agreed features of excellence in EYFS -the EYFS Leader implements all elements of the Trust Roadmap to Excellence. | Are % (TBC) of pupils are working within Phase 4 in the summer term? Have % (TBC) of pupils achieved GLD in June 2022? | July 2022 | AP | | | | | | | | Another local trust school visited to see phonics teaching in EYFS. |
| The Transitions from EYFS to Year Leader improves transitions from EYFS to Year 1: embedding best practice in Year 1 from EYFS in the autumn term and the outdoor area is fully utilised to impact positively on pupil transitions | Are the learning behaviours of children in Year 1 excellent following a refreshed transition from EYFS? Are pupils in Year 1 quickly adjusting to Year 1 expectations? | Oct 2021 | LP | | | | | | | | Next step summer transitions |
| Wider curriculum. Roll out the computing, MFL and new CUSP Art curriculum and CUSP DT curriculum (DT - when ready). | Have subject leaders seen the number of high-quality examples seen in Science and Art books accelerate? Have | Feb 2022 | DG | | | | | | | | Alex Bedford has worked with the RE and PSHE |

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| Embed Charanga and CUSP History, Geography and Science curriculums. | subject leaders made full use of ATLAS to access high-quality examples? Can subject leaders show the improvements in outcomes and displays in school reflect the high standards of work, evidenced on iAbacus? | | | | | | | | Leaders and with DG. Next step roll out DT. AHT to place order for resources. |
| Scaffolding through CUSP is supported by the work of the Trust | Is there Trust agreement around scaffolding? Has advice and training has been provided by the Trust, with input from the SENCo? Do Book Studies effectively demonstrate the impact on scaffolding? SEND Working Party. | Dec 2021 | FB | | | | | | Next step - Learning Walk focused on scaffolding. SENCo working with Alex Bedford on SEND scaffolding |
| Enriched Curriculum through a planned, mapped out broad range of trips and visits and in-school enrichment for all year groups, planned to provide many of the missed opportunities from the last eighteen months | Is feedback from pupil about the curriculum and the enriched opportunities strong? | Dec 2021 | DG | | | | | | Trips and visits planned/already happened for all pupils.. Next step close monitoring of the uptake of trips and visits and to follow up trips/visits for Spring 1. DG to seek pupil feedback in Aut 2 and Spring 1. |
| Tutoring is used to close gaps in pupils' learning | Has progress accelerated for key pupils identified for tutoring and contributed to year groups achieving targets? | July 2022 | LMc | | | | | | Next step tutoring to begin in late Jan/early Feb |
| Highest Aspirations for All | | | | | | | | | |
| Attendance. Attendance is reviewed every half-term and school addresses those off target. Robust processes are in place to tackle persistent absenteeism and groups | Is attendance above 96%, with attendance for PP within 1% of non-PP? Does attendance show an improving trend across the year? | May 2022 | SBd/JS | | | | | | Covid cases on the rise. PA is falling - from 17.5% to 15% - PA impacted by Covid. |
| The Instructional Coaching system is embedded. Every teacher to have bespoke coaching to develop teaching in a highly structured and supportive way. CPD is tailored and makes use of the National College platform | Do staff have a bespoke programme of support and CPD which makes full use of the USP Trust and National College resources? Can teachers evidence the impact of Instructional Coaching on teaching practice through the revised Trust PM process? | Dec 2021 | SLT | | | | | | Next step plans in place to make use of National college training in spring 1. |
| Refreshed Trust Performance Management approach. Everybody aspires to be the best they can be. | Has the Trust provided a refreshed system for PM? Is the PM process supporting everyone to be the best they can be? | July 2022 | JS | | | | | | Teachers PM target setting completed using new Trust approach. Support Staff mid-term reviews to be completed by end of term (SLT) |
| Equality and Well-Being | | | | | | | | | |
| Well-being and workload are prioritised for all staff and pupils. Motional is used to track progress and show impact on pupils' well-being. The Well-Being Leader signposts bespoke support for staff - including the USP well-being offer. School analyses and assesses the impact of changes on workload before implementing changes | Does the USP Trust survey evidence that well-being is being supported? Has workload been regularly assessed, and measures taken to reduce this wherever possible? Does Motional show a positive impact of the work of the ELSA Team on pupils? | April 2022 | JS/SBd and SBav | | | | | | Motional being used with pupil in RC - next steps to roll out with next identified group (WellBeing Lead) |
| Ethos and Values | | | | | | | | | |
| The Vision Statement is tweaked to reflect the 'excellence' strived for by the school: Our vision is for Place Farm Primary Academy to be an excellent school, where best practice, high achievement, equality, and well-being are at the heart of everything we do for our children and for our staff The PROUD values are taught explicitly from EYFS onwards and pupils demonstrating them are recognised and rewarded by all teachers. Pupils receive proud certificates (EYFS to Year | Have the materials that include the Vision Statement been updated around school and on the website? Have the Support Staff rolled out a new system for PROUD stickers/rewards? Have all children received a proud certificate or a PROUD Award in 2021-22? | June 2022 | DG | | | | | | Next step for children to be awarded proud certificates/PROUD awards in Celebration Assemblies - Spring 1 onwards and gain Pupil Voice on the changes in Spring 1. |

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| 2) and PROUD passport awards (Year 3 to Year 6) throughout their time at Place Farm | | | | | | | | | |
| Community | | | | | | | | | |
| Ensure assemblies cover a wide range of themes and opportunities are increased to involve the whole community. | Have all children experienced a wide range of assemblies, e.g., themes linked to safeguarding, oracy, whole school 'Celebration Assembly' and performances? | Mar 2022 | LMc | | | | | | Assemblies were in person for a few weeks - now online. Wide range of topics, e.g., remembrance, authors, Celebration Assembly and PSHE topics and teachers reading stories |
| The PSHE and Relationships and Sex Education (RSE) curriculum is embedded and is enhanced by the deployment by Trauma Informed trained staff for pupils The Trust Roadmap for Relationships and personal Development is rolled out by the PSHE Leader - and includes using Motional to measure the impact on pupils | Has the Jigsaw curriculum been taught to all children? Is there evidence that the Jigsaw has been taught in class scrapbooks? Have teacher had access to the growing library of Trust Relationships and Sex Education CPD Library (rolling out in 2021/22)? Does the Trust survey show increased confidence in delivery of RSE Has the Trust Roadmap for Relationships and Personal Development been implemented? Has Motional been used to measure the impact of the schools' approach and utilised the skills of the two Trauma-Informed trained staff, the three ELSA trained staff and the two Mental Health First Aiders? | June 2022 | CS/SBav | | | | | | PSHE/RSE curriculum embedding and respond to local priorities where needed, e.g., PANTS (NSPCC) work in Year 3. ELSA work being undertaken by two new ELSA practitioners. Next step to utilise Motional (WellBeing Lead) |
| The Pupil Voice Leader supports the School Council and other pupil leaders to play an increased and active role in the school and the Trust Council. | Have the Pupil leaders utilised the support of the Pupil Voice Leader to have a voice in the school and contributed to increasing their involvement in decision making? Have Place Farm Pupil Leaders contributed to the Trust council? | May 2022 | CS | | | | | | Pupil Leaders involved with Open Events in school. Pupil voice from School Council involvement in lunch preferences. |
| Enrichment | | | | | | | | | |
| Sports participation increases. More pupils participate in after school sports clubs, lunchtime sports activities, inter-school competitions and sports competitions in the local community. | Has the school achieved the Gold Sports mark in 2021/22? Have 100% of pupils taken part in after school clubs, lunchtime clubs, inter-school, or sports competitions in the local community? | May 2022 | DG/PJ | | | | | | Gathering evidence and Achieving Gold Sports Mark is the next step. Covid impacting on opps for in some competitions - although meeting planned with external validation to confirm |
| After school clubs 'Enrichment' is embedded. A full range of after school clubs is rolled out each term | Have all disadvantaged pupils been offered the opportunity of attending an after-school club - and is the take-up high? | Nov 2021 | PJ/HP | | | | | | After school 'enrichment' four times a week for targeted PP pupils - range of experiences, e.g., painting planters, arts, and crafts. |
| A full programme of enriching trips and visits are planned, linked to the curriculum for 2021-22. The EVC Lead(s) ensure all pupils have barriers removed to attend, including financial support for the most disadvantaged | Have all pupils been offered the opportunity of taking part in all trips and visits for their year groups - and is the take-up high? | Oct 2021 | DG | | | | | | EVC working with families to remove barriers. Next step analyse the uptake of Y1 and Y5 trips from week beginning 24.1.22 |