

East Ardsley Primary Academy School Development Plan 2025-26

East Ardsley Primary Academy Key Priorities:

- 1. Improving outcomes in writing until 75% of each year group meet ARE;**
- 2. Increasing percentage of children reaching greater depth in maths until it is 25% of each year group;**
- 3. Narrow gap in attainment for those children with pupil premium funding in reading, writing and mathematics.**
- 4. Ensuring our approach to assessment is fully developed and implemented in all subjects.**

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Priority 1: 75%+ of children in every year group to meet ARE in writing by the end of Year 1 and in every subsequent year group.

Action required	Led by	Timescale/ Milestone	Evidence	Key Performance Indicator (Quantifiable)
<p>The Write Stuff: Creation of overview to incorporate full NC objectives and coverage of all aspects of writing.</p> <p>Identify where The Write Stuff is not being used for some non-fiction and poetry work.</p> <p>Plan overview to show full writing curriculum across the year – fit to school calendar.</p> <p>Systematic implementation of Spelling Shed: Embed use of both Spelling Shed teaching lesson and children practising using Spelling Shed</p> <p>Fit Spelling Overview with the actual school calendar to ensure full coverage across the year.</p> <p>Identify those children who need different spellings put on for them to access and practice at home.</p> <p>Use of Non-negotiables created by English Network.</p> <p>SPaG teaching sessions: Use of Flashback 4 intro to every English Lesson.</p> <p>Use of Non-negotiables created by English Network.</p> <p>Focus of pupil Progress Meetings to be on those 'target' children who are not meeting ARE in writing.</p>	SB	<p>Modified planning adopted from September 2024</p> <p>Monitoring and feedback half-termly for all teachers</p> <p>Feedback through moderation activities</p>	<p>Half-termly work scrutiny by SLT</p> <p>Pupil Progress Meeting x2 per year.</p> <p>Termly moderation events – one in school and one MAT</p>	<p>Outcomes in writing are at least in line with national averages at the end of KS1 and KS2.</p> <p>75%+ of each co-hort meets ARE in writing.</p> <p>20%+ of each co-hort are on track to attain GDS at the end of Key Stage 1 and Key Stage 2.</p>

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Autumn Review Strengths: Areas for Development:
Spring Review Strengths: Areas for Development:
Summer Review Strengths: Areas for Development:

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Priority 2: 25% of each year group reach greater depth in mathematics.				
Action required	Led by	Timescale/ Milestone	Evidence	Key Performance Indicator (Quantifiable)
<p>Maintain high quality and consistent teaching of mathematics using Power Maths: Areas the children find challenging are revisited in line with the additional planning days allowed for within the White Rose Maths Hub planning.</p> <p>Areas the children find challenging are regularly revisited and revised to ensure children understand and have additional support as needed.</p> <p>Interventions in place and happening regularly.</p> <p>Target Children to include those on track to be greater depth: Teachers to identify those children on track to be greater depth and to offer additional opportunities in the lesson to deepen their understanding and challenge themselves.</p> <p>Focus of Pupil Progress Meetings to be on those 'target' children who are not meeting ARE in mathematics.</p> <p>Assessment Lead to scrutinise test data and teacher assessment to identify children who should be on track for greater depth.</p>	TH LW	<p>Monitoring and feedback half-termly for teachers.</p> <p>CPD sessions on how to offer additional challenge to children who are on track to meet greater depth.</p>	<p>Half-termly work scrutiny by SLT</p> <p>Pupil Progress Meeting x2 per year.</p>	<p>Outcomes in writing are at least in line with national averages at the end of KS1 and KS2.</p> <p>75%+ of each co-hort meets ARE in mathematics.</p> <p>25%+ of each co-hort are on track to attain GDS at the end of Key Stage 1 and Key Stage 2.</p>
Autumn Review Strengths: Areas for Development:				
Spring Review Strengths: Areas for Development:				

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Summer Review

Strengths:

Areas for Development:

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Priority 3: Support teachers in meeting all the teaching standards in full to raise the quality of teaching and learning across school so that high quality teaching has maximum impact on outcomes in reading, writing and mathematics for children with pupil premium funding.

Action required	Led by	Timescale/ Milestone	Evidence	Key Performance Indicator (Quantifiable)
<p>Focus of all work to be on children with pupil premium funding and those with additional needs.</p> <p>Use DfE template to shape the plan for supporting our children with pupil premium funding and strategies from EEF to ensure research based approach.</p> <p>Identify and apply to be a part of EEF research projects as appropriate.</p> <p>Baseline starting position for every child with pp funding in school and set up termly tracking system.</p> <p>Interventions and support to prioritise children with pp funding.</p> <p>Assemblies Programme of assemblies to address all the key skills we know disadvantaged children struggle with.</p> <p>Attendance Implement new attendance procedures to improve attendance of those children with pupil premium funding specifically.</p> <p>Introduce new Parental Engagement policy to improve relationships with parents to impact on attendance.</p> <p>Cultural Capital</p>	<p>Emu CL JE KW GS</p>	<p>Termly review of data starting with end of summer term 2023</p> <p>Tracking children with pp funding at end of each assessment point</p> <p>Tracking impact of interventions at end of each implementation: benchmarking exercise at start and assessment at end.</p> <p>Monitoring attendance weekly to react as soon as possible to any patterns of poor attendance.</p>	<p>Regular monitoring by Leadership Team of quality of teaching across school.</p> <p>Termly pupil progress meetings to focus on attainment and progress of children with pupil premium funding.</p> <p>Interventions have entry and exit data to measure impact.</p> <p>Analysis of AR data, assessment data, Bsquared and dynamo as appropriate.</p> <p>Children talk confidently of ways that they have managed to overcome challenge and refer to the strategies they use to support them when they are finding things challenging.</p> <p>Mindfulness activities are a routine part of every day in school.</p> <p>Tracking uptake of parental engagement activities.</p>	<p>Teachers pay particular attention to the children with pupil premium funding and ensure they employ relevant strategies to accelerate their progress.</p> <p>Progress for children with pupil premium funding exceeds that of children without pupil premium funding in reading, mathematics and writing.</p> <p>Due consideration is given to all children by focusing on those children known to be most adversely affected by change in school.</p> <p>Gap closes in all co-horts between children with pp funding and those without in reading, writing and mathematics.</p> <p>Resilience is seen to improve in children with pp funding.</p> <p>Incidents of HIRS involving children with pp funding decrease.</p>

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<p>Ensuring our local community is reflected in our school and the way we recognise and manage 'difference'.</p> <p>Develop and implement a plan to tackle and challenge prejudice at all levels throughout school.</p> <p>Implement the Leodis Pledge across the MAT. Support initiatives and ensure we are a part of all the requisite strategies, events and activities.</p> <p>Assemblies planned to address and respond to incidents and issued identified within the local community and/or school.</p> <p>Parental Engagement Teachers to meet with parents of disadvantaged children to identify needs and put together a plan for support with any child where attainment is below ARE and/or attendance is below 95%</p>				<p>Children with pp funding talk confidently about other religions, cultures and view points.</p>
<p>Autumn Review Strengths: Children with pp funding make good progress. Areas for Development: Attendance is a particular issue for our children with pp funding.</p>				
<p>Spring Review Strengths: Highly successful Review Day, showing teaching to be good in school. Areas for Development: Giving parents the tools to help them support their children in their resilience and attitude to learning.</p>				
<p>Summer Review Strengths: Areas for Development:</p>				

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Priority 4: Implement a consistent approach to assessment in foundation subjects.				
Action required	Led by	Timescale/Milestone	Evidence	Key Performance Indicator (Quantifiable)
<p>Agree assessment system for all foundation subjects using Carousel.</p> <p>Additional CPD on using Carousel.</p> <p>Use Carousel to track how well children are attaining in foundation subjects.</p>	<p>LW</p> <p>Subject Leads</p>	<p>By end of term 1 – baseline position agreed.</p> <p>By end of term 2 – system for moving forward agreed.</p> <p>By end of term 3 – all assessment in all subjects aligned and used consistently in school.</p>	<p>Monitoring of Carousel.</p> <p>Carousel in in place and used to support assessment across school.</p>	<p>Quality of teaching and learning remains consistently high in all subjects.</p> <p>Books show that appropriate evidence is gathered and used to support accurate teacher assessment.</p> <p>Carousel shows that children are making good progress in all foundation subjects.</p>
Autumn Review Strengths: Areas for Development:				
Spring Review Strengths: Areas for Development:				
Summer Review Strengths: Areas for Development				