

Achievement Unlocked Action Plan
(January 2016—January 2017)

Priority 1: Achievement							
Priority 1 Make use of Target Tracker system to measure and monitor pupil premium children and target vulnerable learners.	Success Criteria <ul style="list-style-type: none"> The progress and achievement of pupil premium children is clearly visible on target tracker. Class teachers, SLT and governors make use of this data to improve outcome for pupil premium children. Progress for pupil premium children is good or better. 						
	Evaluation Questions for Governing Body <ul style="list-style-type: none"> How many pupil premium children do we have? How many non-military pupil premium do we have? What was their prior attainment at KS1 like? How did it compare to their peers? What is their current attainment looking like? How does it compare to their peers? What is their current progress like? If a negative gap to their peers exists, are they closing it? Can we see this illustrated in graphs or tables please? 						
Priority	Planned Outcomes	Action	Lead	Milestone 1	Milestone 2	End of year Outcomes	Monitoring
1.1- Train staff to record data accurately so that outcomes for vulnerable groups are clearly visible on target tracker.	Teachers are confident and competent on how to enter data accurately on Target Tracker.	SLT to use staff meeting time to teach teachers how to enter data accurately. Where needed, 1:1 support provided for teachers. SLT monitor data visible on Target Tracker to ensure all teachers are continuing to keep entries up-to-date.	SLT	Staff meeting time gives all teachers the chance to learn how to enter data and ask any questions or concerns that they have.	Data is entered accurately, at regular intervals, by all teachers.	SLT are able to publish clear and accurate tables and graphs to illustrate pupil progress and attainment in the detail required.	SLT and link governor.
1.2- Teachers regularly use data to target individual or groups of children.	Teachers are confident and competent in exploiting the various options within Target Tracker to plot the progress and attainment of all the children they teach. They use this information on a regular basis to inform their planning and target	SLT to use staff meeting time to teach teachers how to access information in various ways on Target Tracker. Teachers bring their data to Pupil Progress Meetings and talk about it with confidence, showing the HT	HT & SENCO	SLT deliver staff meeting input to train teachers on how to produce various charts and graphs on Target Tracker.	Teachers are making use of data in various formats to inform them of current progress and attainment.	Effective use of Target Tracker data is evident at Pupil Progress Meetings.	HT & SENCO

	setting for individuals and groups.	and SENCO how they identified the individuals to target and the impact that it has had.					
1.3- Head teacher and governors to analyse data strategically and make necessary adjustments as required.	HT's Report to governors includes clear tables and graphs showing progress and attainment of children in school. The key messages in this data are discussed and appropriate strategic responses are agreed, which the HT and SLT will implement.	HT and SLT to present Target Tracker, and what it offers, to Governors. Agree the format in which governors would like to receive the data in each HT Report. HT to ensure this data is provided in each subsequent report. Governors to analyse the data, ask appropriate challenging questions and agree strategic responses to messages in the data when necessary.	HT & CoG	Governors have had the full potential of Target Tracker shown to them by 2x AHTs and HT. All have agreed what format data will be presented in, in future.	HT Reports to governors include data as agreed. This stimulates discussion and appropriate strategic decision making.	Governors are fully informed about the progress and attainment of children, as a whole school and key sub-groups. Governors can talk with confidence about what the key issues are and what their strategic response (and impact) has been.	CoG & HT

Monitoring and Evaluation Priority 1

Area for Improvement	Action Taken	Impact	Next Steps

Priority 2 Teaching and Learning

Priority 2

Increase the impact of TAs on the achievement of vulnerable learners.

Success Criteria

Teacher and TAs are deployed effectively. They work together in an effective manner.
 TAs have the knowledge and skills to work effectively with vulnerable learners.
 TAs add value to, and have increased impact on, the learning of vulnerable learners.
 Teachers and TAs share monitoring data and use it effectively.
 Progress of vulnerable learners is good or better.

Evaluation Questions for Governing Body

How do TAs support vulnerable learners?
 Are TAs suitably equipped to support vulnerable children effectively?
 What model of working together do the teacher and TA employ? How effective is this method of working?
 What progress have the pupils made during their work with the TA?
 How do the teacher and TA share and use monitoring data? What evidence is there of the effective use of monitoring data?
 How do the Teacher and TA evaluate the learning occurring during the TAs' work with vulnerable children?

Priority	Planned Outcomes	Action	Lead	Milestone 1	Milestone 2	End of year Outcomes	Monitoring
2.1	Up-skill TAs through targeted training to meet the specific needs of vulnerable learners.	TAs are well equipped to work with vulnerable children. They are knowledgeable about the needs of these children and are able to apply their knowledge to support the children's learning.	SLT	Identify training needs through training needs assessment.	Devise and deliver training activities.	All appropriate TAs have completed the training programme. TAs are using their knowledge to support the children's learning.	TA completion of training. TA application of training in practice.
2.2	Develop teachers' leadership in coordinating and planning the work of TAs to improve	Teachers and TAs work effectively together to improve the learning of vulnerable learners.	SLT	Agree the framework	TAs are involved in the planning and assessment of the learning of vulnerable learners.	Teachers are leading the work of TAs to improve the learning of vulnerable learners.	Teachers' leadership in coordinating and planning the work of TAs. TA involvement in planning and assessment

the learning of vulnerable learners		Teachers ensure TAs are clear about their role in supporting the learning of vulnerable learners.					of the learning of vulnerable children.
2.3 Involve TAs in monitoring the progress of vulnerable children	Better use of monitoring data to enable TAs to support the progress of vulnerable children.	Establish additional pupil progress meetings for teaching assistants to discuss the progress of vulnerable learners.	SLT	Agree a programme of regular monitoring meetings.	TAs and teachers implement the programme of meetings.	TA involvement in monitoring supports the progress of vulnerable children. Children are making good progress by the end of term 3.	Records of monitoring meetings. Use of monitoring data.

Monitoring and Evaluation Priority 2

Area for Improvement	Action Taken	Impact	Next Steps

Priority 3: Personal Development, Safety, Welfare

Priority 3

Ensure play times do not hinder learning of pupils in vulnerable groups.

Success Criteria

TAs and MSAs are trained to organise/monitor organised, appropriate playground games.
Morning break times and lunchtimes offer children more choices of organised activity, led by adults or Play Leaders.
Pupils in vulnerable groups are sort out and encouraged to take part.
Children who otherwise cause problems at playtime, which then adversely affects vulnerable learners, are encouraged to join in too.

Evaluation Questions for Governing Body

What activities are regularly organised at playtimes? How popular are they? Have recorded incidents of negative behaviour been reduced? What is the children's response to these changes?

Priority	Planned Outcomes	Action	Lead	Milestone 1	Milestone 2	End of year Outcomes	Monitoring
3.1 TAs & MSAs to provide constructive playground support to children from vulnerable groups	TAs and MSAs who cover playground duty are trained and confident in setting up and monitoring games which are constructive and appropriate. Children enjoy these games. Vulnerable learners take part and report less problems at playtime or lunchtime.	Identify training for TAs & MSAs. Select individuals to attend training then return to school and cascade that knowledge to the rest of the team. School buys necessary resources for playground games. A variety of constructive games are organised every day which are popular and well supported by children.	AHT	Key TAs and MSAs attend training and then cascade knowledge back Necessary resources are purchased.	Children engage daily with well organised and constructive playground games. Incidents of negative behaviour reduce. Vulnerable learners report that they enjoy playtimes and return to class in a good frame of mind for learning.	Vulnerable learners report that playtimes are more enjoyable and problems do not 'follow them back to class.'	HT and named governor.
3.2 Run a year 6 'play leaders' group that targets children in vulnerable groups.	Trained volunteers from Year 6 are leading organised games at playtimes. Vulnerable learners in Year 6 are empowered by being a volunteer. Vulnerable learners in Y3-5 enjoy taking part in the activities organised.	Appropriate Y6 volunteers identified and trained. Y6 Play Leaders work on a rota basis to deliver organised games on the playground. TAs and MSAs monitor and support. Vulnerable learners are supported and encouraged by staff to participate.	PE Teacher	Y6 Volunteers are trained and resources have been delivered.	A weekly carousel of activities is being consistently delivered by Y6 children. Vulnerable learners are participating.	Pupil survey shows that the Play Leader games are popular.	PE Teacher and named governor.

Monitoring and Evaluation Priority 3

Area for Improvement	Action Taken	Impact	Next Steps

Priority 4: Leadership and Management.

Priority 4
Improve home school communication and collaborative working for families of vulnerable learners.

Success Criteria

- Parents are aware of the numeracy calculations used within school.
- Parents are aware of the meaning of the GPS term laid out in the new national curriculum and taught in school.
- Parents are in a position to be able to help their children at home.
- Parental opinion is understood within school.
- Parents and teachers work closely together for the benefit of the children.

Evaluation Questions for Governing Body (some to be answered through Learning Walks)

- How is parental opinion canvased within school?
- How it parental opinion used within school?
- How do parents make their views clear to the school?
- How are parents made aware of numeracy methods used in school?
- How are parents made aware of GPS terminology used in school?
- How are parents equipped to help their children?
- How are parents made aware of areas their children struggle with?

Priority	Planned Outcomes	Action	Lead	Milestone 1	Milestone 2	End of year Outcomes	Monitoring
4.1	Run numeracy information sessions for parents with individual invites to	Parents understand fully the methods taught in school so that they can help their children at home with homework etc.	Maths leader to devise a calculation policy. Maths leader to arrange a numeracy information session for parents.	SLT + numeracy leader	Calculation policy to be written and shared with all staff.	Numeracy information session to be run for parents.	Parents to be better equipped to help their children at home with maths.

parents of vulnerable learners.		<p>Maths leader to run a numeracy information session for parents.</p> <p>Calculation policy to be adapted so it is 'parents friendly' and be sent home (particularly to parents who could not attend the session).</p>			Parent friendly calculation policy to be sent home for parents.		
4.2 Run literacy (specifically GPS) information sessions for parents with individual invites to parents of vulnerable learners.	Parents understand the terminology taught in school with reference to the GPS test and they can help children with their homework etc.	<p>Literacy leader to arrange a GPS information session for parents.</p> <p>Literacy leader to run a GPS information evening for parents.</p> <p>GPS terminology fact sheet to be devised and sent home to parents who could not attend the information evening.</p>	SLT + literacy leader	GPS terminology from the national curriculum to be written into a parent booklet.	<p>GPS information evening to be run for parents.</p> <p>Parent friendly booklet to be sent home for parents.</p>	Parents to be better equipped to help their children at home with GPS.	
4.3 Set up home learning bags for vulnerable learners.	Parents able to help their children at home in areas in which they struggle.	<p>Visit school (Selby CPS?) to look at how they use home learning bags.</p> <p>Audit the areas that would be best suited to target at home.</p> <p>Make home learning bags that target certain areas. (see if the curiosity kits already in school can be used alongside this project).</p> <p>Run a launch event for the home learning bags.</p> <p>Send bags home with children to use at home.</p>	SLT + SENCo	<p>SENCo to visit Selby (tbc) to discuss home learning bags.</p> <p>SENCo to audit the needs with in school.</p>	<p>SENCo to set up home learning bags.</p> <p>SENCo to launch home learning bags and begin their use within school and at home.</p>	Parents are able to help their children with areas they struggle with at home.	
4.4 Introduce SE+ to audit and assess how well we work with parents of vulnerable learners,	The school to be aware of parental opinion and make adjustments as necessary.	<p>Set up SE+ within school.</p> <p>Send parental questionnaires home. Look into a way that the questionnaires remain anonymous but certain groups can be determined in results. (eg coloured paper for different groups)</p> <p>Generate results of questionnaires.</p> <p>Devise an action plan based on results.</p>	SLT	Questionnaires to be sent home to all parents.	Responses processed and results acted upon.	The school is fully aware of parental opinion and can make adjustments as necessary.	

		Set up a system which means questionnaires are filled in regularly.					
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Monitoring and Evaluation Priority 4

Area for Improvement	Action Taken	Impact	Next Steps