



St Peter and St Paul Catholic Primary Academy
Academy Development Plan 2018 -2020

School context					
Number of pupils on roll	216	Number of pupils eligible for pupil premium	46%	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	15.74%
Overall Attendance (2018)	96%	Persistent Absence	8.41%	Ofsted Section 48	Good EYFS – Outstanding Good
Key Ofsted actions from last report	<p>Increase the rates of pupils’ progress further still across year groups and subjects by providing pupils, including the most able, with learning opportunities that challenge their thinking to deepen their learning.</p> <p>Improve attendance, particularly for those pupils who are eligible for free school meals and those who have special educational needs and/or disabilities, so that it is in line with the national average.</p>				
Key areas to develop	<p>Embedded high achievement and progress outcomes in Reading</p> <p>Improve Attendance and Punctuality</p> <p>Computing Curriculum</p> <p>Increased number of pupils working at Greater Depth</p> <p>Pupil Progress across all year groups</p>				
Key areas of staff development	<p>Executive Leadership – leadership development, NPQSL – leadership development, Ofsted update, leadership development, EYFS – knowledge development, Level 3 Safeguarding – Academy safeguarding</p>				
Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)	<p>£ 165,318, £57,812, (75,041)</p>				
Key performance indicators for the next 3 years	<p>Consistent progress and achievement scores at the end of Key Stage 2</p>				



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Objectives for [2018 -2020]	
Objective 1	To close the attainment gap between Disadvantaged and All in all subjects
Objective 2	All pupils, regardless of group, make attainment and progress in line with their comparator.
Objective 3	To improve attendance so it is line with the national average.
Objective 4	To develop opportunities for pupils to plan and lead collective worship throughout the Academy.



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Objective 1		To close the attainment gap between Disadvantaged and All in all subjects. (To be read in conjunction with the PPG development plan related to spend)				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	RAG/SEF
Identification of a PPG Champion to ensure gaps are closed. Rigorous and robust monitoring on an individual level.	Identification prior to the end of summer term 2018. Monitoring in place from beginning of September 2018	RH/JS	Leadership time to be deployed.	KE/RH -Gap analysis carried out on a half termly basis, linked to whole Academy assessment and pupils progress. RH -Pupil conferencing on a termly basis.	Clear identification of role. Barriers to learning identified and bespoke actions in place. Gap analysis used successfully to reduce gaps.	The appointment of a Pupil Premium Champion to ensure all monitoring in regular, rigorous and robust and that value for money is achieved.
Interventions both bespoke to individual pupil and support within class.	Interventions to be place. Interventions reviewed half termly to ensure progress is being made and value for money.	RH/JS	Leadership time to be deployed.	RH -Interventions analysed half termly.	The attainment gap diminishes as the pupils progress through the Academy. Value for money is maximized.	All pupils to achieve in a similar manner and for the pupils eligible for free school meals to achieve in line with their peers



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Objective 2		All pupils, regardless of group, make attainment and progress in line with their comparator.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	RAG/SEF
Clear identification of all groups and their comparator for each year groups. Variations are clearly identified and targeted.	End of year analysis in preparation for the next academic year. Termly data drops throughout the academic year for all year groups.	KE/JS	Leadership time to be deployed. Release time for pupil progress meetings (to be covered in house where possible)	JS -Half termly pupil progress. RH -Pupil Premium Grant analysis half termly. Link to PPG Champion.	Clear identification from the end of year data, ASP and the IDSR. Differentiated learning activities and challenge underpin quality first teaching.	Increase the rates of pupils' progress further still across year groups and subjects by providing pupils, including the most able, with learning opportunities that challenge their thinking to deepen their learning
Learning opportunities that	Creative Schools throughout	DN/JS	£1000 including training and cover.	DN -Pupil surveys to indicate the level	Closing the knowledge and	To include within teaching a



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<p>challenge thinking and deepen learning.</p>	<p>2017/2018 Throughout 2018/2019 linked to NPQSL</p>		<p>£500 resources</p>	<p>of engagement. DN- Termly staff meetings to ensure staff knowledge, support for planning and assessment. JS-Sharing good practice within the Academy and across the Umbrella Trust. All staff - Knowledge and exposure gaps to be clearly identified at pupil progress.</p>	<p>exposure gap between pupils. Increase in known vocabulary and its application in writing. An increase in progress from their prior attainment. All pupils, regardless of group, to make at least expected progress consistently all year groups. An increase of 5% in pupils obtaining greater depth in Reading and Writing.</p>	<p>structured questioning period that facilitates the systematic checking of the understanding across a wider range of topics The provision of a wider range of learning opportunities that challenge thinking and deepen learning, these to include a n educational visit to France. Pupils to ask more questions in lessons and take more initiative To encourage the Umbrella Trust to further engage with St Peter and St Paul in order for us to share our good practice.</p>
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Objective 3		To improve attendance of pupils eligible for pupil premium grant, free school meals and those with SEND, either combined or stand alone, so it is line with the national average.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	RAG/SEF
<p>Focused support on the tracking of attendance and punctuality.</p>	Ongoing	TB/JS	£10,000	<p>TB- Daily analysis of pupil absence. Reporting half termly to Governors.</p> <p>TB -Reporting pupil absence to Educational welfare for Local Authority action.</p> <p>JS/TB-Parental meetings and letters are monitored monthly to ensure improvements are sustained.</p> <p>TB -Reward systems analysed half termly to ensure they remain effective.</p> <p>Additional resources such as the collection of pupils, especially those in the defined groups are used</p>	<p>Attendance for the above groups is improved and sustained.</p> <p>All absence is robustly reported and acted upon.</p>	<p>Although attendance is improving due to rigorous follow up of absence, attendance remains a key focus</p>



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				effectively.		
Cumulative analysis of attendance data.	Ongoing	TB/JS		<p>All figures are produced half termly. Analyse is used to develop further strategies to improve attendance. Education Welfare - Termly reports to Education Welfare of persistent absence for possible action.</p>	<p>All absence is robustly reported and acted upon. Interventions are in place and specific to the needs of the pupil.</p>	<p>Improving the attendance of pupils with SEND from a baseline of 94% to 96% Improving the attendance of pupils with a EHCP from a baseline of 94% to 96% Improving the attendance of pupils eligible for Free School Meals from a baseline of 94.5% to 96% Improving the attendance of pupils eligible for the Pupil Premium Grant from a baseline of 95% to 96% Improve persistent absence from a base line of 8.41% to 7%</p>



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Objective 4						
To develop opportunities for pupils to plan and lead collective worship throughout the Academy. (To be read in conjunction with the RE ADP)						
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	RAG/SEF
To further embed the prayer books, which link with home, to develop liturgical prayer that can be used within collective worship.	Ongoing with a focus in the Autumn term to raise the profile. Prayers to be used in class collective worship from the beginning of 2018/2019. Whole Academy prayer book to be created by the end of the Spring term 2019.	EM/JS	£100	Education Commission – as part of the RE termly visits and monitoring of standards. Foundation Governor – as part of the termly RE Governor monitoring visits. EM- as part of the RE monitoring schedule.	Increase in the profile of pupil led liturgy. Increase in profile of liturgy through home activities. Including the use of prayers from home used in Liturgy.	
Introduce class prayer leaders.	Autumn term 2018.	EM/JS	General resources	Clergy – to monitor during their visits. Class teachers – to monitor the commitment and confidence of pupils and liaise with EM to ensure all pupils have sufficient	Pupils to lead daily prayers, monitoring of the prayer focus table and engage with other adults who lead Liturgy. Pupils have the confidence to lead their peers in	Pupils to ask more questions in lessons and take more initiative



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				knowledge and understanding of this key role. EM- as part of the RE monitoring schedule.	worship.	
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