

## COUPALS PRIMARY ACADEMY IMPROVEMENT PLAN – 2017-20

	2017-18	2018-19	2019-20
<b>Quality of Teaching, Learning and Assessment</b>	1: Develop lead practitioners within the academy 2: Introduce research foci for teaching staff to improve the quality of teaching and to introduce new and innovative pedagogy to raise standards 3: To embed a high quality child led teaching approach in Year 1		
<b>Leadership and Management</b>	1: To implement effective CPD to increase the amount of outstanding teaching within the academy (so that the majority is outstanding) 2: Develop knowledge organisers to support the new knowledge based curriculum implemented in January 2017 3: Embed bespoke CPD plan to improve the quality of support offered by Teaching Assistants across the academy		
<b>Personal Development, Wellbeing and Welfare</b>	1: Develop pupils' understanding of mental health and how to develop a healthy mind 2: Improve attendance so that it exceeds national average 3: To further develop online safety across the school (from Reception) to ensure pupils are aware of, and safe with regards to, current online safety trends		
<b>Outcomes</b>	1: To implement relevant strategic support to continue to exceed national expectations for GLD, KS1 and KS2 attainment 2: Close the gap to increase the % of SEND/PP pupils reaching the age related expectations as a result of high quality teaching 3: To ensure that at least 75% of pupils are working at the age related expectation in Reading, Writing and Maths combined at the end of the academic year		
<b>Premises Development</b>	1: Roof repairs 2: Boiler replacement (ecological alternative)/solar investment		
<b>Trust Principles</b>	1: Implement the min-baccalaureate in Upper Key Stage 2		

## 2017-18 Improvement Plan:

### **Quality of teaching, learning and assessment**

<b>Objective 1</b>	1: Develop lead practitioners within the academy				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-Suitable lead practitioner candidates will be identified</li> <li>-Lead Practitioner candidates will apply to join the new cohort of LPs through 2017-18</li> <li>-Lead Practitioners will complete LP training</li> <li>-Plans will be made for Lead Practitioners to support schools within the Trust</li> </ul>				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
1.1: Identify potential Lead Practitioner (LP) candidates, discuss with them and arrange application	DM/MH	By 30.9.17	Interested teachers will apply to become LPs.		Lead Practitioners will be recommended for application.
1.2: Support staff in completion of their Lead Practitioner training (through release time, opportunity to visit other schools etc) as required.	DM/MH	By end of Summer Term	Staff will identify support needed. Leadership Team will implement. Feedback from staff to evaluate effectiveness.		Staff will complete their Lead Practitioner training and receive the relevant support to do so.
1.3: Lead Practitioners to lead CPD within the school to continue to develop the quality of teaching across the school	Lead Practitioners	Throughout the year	CPD pitched to the needs of the school. Feedback on effectiveness from staff.		Lead Practitioners will deliver CPD that will help develop the quality of teaching across the school.
1.4: Identify plans for LPs in school to support internally and across the Trust for the forthcoming academic year (2018-19)	DM/MH/LPs	By end of Summer Term	Plans to be shared with, and agreed by, Leadership Team and Lead Practitioners.		There will be a clear plan for LPs for the forthcoming academic year.
<b>Costs and budget headings</b>					
<b>Objective 2</b>	2: Introduce research foci for teaching staff to improve the quality of teaching and to introduce new and innovative pedagogy to raise standards				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-Staff will explore current educational research for considered application in school</li> <li>-Opportunities for completing research will be identified in school</li> <li>-Staff will complete research at school level</li> <li>-Findings of 'in house' research will lead to improved practice</li> </ul>				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>

2.1: Introduction to research session for staff outlining current research foci, the role of the research school etc and how research can be used to improve teaching and learning	Chris Dale	4.12.17	Feedback from staff. Key ideas around using and leading research shared with staff.		Staff will have an improved understanding of research and using it to improve standards.
2.2: Key areas of interest identified for staff to research.	DM	By end of Autumn Term	Staff to share key interests in research that will benefit the school.		Staff will have identified areas of research in which they are interested.
2.3: Staff complete research in pairs in to one of the agreed identified interests. Support offered by Chris Dale/Andy Samways and research reviewed at the end of the year academic year. Findings from research identified and incorporated, where possible, in to the approach to teaching and learning next year.	All teaching staff	By end of Summer Term	Research timeline created to monitor research projects.		Staff research will support approaches to teaching in the school to raise standards.
2.4: Staff will have access to educational research and a focus put on bringing evidence based practice in to school.	All teaching staff	Reviewed at end of Autumn, Spring and Summer Terms.	Sharing of research will be a regular feature of staff meetings throughout the year.		Staff will use existing research to inform their teaching.

<b>Costs and budget headings</b>	Cost of accessing research journals.
----------------------------------	--------------------------------------

<b>Objective 3</b>	3: To embed a high quality child led teaching approach in Year 1
--------------------	--

<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-All staff will be efficient in the child led approach to Year 1</li> <li>-All curriculum areas (including Maths Mastery) will be effectively adapted to suit the new approach</li> <li>-Pupil progress and achievement in Year 1 (including Phonics Screening) will at least meet expected targets</li> <li>-A clear plan for refinements will be created for 2018-19</li> </ul>
-------------------------	--

<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
3.1: Regular CPD (through weekly meetings) to be run for staff to develop and refine the approach throughout the autumn term.	KE	Throughout Autumn Review at end of Spring and Summer	Impact of CPD evaluated. Foci of CPD followed up in monitoring cycle.		The approach to Year 1 will be securely embedded by December and will continue to be refined throughout the rest of the year.
3.2: Create, and monitor, an action plan around the implementation of a new approach to Year 1, utilising quality assurance from lesson observations, monitoring and the Autumn Term Internal Review.	KE/CD	Plan created by October half term.	Plan reviewed with Leadership Team half termly.		Action plan will ensure that the approach to Year 1 is well embedded.

		Plan reviewed half termly.			
3.3: Staff to visit other schools in which a similar approach to Year 1 is used.	KE/DM	October/January	Staff to bring back best practice to share and apply in school.		Staff will acquire new ideas which are applicable to the new approach to Year 1.
3.4: Benchmark progress of last year Y1 pupils to compare and contrast progress from new approach to Year 1. Compare data termly. Gather pupil perceptions about the approach.	KE/DM/CD	Data collection termly. Pupil Perceptions termly.	Data shared with Y1/EYFS team regularly. Pupil Perceptions monitored and compared to highlight evidence of positive impact about learning in Year 1.		Benchmarking will highlight that Year 1 pupils are making good progress within the new approach.
3.5: Agree an approach to the teaching of Maths Mastery to fit the Year 1 approach. Trial throughout the first autumn half term and adapt accordingly to meet the needs of the pupils. Create a case study to share with other schools within the Trust.	KE/CD/DM	Review maths continually throughout the first Autumn Half Term.	Lessons reviewed regularly. Best practice carried forward and areas of development focused on to refine.		An approach to Maths Mastery will help children make good progress in Maths while suiting the new approach to Year 1 learning.
<b>Costs and budget headings</b>					

### **Leadership and Management**

<b>Objective 1</b>	1: To implement effective CPD to increase the amount of outstanding teaching within the academy (so that the majority is outstanding)
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-CPD offered will meet the needs and experience of staff</li> <li>-CPD offered will be focused around key priorities of the school</li> <li>-CPD will lead to a measurable improvement in the practice of staff</li> </ul>

<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
4.1: Identify strengths of teaching within the school and identify areas of focus required to improve teaching so that more is outstanding.	DM	After first round of lesson observations/following the Internal Review in November.	Strengths to be shared and discussed with the Leadership Team and Teaching Staff for agreement.		Key strengths and development areas identified. Key priorities carried across to the whole school CPD plan.
4.2: Create whole school CPD plan (including in class CPD wherever possible) to ensure staff receive relevant CPD to improve amount of outstanding teaching within the school.	DM	By October half term. Adapted after Internal Review if necessary.	Feedback from staff regarding their CPD. Monitor impact of CPD in classroom practice.		CPD opportunities will help to continue to improve quality of teaching by focusing on specific areas.
4.3: Organise a 'Teach Meet' with other schools to share best practice. Staff to bring back best ideas for use in the school to improve teaching.	DM	Spring Term	Feedback from staff sought on Teach Meet.		Staff will benefit from sharing, and receiving, ideas from fellow teachers both in and out of school.
4.4: Continued focus on best practice through activities such as 'teaching talk' element of staff meetings.	DM	Every week in staff meetings. PD Days throughout the year focusing on improving teaching and learning.	Log kept of key ideas, themes and discussions from teaching talk. This will be used as supporting evidence for the continued improvement of teaching.		Staff will continue to receive new ideas and debate teaching. This should lead to continued and sustained improvement in teaching.
4.5: Opportunity for staff to see outstanding practice with a member of the Senior Leadership Team (using links with local schools such as Kedington/Ditton Lodge and schools further afield such as Lyons Hall).	DM	Throughout Spring Term			Staff will develop an understanding of what makes outstanding teaching and will be able to apply it to their own teaching.
<b>Costs and budget headings</b>					
<b>Objective 2</b>	2:Develop knowledge organisers to support the new knowledge based curriculum implemented in January 2017				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-A consistent model for Knowledge Organisers will be created</li> <li>-An agreed approach of content, supported by secondary colleagues, will be used to create Knowledge Organisers</li> <li>-Knowledge organisers will be used in line with the school curriculum across the school and assessed accordingly</li> </ul>				

-Knowledge organisers will be used to support home learning					
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
5.1: Identify existing uses of, and approaches to, Knowledge Organisers in primary schools. A set of principles of effective knowledge organisers will be created to support the effective creation and implementation of Knowledge Organisers linking to our Core Curriculum.	DM	By end of September	Findings of their use shared with Leadership Team.		Principles will clarify for staff how Knowledge Organisers will be used to support our Core Curriculum.
5.2: Run CPD to equip staff with skills to create knowledge organisers linking to 'topics' within the curriculum	DM	By end of September	Monitor impact of CPD on staff as they create their knowledge organisers.		Staff will be able to create effective knowledge organisers linking to relevant curriculum topics.
5.3: Create and trial knowledge organisers linking to the school curriculum	DM/GW	By end of Autumn Term	Monitor and evaluate use of Knowledge Organisers when created and in use.		Clear strengths and developments will be evident and support us in further developing our creation, and use, of Knowledge Organisers.
5.4: Create an approach to home learning linking to the use of Knowledge Organisers. Introduce, trial and review the use of Knowledge Organisers for this approach.	DM/GW	By February Half Term	Share approach to home learning with staff and create a trial. Review when in use at end of Spring and Summer terms.		There will be a clear plan explaining how Knowledge Organisers will be used to support home learning. The trial will show how effective it is and provide ways in which to improve their use for this further.
5.5: Work with secondary colleagues to adapt Knowledge Organisers to ensure that they provide pupils with relevant knowledge required to access the secondary curriculum.	DM	During Autumn/Spring Term			Knowledge Organisers created in school will link to the curricula of the secondary schools our pupils attend in the future.
<b>Costs and budget headings</b>					

<b>Objective 3</b>	3: Embed bespoke CPD plan to improve the quality of support offered by Teaching Assistants across the academy				
<b>Success Criteria</b>	-CPD offered will meet the needs and experience of staff -CPD offered will be focused around key priorities of the school -CPD will lead to a measurable improvement in the practice of staff				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
6.1: Complete an audit of TA skills. Cross reference with areas identified in observations to create a training plan to develop the quality of teaching assistant support across the school.	MH	By October Half Term	TA training plan shared with Leadership Team for review before implementation.		There will be a clear picture of TA training priorities. A plan will ensure TA training priorities are fully supported.
6.2: Organise relevant TA training as per the plan. Run, at least monthly, TA training sessions to support development of whole school priorities in Teaching Assistant Support.	MH (TA training plan) MH/DM/KE - TA training sessions	TA Training organised as per plan by October Half Term. TA sessions throughout Autumn, Spring and Summer Term.	Feedback from TAs about training and impact of training looked for in future observations and monitoring.		Training will support TAs to develop their support and improve the quality of teaching and outcomes of pupils.
6.3: Compile feedback from TAs and create 'CPD Bulletins' for relevant training that TAs have received to widen the reciprocity of training.	MH/DM/TAs	As per training plan	Action completed as per training schedule.		Feedback from TAs will help to refine training. Bulletins will help TAs share their training with other colleagues to cascade knowledge to all TAs.
6.4: Review TA training by rerunning the audit of TA skills. Use the findings to evaluate the impact of the training received by TAs. Compile evidence of TA support from monitoring and measure against early in the year to evaluate the impact of CPD.	MH/DM	By end of Summer Term			Significant positive improvements will be clear in the responses in the audit. This will be agreed by evidence from observations and monitoring which will show improvement.
6.5: Use the findings of the TA audit to identify priorities of TA training and development for next year.	MH				Priorities for the next academic year will be identified.
<b>Costs and budget headings</b>					

**Personal Development, Wellbeing and Welfare**

<b>Objective 1</b>	1: Develop pupils' understanding of mental health and how to develop a healthy mind				
<b>Success Criteria</b>	-Pupils will have half termly opportunities to learn about mental health and wellbeing -Pupils will understand the importance of mental health and strategies for managing mental health -Pupils will be able to access support, through ELSA, to maintain emotional and mental health				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
7.1: Identify initiatives available to support mental health in school. Select which should be implemented at Coupals and create a plan for doing so.	AJ	Initiatives identified by end of October. Options selected for implementing by end of Autumn Term.	Initiatives shared with Leadership Team for decision on which to implement.		A range of activities will be identified for implementation to support pupils' mental health.
7.2: Plan created for half termly PSHE lesson focusing on age appropriate mental health teaching	AJ	Sessions taught each half term from Autumn 2nd Half Term onwards.	Feedback sought from pupils. Pupil perception surveys around mental health before and after sessions.		The plan will ensure that all pupils learn about how to manage their mental health.
7.3 Organise visitors to talk to pupils, through assemblies and class visits, to teach pupils about mental health (e.g. School Nurses, charities etc)	AJ	Dates organised by November. Various dates throughout the year.	Feedback from pupils following visits.		Pupils will, as a result of visitors, better understand their mental health and understand how to maintain it.
7.4 ELSA role to be established and linked to Performance Management cycle to support pupils across the school.	MH/SB	ELSA role fully established and in use by pupils by October Half Term.	Feedback from pupils, targets in PM reviewed and managed effectively.		The ELSA role will support pupils' mental and emotional well being.



7.5: Run Emotional Literacy Workshops for parents to help them understand ways in which they can support their children with their emotional literacy.	SB/DM	Summer Term	Feedback from parents sought to refine future workshops.	Parents will learn strategies for supporting their children's emotional wellbeing.
--	-------	-------------	--	--

**Costs and budget headings**

<b>Objective 2</b>	2: Improve attendance so that it exceeds national average
--------------------	---

<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-Attendance will be above national average</li> <li>-Support will be in place for pupils and families struggling with poor attendance</li> <li>-Persistent Absence will decrease</li> <li>-Pupils will take a pro active and leading role in their attendance</li> </ul>
-------------------------	---

<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
8.1: Identify key issues around attendance during 2016-17. Create attendance improvement plan around the identified issues.	DM/KE	By end of September. Review half termly.	Regular feedback to Leadership Team and governors around improvements in attendance.		Key issues will be used to identify priorities and strategies for improving attendance in 2017-18.
8.2: Run attendance workshops for parents whose children's attendance is flagged as a concern.	DM	One per term throughout Autumn, Spring and Summer Terms.	Measure impact on attendance of pupils whose parents attend drop in sessions.		Parents will be given advice to help improve their child's attendance.
8.3: Introduce weekly attendance awards to create high profile of the importance of attendance throughout the year. Feed in to wider half termly and termly attendance awards.	DM/MH/KE	Launch in September. Monitor weekly. Monitor also half termly and termly with large class awards.	Attendance monitored and shared with pupils throughout the year.		Attendance will be of a higher profile and children will engage in attendance awards, thus improving attendance.
8.4: Utilise support and expertise of external agencies to tackle persistent absentees.	DM	As necessary.			

**Costs and budget headings**

<b>Objective 3</b>	3: To further develop online safety across the school (from Reception) to ensure pupils are aware of, and safe with regards to, current online safety trends
--------------------	--

<b>Success Criteria</b>	-Pupils will engage with a range of online safety lessons and resources
-------------------------	---

<p>-Pupils will understand how to keep themselves safe online          -The school will be continually aware of online safety issues that arise and respond to them accordingly</p>					
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
9.1: Create a schedule of online safety lessons covering pupils from Reception to Year 6	DM	Sep 17	Schedule shared with staff and regular online safety lessons taught.		All classes will have age appropriate online safety lessons throughout the year.
9.2: Organise for NSPCC led sessions for pupils and parents around Online Safety	DM	Spring Term	Feedback from parents and pupils sought following session.		NSPCC visit will give children and parents advice on how to stay safe online and keep them updated on the most current risks around online safety.
9.3: Organise an online safety week in the Spring Term to promote the importance of online safety for pupils	DM	Spring Term	Feedback from week and pupil perceptions to gauge how much understanding of online safety has improved.		Pupils' understanding of online safety will increase following online safety week.
9.4: Organise visits from PCSO to talk to upper KS2 pupils about the importance of online safety	DM	SummerTerm			Pupils' understanding of online safety will increase following visits from the PCSO.
9.5: Create a panel of 'Online Safety Ambassadors' to lead Online Safety of pupils across the school (to run alongside School Council). Implement their role throughout the academic year.	DM	Sep 17	Monitored termly to evaluate the impact of the roles. Evaluations will lead to the adaptation and development of the role throughout the year.		Online Safety Ambassadors will lead online safety at Coupals and will help peers understand how to keep themselves safe online.
<b>Costs and budget headings</b>					
<b>Outcomes</b>					
<b>Objective 1</b>	1: To implement relevant strategic support to continue to exceed national expectations for GLD, KS1 and KS2 attainment				
<b>Success Criteria</b>	<p>-Effective strategies from 2016-17 will be identified          -Strategies (from Case Studies within the Trust) will be identified and incorporated in to school plans          -A plan for improving outcomes further will be implemented by October half term          -Outcomes across the school will exceed national expectations</p>				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Impact</b>
10.1: Identify effective strategies for achieving strong outcomes for GLD, KS1 and KS2 achievement from both within Coupals and across the Trust primaries. <b>This objective links clearly to Objective 1.1</b>	DM	By end of September	Findings shared with Leadership Team and staff		Effective strategies will be continued and new strategies, where they have been effective, will be implemented to improve outcomes.

10.2: Set clear targets for achievement for identified year groups. Monitor termly against projections and adapt plans accordingly to ensure targets are met.	DM	By start of Autumn Term	Targets shared with Leadership Team, Relevant Class Teachers and Governors.		Targets will provide a benchmark of achievement for the academic year.
10.3: Create an 'achievement and progress plan' to continue to improve pupils' outcomes throughout the academic year.	DM	By October Half Term	Reviewed Half Termly		The plan will identify strategies for improving outcomes of pupils across the school.
10.4: Regularly monitor progress and achievement of pupils in these year groups. Create a termly report, linking to Pupil Progress Meetings, outlining progress of key year groups and actions being taken to ensure improvements on last year. This report will be shared termly with governors to ensure it is challenged.	DM	Half Termly	Report shared with Leadership Team and Governors. Findings used to refine teaching and outcomes.		The report will identify key areas of focus and development and will inform governors in terms of how close the school is to meeting its targets.
10.5: Review outcomes at end of the academic year to identify impact of new strategies implemented.	DM/MH	July 2018	Findings shared with Leadership Team, Class Teachers and Governors.		Best practice will be identified to be carried forward to 2018-19.
<b>Costs and budget headings</b>					
<b>Objective 2</b>	2: Close the gap to increase the % of SEND/PP pupils reaching the age related expectations as a result of high quality teaching				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-Evidence Based Practice will be used to identify effective strategies for narrowing the gap between SEND/PP and non SEND/PP pupils</li> <li>-Teaching and Pupil Progress Meetings will place a specific focus on the achievement and progress of SEND/PP pupils</li> <li>-Strategies introduced to narrow the gap between disadvantaged pupils will be regularly reviewed and evaluated and best practice taken forward</li> <li>-SEND and PP pupils will achieve broadly in line with their peers across the school</li> </ul>				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Impact</b>
11.1: Benchmark, across all year groups, performance of disadvantaged (and non-disadvantaged) pupils. Identify year groups where the gap is	DM/AJ	By end of September	Overview of performance shared with Teaching Staff		Best practice will be shared and areas of specific required focus are identified.

narrow/has narrowed and identify where there is effective transferrable practice which can be used in other year groups.			and Governors.		
11.2: See 10.4	See 10.4	See 10.4	See 10.4		
11.3: Create a termly case study (linking to research through the Research School) identifying best practice in supporting and improving outcomes for disadvantaged pupils. Ideas shared with, and from, the Pupil Premium leaders meetings led by DM.	DM/AJ	December March July	Case studies shared with teaching staff and governing body (PP/SEND governors)		There will be, termly, examples of effective practice identified for improving outcomes for PP/SEND pupils which can be applied at Coups to raise standards.
11.4: Complete termly governor visits focused on improving SEND/PP (disadvantaged) pupil outcomes. Visits to focus on strategies and initiatives used to improve outcomes for disadvantaged pupils across the school.	DM/Elaine McManus/MichelleAndrews	October February June	Governor visits reports to be shared with FGB.		Governors will have an understanding of how the outcomes of disadvantaged pupils will improve since September.
11.5: Review disadvantaged pupils' outcomes across the school and evaluate impact of support implemented.	DM/AJ	July	Final evaluations to be shared with teaching staff and FGB.		A clear picture of the effectiveness of initiatives to improve disadvantaged pupil outcomes will be created to carry forward in to the next academic year.

<b>Costs and budget headings</b>					
<b>Objective 3</b>	3: To ensure that at least 75% of pupils are working at the age related expectation in Reading, Writing and Maths combined at the end of the academic year				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-Pupil Progress Meetings will highlight pupils not working at ARE and be used to implement support</li> <li>-Support implemented will be monitored for impact and evaluated and adapted to ensure maximum, continued impact</li> <li>-75% of pupils will be working at Age Related Expectation in Reading, Writing and Maths combined by July 2017</li> </ul>				

<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Impact</b>
12.1: Update the use of 'Risk Registers' to identify and reflect pupils who are concerns for combined achievement in RWM.	DM	By 11.9.17	Risk Registers will be reviewed monthly at Leadership		Risk Registers will identify when pupils are not on track to achieve ARE in RWM combined and support will be implemented in response.

			Team Meetings		
12.2: Create projections for each class, based on prior Key Stage results, for individual and combined achievement (RWM individually and combined).	DM	By 8.9.17			
12.3: Pupil Progress Meetings will place focus on pupils not working at ARE in RWM combined and implement support to close the attainment gap. Review support implemented at previous PPM to evaluate impact and refine for each forthcoming term.	DM/MH	Autumn Term Spring Term Summer Term	Pupil Progress Meeting information to be shared with FGB		Pupil Progress Meetings will support teachers, through implementation of support, to increase pupils working at ARE.
12.4: Explore approaches, interventions and support other Trust Wide (and beyond) schools have implemented to improve achievement.	DM	By October Half Term	Information shared with governors and Leadership Team.		Appropriate approaches or interventions can be adapted for use at Coups to support improving achievement.
12.5: Review data and evaluate the impact of strategies used to improve the achievement of pupils and the % of them working at ARE in RWM combined. Create a case study for next year showing the most effective practice to carry forward.	DM/MH	July 2018	Case Study shared with teachers, Leadership Team and FGB		There are a range of effective strategies identified for closing the achievement gap which can be used next year.

### **Premises Development**

<b>Objective 1</b>	Develop Forest School area to increase participation in it
<b>Success Criteria</b>	-The Forest School area will provide more opportunity for learning

<p>-More pupils will choose Forest School activities (e.g. during Enrichment)          -More staff will implement Forest School activities in their weekly plans</p>					
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
13.1: Plan a newly development Forest School area	CD/KE	By end of Autumn	Plan shared with staff before development work on the area begins		The plan will create a Forest School setting that will see more pupils engage with Forest School.
13.2: Source resources for new Forest School area and redevelop the site for use in April	CD/KE	By Feb half tmer			The Forest School area will be fully resourced.
13.3: Staff CPD session on Forest School and ideas for outdoor learning activities	CD/KE/Sarah Samways	March 2018	Staff feedback sought and opportunities for sharing planning and practice identified		Staff will be able to plan and deliver their own Forest School sessions.
13.4: Trial new Forest School activities in the newly developed Forest School area	All staff	April/May 2018			Trial will be provide feedback and ideas as to how to improve the quality of Forest School provision.
13.5: Review effectiveness of revised Forest School setting and activities with pupil perceptions, staff perception and drop in observations to settings	All staff	June 2018			Review will provide feedback on strengths and areas of Forest School to further develop.
<b>Costs and budget headings</b>					
<b>Objective 2</b>	2:Boiler replacement (ecological alternative)/solar investment				
<b>Success Criteria</b>	<p>-More energy efficient boiler will be chosen          -New boiler installed for use at the school</p>				
<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Impact</b>
14.1: Meet with Property Advisor to discuss options for boiler replacement and liaise with the Trust to arrange quotes for work.	DM	By end of Autumn Term			
14.2: Discuss funding with the Trust for boiler replacement	DM	By end of Autumn Term			

14.3: Arrange for replacement of boiler to be complete	DM	By end of Summer Term		
<b>Costs and budget headings</b>	Cost of replacement boiler for original school building – approx £150,000. Cost of Property Advisor within Core Package.			

### Trust Principles

<b>Objective 1</b>	1: Implement the Mini-Baccalaureate in Upper Key Stage 2					
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>-A clear model for the Min-Bacc, and how it will work at Coupals, will be agreed</li> <li>-The Mini-Bacc will be designed and linked to the Coupals curriculum</li> <li>-The Mini-Bacc will be launched in the Summer Term across KS2</li> </ul>					
	<b>Action (s)</b>	<b>Led by</b>	<b>Key dates</b>	<b>How monitored?</b>	<b>Progress update (Dec 2017)</b>	<b>Expected Impact</b>
	15.1: Identify existing ideas within the Trust around the Mini-Baccalaureate and share them with the Leadership Team	DM	By end of September	Feedback to Leadership Team		There will be a clear plan for how the Mini-Baccalaureate will work at Coupals.
	15.2: Create a plan for the Mini-Baccalaureate for Coupals that links to the Core Values and curriculum of the school	DM/MH/CH	By end of Autumn Term	Plans created to be shared with the teaching staff		
	15.3: Deliver CPD on the Mini-Baccalaureate to enable teachers to implement it within their classes	DM/MH/CH	1 <sup>st</sup> Spring Half Term	CPD delivered to staff, feedback sought and impact measured in future		Staff will understand how to implement the Mini-Baccalaureate in their own classes.
	15.4: Launch the Mini-Baccalaureate in classes across KS2 and review at the end of the term (for refinement in the following year)	Class Teachers	Summer Term/End of Summer Term review	Observations of work/activities for Mini-Bacc. Evaluations from staff and pupils.		Understanding of effectiveness of, and pupils' engagement with, the Mini-Baccalaureate will be clear and will help decide how to progress next year.
<b>Costs and budget headings</b>	Release time for CH – can be covered internally.					