



working together, inspiring excellence

Aspire Improvement Plan 2018



Aspiration Spirit Passion Integrity Resilience Excellence

[Aspire Improvement Plan for 2018-19](#)

Welcome to the Aspire Improvement Plan for 2018-2019.

This plan builds on and extends previous achievements and success across the Trust. Using an integrated approach, including data analysis, self-evaluation procedures, a deep knowledge of all our academies and an alertness to local and national drivers for growth and change, we have identified key areas for development for 2018-19.

The Aspire Academy Trust understands that improvement is never a static concept: it is ever evolving and our constant drive for higher standards demands ambition, flexibility, creativity and innovation.

Our **core purpose** is to ensure our children achieve extraordinary outcomes and to provide them with a truly outstanding world class education recognised at a local, national and international level. We expect all our academies to be, or become, outstanding and remain so always.

We are driven by **our vision** of '**working together -inspiring excellence** ', with collaboration and teamwork at the centre of our work- recognising each academy can achieve excellence better together, that it can alone.

Therefore, we remain in a constant state of 'restlessness', continually ambitious and always striving to improve.

In 2017 we accelerated the pace of improvement to ensure all our academies delivered the very best education for their children and we successfully ensured an **uplift** in tangible educational outcomes across the Trust.

In 2018 our key objectives will be to 'add value' to every aspect of the work of the Trust. We will **add value** through:

- Prioritising strong and effective leadership at all levels of the organisation to add value, every day, to every child's education and learning journey
- Building on previous success, extending our influence and contributing to a wider local and national educational landscape as drivers of innovative change.
- Always striving to deliver the very best world class education.

- Ensuring every individual can and does influence and lead improvement.
- Using the finite resources of the Trust wisely to ensure the greatest possible economies and equality of opportunity for all children regardless of which Academy they attend.

The purpose of this document is to

- Inform, share and define a strong and transparent strategic direction for all stakeholders that moves the **vision** and **core purpose** of the Aspire Academy Trust seamlessly into implementation and then impact, ensuring outstanding outcomes for pupils.
- Provide a clear framework of key priorities that sets out the objectives of the **Board of Trustees** and ensures that all members of the Aspire Trust have confidence in and ownership of the strategic direction and improvement journey of the Trust.
- These key priorities have been chosen following robust self -evaluation procedures, data analysis, monitoring activities and the identified needs of individual academies. The Aspire Academy Trust continues its work of continuous improvement with a **much wider offer beyond** the objectives set out in this document but all of which **align** to the strategic direction of the Trust. For example, we continue to drive forwards with the Health and Well-being program, the School Improvement Program, the Free School for Newquay and the SEN College, safeguarding, SEND, cross – Trust curriculum projects and the Core Service teams growth.



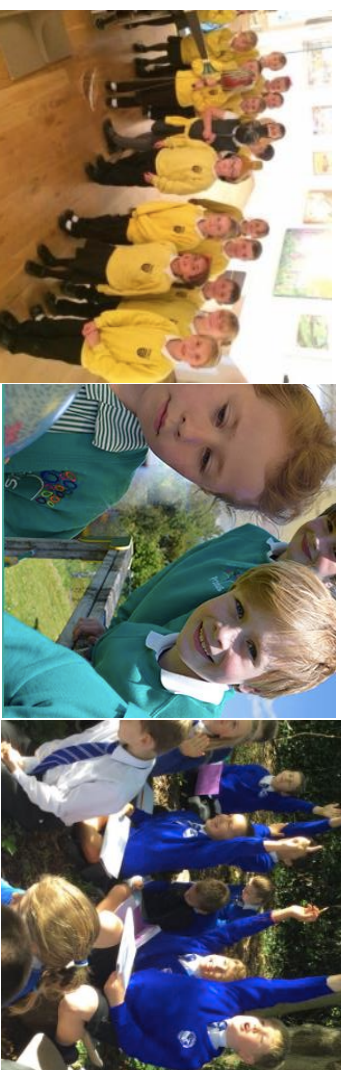
[Strategic Summary of priorities for 2018:](#)

Identified Priority	How will this add value?
<p>1. Achieve extraordinary outcomes for all pupils</p> <p>KPIs:</p> <ul style="list-style-type: none"> • All children are making expected progress • The number of children making above expected progress is above the national figures. <p>Particularly in: Mathematics and Grammar Punctuation and Spelling</p>	<p>This is our core purpose and is integral to everything we do.</p> <p>Building on the success of 2017 we will continue our drive to develop a mastery approach to all our teaching and to specifically raise standards in mathematics for higher attaining girls. We will set our performance targets for mathematics in the top 20% nationally.</p> <p>We need to improve on our performance for Grammar, Punctuation and Spelling for all pupils. We will raise our expectation and set our performance targets for GPS to be in the top 20% nationally.</p>
<p>2. Supporting pupil's mental health and well being</p> <p>SEMH SRE/PHSE Mental Health</p>	<p>Research tells us that children with better emotional wellbeing make more progress and have higher levels of educational achievement. Key objectives will focus on:</p> <ul style="list-style-type: none"> Promoting mental health and well-being Emotional literacy Specialist therapeutic provision- Music/art therapy Trauma Informed Schools Identifying specific mental health needs and providing support Social mobility Resilience

<p>3. Drive leadership at all levels through professional networks.</p>	<p>We believe that when teaching is excellent, and leadership inspiring and distributed well, children will achieve extraordinary outcomes. We will drive change and improvement into the heart of every academy through distributed leadership that gives real energy and momentum to teams of people working together to achieve excellence. We will be fearless in introducing change wherever it is necessary, and fearless of innovation and innovative thinking.</p> <p>We will continue to nurture and strengthen our professional networks at all levels across the trust. Aspire academies will continue to develop a strong commitment to each other – working together – to inspire excellence, grow and improve, whilst simultaneously providing stability and fellowship in a rapidly changing educational landscape. These networks will both instigate and sustain positive change in our fast-growing Trust and add value to everything we do.</p> <p>There will be a clear pathway of leadership through Aspire, based on building up experience, skills and knowledge and developing core leadership attributes. This progression will be linked to the national qualifications that recognise system leadership.</p>
<p>4. Provide a world class education: The Aspire Charter of Excellence</p>	<p>As its core purpose, the Trust has an unrelenting drive for achieving extraordinary outcomes for children. We want to ensure that the pursuit of excellence is built into every aspect of our work and is part of everything we do and aspirations and expectations for all pupils are <u>universally ambitious</u> in all academies in the Trust.</p> <p>The Aspire Charter of Excellence provides a quality framework for self-evaluation, built around a culture of continuous improvement and high aspirations. It will give the Trust a <u>constancy of purpose</u> and quality and ensure our schools are not dependent on external inspection to validate excellence.</p>

	<p>It will ensure our outstanding academies are constantly challenged to improve and add value to their success.</p>
<p>5. Provide a world class education- The Aspire Standards of Excellence</p>	<p>We are relentless in our pursuit of improvement and we will provide a shared platform for the articulation of Trust wide expectations for excellence and ambition. We will use ICT to showcase educational excellence using an aligned language and practical examples of best practice. Our networks and academies will use this unique and invaluable dynamic resource to further bond them together, drive standards up, and to further implement, in very practical ways, our principles of leadership at every level,</p> <p>The shared language, shared outstanding teaching and learning practice and examples of outstanding pupils work will form a wide evidence base which facilitates conversations about excellence at every level across the Trust.</p> <p>Leaders at every level will have the expertise and tools to lead constructive conversations and reflect on the effectiveness and impact of outstanding teaching and learning. All staff gain skills and confidence through deliberate exposure to outstanding practice and all staff have a collective ambition for ensuring extraordinary outcomes for children.</p>
<p>6. Review the effectiveness of Governance</p>	<p>This involves effective co-construction between the Board, Hub Councils, Core Services and individual academies to ensure a strong sense of collective responsibility. The aim is to ensure that Trustees, Directors, all staff, Hub Councils and their members share an aligned vision and language and adds value.</p> <p>It will involve:</p> <ul style="list-style-type: none"> Review and reform local level governance Trustee - skills audit for the board. Peer review Alignment and clarification of roles The development of the Governance Officer's role and responsibilities. The monitoring and analysis of Hub Council effectiveness

<p>7. Building capacity for improvement – Aspire Teaching Trust</p>	<p>The Teaching Trust focuses on improving the Trusts capacity to develop effective new teachers and leaders, provide impactful school to school improvement and to embed a culture of evidence-based learning and development.</p> <p>The Teaching Trust will be grown in influence and embedded in all Trust practice – this will ensure that we are constantly involved in developing and learning about pedagogy and what works, that we use external evidence and research intelligently and change practice based on a truly self-evaluating system.</p>
<p>8. We will work together to inspire excellence through continued investment in our people.</p>	<p>Aspire recognises that its people are its most important resource and the key to success. Investment in our workforce well-being and clarification of roles and responsibilities are essential.</p> <p>We will ensure that Aspire staff are recognised and rewarded for the work they do, which in turn effectively impacts on outstanding pupil outcomes. A full review of Terms and Conditions, and job descriptions, will be completed.</p> <p>New contracts will be modelled, and discussed with staff, with the intention of creating a system that fits modern practices and challenges.</p>
<p>9. improve social mobility – close the word gap in Early Years, close the disadvantaged attainment gap.</p>	<p>Aspire welcomes the Government’s creation of an action plan for improving social mobility through education.</p> <p>We support the documents ambitions to ensure all children have access to high quality teaching and learning, regardless of where they live.</p> <p>This is both a National and RSC-SW priority</p>



Aspire Improvement Plan – strategic actions January 2018-January 2019

What do we need to do?	Why are we doing this?	How are we going to do this? Who will be involved?	How will this add value? What is the intended outcome?
<p>1. Achieve extraordinary pupil outcomes</p> <p>KPIs:</p> <ul style="list-style-type: none"> All children are making expected progress The number of children making above expected progress is 	<p>We understand that improvement is never a static concept: it is ever evolving and our constant drive for higher standards demands constant ambition and an unwavering culture of improvement.</p>	<p>Key Actions to include</p> <ul style="list-style-type: none"> Ensure that leadership of teaching and learning is prioritised as the most important improvement activity in our academies. We firmly believe that good teaching produces good outcomes for children. Ensure that Data collection cycles/ CPD/ Performance Management procedures are all consistent across the Trust and are structured to 	<p>Leaders have a deep understanding of the performance of different groups of pupils across its schools and a differentiated approach to meeting the needs of all pupils and schools</p> <p>Aspirations and expectations for all pupils are universally ambitious in all Aspire schools and this is systematically reinforced by leaders at all levels.</p>

<p>above the national figures.</p>		<p>enable/inform timely conversations about quality and improvement which lead to impact on improved pupil outcomes.</p> <ul style="list-style-type: none"> • Data is shared widely across the MAT and informs a regular, honest, action-focused conversations with leaders at all levels. • Quickly diagnose the needs of new joiners and provide support needed • Continue to ensure performance and progress for each academy and the Trust as a whole is specifically benchmarked against schools/MATs with similar characteristics nationally <p>Who will be involved in leading the delivery and evaluation of this priority? Academy Improvement Group (AIG) Executive Team and SHoS/HoS</p>	<p>A coherent strategy is effectively leading to appropriate and timely actions, ensuring all pupils make consistently good progress and in particular ensuring there are no gaps in attainment or progress for disadvantaged pupils.</p> <p>The purpose of both formative and summative assessment is understood across the Trust and aligned to the vision, curriculum and age-related expectations</p> <p>Our performance targets for 2018 to be in the top 20% nationally for Reading and Maths nationally and top 25% for Writing and GPS</p>
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<p>1a Achieve extraordinary pupil outcomes in mathematics.</p>	<p>In 2017 our pupil level Trust performance in mathematics for girls achieving GDS was below the National average.</p> <p>We expect Aspire pupils to do better than national average expectations.</p>	<p>Further analysis suggests our focus needs to be on teaching for mastery, raising attainment for more able pupils and for girls.</p> <p>Key actions to include:</p> <ul style="list-style-type: none"> • Introduction of Aspire Core Maths Group to ensure support and challenge is available for all Hubs. • A clear directory of training to support maths leads and all staff in action planning with a particular focus on higher attainers. • Demonstration lessons observed and videoed to be used for high quality CPD – focus on higher attainers • High quality training also available for all support staff. • Bespoke packages devised for targeted academies • Continuation of training for all maths-leads. <p>Who will be involved in leading the delivery and evaluation of this priority?</p>	<p>We will strengthen the teaching of maths mastery so all pupils make good progress.</p> <p>Pupils demonstrating a higher accuracy and fluency, along with a deeper understanding of number concepts and application.</p> <p>More, higher attaining girls are exceeding age-related expectations in mathematics.</p> <p>The performance of girls in maths is closer to that of the boys and to girls nationally.</p>
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		<p>Academy Improvement Group (AIG) Mathematics Network Core Mastery in Maths Team</p> <p>Key actions to include:</p> <ul style="list-style-type: none"> • Introduction of Aspire Core English Group to ensure support and challenge is available for all Hubs. • Analysis of Trust results to identify excellent practice in GPS and ways this can be shared. • Analysis and sharing of successful spelling strategies already used across the Trust. • A clear directory of training to support English leads and all staff in action planning with a particular focus on GPS. • Bespoke packages devised for targeted academies • Continuation of training for all English-leads. <p>Who will be involved in leading the delivery and evaluation of this priority?</p>	
<p>1b. Achieve extraordinary pupil outcomes in GPS- Grammar Punctuation and Spelling</p>	<p>In 2017 our overall performance for GPS was below the national figures. We need to improve on our performance for Grammar Punctuation and Spelling for all pupils. We will raise our expectation and set our performance targets for GPS to be in the top 20% nationally.</p>		<p>We will strengthen the teaching of GPS so all pupils make good progress. Pupils demonstrating a higher accuracy and understanding of GPS and accurate knowledge of spelling patterns and rules. Our performance targets for GPS is in the top 25% nationally.</p>

		Academy Improvement Group (AIG) English Network	
<p>2. Supporting pupil's mental health and well being</p> <p>SEMH SRE/PHSE Mental Health</p>	<p>Research tells us that children with better emotional wellbeing make more progress and have higher levels of educational achievement.</p>	<p>Key Actions to include</p> <ul style="list-style-type: none"> • Promoting and encouraging the high quality teaching of SRE and PSHE. Creating a highly motivated and skilled network of SRE/PSHE practitioners to work across the Trust • Review and define policy and pedagogy on the teaching of SRE. • Promoting mental health and well-being through • Promoting the benefits of being resilient, managing and using stress to overcome challenges and problems. • Emotional literacy and resilience – raise profile and expertise through the pupil premium champions network • Explore the provision of Specialist therapeutic provision- Music/art therapy • Trauma Informed Schools – extend and embed throughout the Trust. Weave 	<p>Our children have raised levels of social development, aspiration, achievement and motivation which leads to extraordinary outcomes for Learning</p> <p>Pupils become more self-reliant and self-confident. They deal with disappointment or getting something wrong positively as a necessary part of learning and getting better. They approach tests and exams with resilience and confidence</p> <p>Aspire academies are trauma-informed schools, using a layered approach to create an environment with clear behaviour expectations for everyone, open communication, and sensitivity to the feelings and emotions of others.</p>

		<p>trauma-informed approaches into the fabric of all schools,</p> <ul style="list-style-type: none"> • Inclusion tea to continue to gain expertise in Identifying specific mental health needs and providing support • Link this work to the objective 9 - Social mobility <p>Who will be involved in leading the delivery and evaluation of this priority?</p> <p>Aspire Inclusion Team SENCO Network Pupil Premium Network. CEO</p>	
<p>3. Drive leadership at all levels through professional networks</p>	<p>We believe that when teaching is excellent, and leadership inspiring and distributed well, children will achieve extraordinary outcomes. We will drive change and improvement into the heart of every academy through distributed leadership that gives</p>	<p>All networks to be regularly reviewed and impact considered.</p> <p>Key actions to include:</p> <ul style="list-style-type: none"> • Ensure all networks led and driven by excellent practitioners and leaders from all levels of the Trust. • Develop a new senior role to oversee professional standards and continuous performance management. • Existing networks to be continued with consistent challenge to ensure that 	<p>We are able to successfully measure the impact of networks and of CPD training Leaders can articulate the purpose and impact of the professional networks.</p> <p>Networks have been influential in securing extraordinary outcomes for pupils and on the recruitment of staff for leadership roles</p>

	<p>real energy and momentum to teams of people working together to achieve excellence.</p>	<ul style="list-style-type: none"> • improvements to outcomes remain the main purpose. • New networks to be established in 2018: Safe-guarding, health & safety, science, curriculum. • Regular feedback to the ALG and Academy Improvement Director to ensure impact of networks is clear and support is given where necessary. • Development of how ICT is used to link networks and share excellent practice. • Continue to build high quality and outstanding leadership teams for all aspects of our work by distributing leadership opportunities throughout the trust. • Create a constancy of purpose by ensuring the networks are well aligned to delivering the core business of ensuring outstanding outcomes for children <p>Who will be involved in leading the delivery and evaluation of this priority?</p>	<p>Colleagues work within a developing framework of professional standards developed by all colleagues, with linked training courses devised by the Teaching Trust, and overseen by a new senior colleague.</p> <p>Action research projects will be actively happening in networks and academies with most successful strategies being shared and adopted</p> <p>There is a strong sense of collective responsibility. Leaders and staff are committed to supporting weaker schools to improve</p> <p>Stronger schools are constantly supported and challenged to improve by leaders, and by internal and external peers.</p>
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		<p>Academy Improvement Group (AIG) Core Academy Leaders Professional Network Leaders</p>	
<p>4. Provide a world class education: The Aspire Charter of Excellence</p>	<p>We want to ensure that the pursuit of excellence is built into every aspect of our work and is part of everything we do and aspirations and expectations for all pupils are universally ambitious in all academies in the Trust.</p> <p>Our academies will be able to accurately self-evaluate and will have a culture of continuous improvement and high aspirations</p>	<p>The Trust will not be dependent on, or fearful of, external inspection regimes that inadvertently create a straightjacket approach to improvement.</p> <p>The Charter of Excellence provides a quality framework that is ambitious, forward thinking and innovative and accelerates academies progress towards achieving extraordinary pupil progress.</p> <p>Key Actions to include</p> <ul style="list-style-type: none"> Using the Charters to provide the professional leverage needed to break down any barriers between different academies and different communities and to prevent barriers to learning such as high social deprivation. Create a constancy of purpose by ensuring the Charters are well aligned to delivering the core business 	<p>The Charters successfully exemplify the vision for educational excellence through an aligned language and practical examples of best practice which form the basis of Trust wide expectations</p> <p>The Charter provides clear rationale and tool for leaders to use as part of a truly self-evaluating Trust wide system with school to school support central to its success.</p> <p>Through the drive provided by the networks there is a rigorous and fearless focus on constant improvement and a collective Trust -wide responsibility for sustaining excellence</p>

		<p>of ensuring outstanding outcomes for children</p> <ul style="list-style-type: none"> • Review existing Charters to ensure they are having the intended impact. • Further development of the Sports and wellbeing Charters to include events such as surfing, strengthen links to the YTS. <p>Who will be involved in leading the delivery and evaluation of this priority?</p> <p>Academy Improvement Group (AIG) Core Academy Leaders Network Leaders</p> <p>Key actions to include:</p> <ul style="list-style-type: none"> • Create an ICT bank of excellent resources to use for staff training and development. Examples include demonstration lessons, training sessions. • Outstanding examples of work and standards to be collected and available for 	<p>Evidence based practice will ensure we make reliable and validated judgements regarding the quality of our provision</p> <p>The standards bank provides an unequivocal and compelling vision for the quality of education it expects to deliver in all of its schools. Our networks will use these unique resources as an essential part of their</p>
<p>5. Provide a world class education - The Aspire Standards of Excellence</p>	<p>We want to ensure leaders at every level will have the expertise and tools to lead constructive conversations and reflect on the effectiveness and impact of outstanding</p>		

	<p>teaching and learning.</p> <p>We want all staff to gain skills and confidence through deliberate exposure to outstanding practice and all staff have a collective ambition for ensuring extraordinary outcomes for children.</p>	<p>all staff to access for training and exemplification.</p> <ul style="list-style-type: none"> • These materials will be systematically used by all staff and will play a vital role in developing excellent subject knowledge and pedagogy. • Further increase and enhance our use of technology to support learning. Develop smart use of the internet to improve collaboration and communication across the trust. • Further increase the use of video conferencing (Skype for Business) across and beyond Aspire. This will enable our professional networks to provide training, meetings and support within and beyond lessons and on a routine basis. <p>Who will be involved in leading the delivery and evaluation of this priority? ICT and Communication Director ICT Team</p>	<p>toolbox to help raise expectations, benchmark standards, to demonstrate what is possible, and to bond the networks closer and more strongly together.</p> <p>There are easily accessible and regular opportunities for teaching staff to see and learn from really great practice.</p> <p>Staff gain confidence through purposeful models of observation, development of practice and exposure to outstanding practice, and can say how this has helped them improve.</p> <p>Video conferencing and skype is effective in ensuring equality of opportunity and training exists for our more isolated and geographically hard to reach academies</p>
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		Academy Improvement Group (AIG)	
6. Undertake a full Governance review	We want effective co-construction between the Board, Hub Councils, Core services and our academies to ensure a strong sense of collective responsibility to add value , and to play its part in providing a truly fully integrated education service.	<p>Key actions to include:</p> <ul style="list-style-type: none"> • Appointment of new Lead Governance Officer • Review and update the Trust's scheme of delegation (by March 2018) • Review the effectiveness of the Trust's business and finance model (by March 2018) • We will recruit new Hub Councilors where required to fill identified skills gaps and add value to the work of the Trust. • Full review of Hub Council systems and procedures including the local advisory boards where they exist. • Ensure leaders and budget holders can identify need and have authority to direct resources appropriately and efficiently across the Trust. 	The appointment of a dedicated role to lead on governance across the Trust is having impact on clarity of roles and expectation . SoD (Scheme of Delegation) will clarify roles and responsibilities and reflect how the Trust's board and staff work effectively with each other Hub Council meetings are effective and systematically cover the different aspects of academy performance and improvement . They have a clear agenda and paper trail so that everyone comes ready for a focused conversation that helps drive improvement for all

		<p>Who will be involved in leading the delivery and evaluation of this priority?</p> <p>Academy Improvement Group (AIG) Aspire Operations Director Lead Governance Officer</p>	
<p>7. Building capacity for improvement – Aspire Teaching Trust</p>	<p>The Teaching Trust will be developed and embedded – this will ensure that we are constantly involved in developing and learning about pedagogy and what works, that we use external evidence and research intelligently and change practice based on a truly self-evaluating system.</p>	<p>Key actions to include:</p> <ul style="list-style-type: none"> • Strengthening the impact of school to school improvement • Ensuring that all CPD and interventions are based on agreed best practice and match the very highest standards. • Best practice is shared through effective networks and evidences impact on achievement. • Meeting Trust priorities through collaborative grant projects • Ensure that each academy has a focus in terms of CPD, staff meetings and training, on impactful classroom practice/pedagogy • Evidence based professional and leadership development 	<p>CPD and interventions are impacting positively on outcomes for children, and this can be clearly evidenced.</p> <p>There is a shared core strength of best practice running through all academies in the Trust</p> <p>Capacity to meet Trust priorities is met through grant funding where available</p> <p>The Trust has a national presence in terms of collaborative and innovative practice.</p> <p>Every Aspire staff member feels they have a career path that is valued, fair, clear and progressive.</p>

		<ul style="list-style-type: none"> • All staff have effective CAMs support so that they are being supported in their career development • Staff are working towards recognisable goals, awards and qualifications to support their career and the school they are working with • CPD and interventions are based on proven strategies, are carefully planned and the impact is monitored. <p>Teacher training:</p> <ul style="list-style-type: none"> • The Trust will be recruiting 10 new trainees on the School Direct programme from September 2018 • Students, NQIs and early career teachers will be part of an extensive CPD and support programme. <p>Who will be involved in leading the delivery and evaluation of this priority? Director for Aspire Teaching Trust, team leaders and support staff.</p>	<p>Aspire can retain its staff to levels above the national averages.</p> <p>There is an extensive best-practice resource available to all staff, including an opportunity to engage in the materials to meaningfully improve their own practice.</p> <p>Staff who start their career with Aspire, quickly absorb the values and practices of the Trust.</p> <p>Strong leadership is evident at all levels in the Trust and is driving improvement</p> <p>CPD and career opportunities are available to all staff, including support services</p> <p>The Trust provides consistent expectations for the standards teachers are required to meet progressively from NQT year onwards; there is a clear development pathway for all staff, which might include managed placements across the Trust</p>
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<p>8. We will work together to inspire excellence through continued investment in our people.</p>	<p>Aspire recognises that its people are its most important resource and the key to success. Investment in our workforce well-being and clarification of roles and responsibilities are essential. We will ensure that Aspire staff are recognised and rewarded for the work they do, which in turn effectivly impacts on extraordinary pupil outcomes.</p>	<p>Fidelity to the vision drives all key decisions across the Trust and within individual academies.</p> <p>Key Actions to include</p> <ul style="list-style-type: none"> • Further extend and embed the Workplace Health Award, Health assessments, and comprehensive staff incentive scheme. • A full review of Terms and Conditions, and job descriptions, will be completed. • New contracts will be modelled, and discussed with staff, with the intention of creating a system that fits modern practices and challenges. • Further develop the centralised staff recruitment and retention process • Further develop the 'virtual academy' to ensure that excellent teachers and excellent support staff are always available. 	<p>Every Aspire member of staff understands precisely what their role is; and how their role impacts on both individual Academies and the Trust as a whole.</p> <p>The Trust has a clear approach to recruiting and developing the best staff in line with its vision; teachers and leaders are attracted to join a school because it is part of the Aspire Academy Trust</p> <p>A shared model (CAMS) for appraisal helps both school and Trust leaders make informed choices on deployment and development; appraisal conversations help all staff grow as professionals</p>
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		<ul style="list-style-type: none"> Review, implement and extend the CAMS, the shared model for appraisal procedures <p>Who will be involved in leading the delivery and evaluation of this priority?</p> <p>Health and Wellbeing Champions Aspire Operations Director and Core service team.</p>	
<p>9. Improve social mobility – close the word gap in Early Years, close the disadvantaged attainment gap</p>	<p>Aspire welcomes the Government's creation of an action plan for improving social mobility through education. We support the ambitions to ensure all children have access to high quality teaching and learning, regardless of where they live. This is both a National and RSC-SW priority</p>	<p>The Trust is committed to ensuring that all children in its academies, particularly the least advantaged, receive excellent teaching and make progress which matches the best.</p> <p>Whilst we understand that Cornwall is not identified as a Government Opportunity Area we embrace the vision of the national social mobility action plan Unlocking Talent, Fulfilling Potential</p> <p>https://www.gov.uk/government/publications/improving-social-mobility-through-education</p> <p>Key Actions to include</p>	<p>Through the full implementation of this action plan we will address in a measurable way the aims and aspirations of the Government's policy on social mobility.</p> <p>Staff throughout the Trust understand the need to ensure 'total differentiation' is understood and practised at all times. For example, Disadvantaged and pupil premium pupils are not seen as a homogenous group, labelled nor placed into sets or groupings predicated for any reason other</p>

		<p>We will align our existing work and direct resource and focus to have impact on:</p> <ul style="list-style-type: none"> • Ambition 1 Close the 'word gap' in the Early Years. <p>Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age eleven, and 11 times less likely to achieve the expected level in math. We will:</p> <ul style="list-style-type: none"> • Ensure our EYFS network – provide an enhanced focus on early acquisition of literacy skills and vocabulary development. • Focus on evidence based best practice – spread 'what works' across the Trust rapidly. Provide high quality CPD in the acquisition of early language skills. • ensure active and early participation in the National Centre of Excellence for Literacy Teaching 	<p>than their genuine ability and needs.</p> <p>Staff are effectively ensuring they employ targeted approaches for groups or individuals facing particular barrier</p> <p>The 'word gap' between our disadvantaged children and their more affluent peers in Nursery and Reception pupils is closing.</p> <p>Provision across the Trust for phonics is excellent everywhere and outcomes for pupils high.</p> <p>Our EYFS practitioners are involved in developing and learning about what works, uses evidence intelligently, and changes practice based on their own in-school evaluations and external research.</p>
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