



Academies Trust

Co-op Academy Princeville

CRL Development Plan

2024-25

Vision

At Co-op Academy Princeville the vision for the development of CRL is to provide the very best opportunities to enable our pupils to broaden their horizons and raise aspirations. We want our children to see a clear link and purpose between their learning experiences and their future. Our programme promotes equality of opportunity, gives exposure to the world of work, celebrates diversity and challenges stereotypes.

Co-op Values

Do what matters most

What matters most is ensuring that our students achieve the best possible outcomes.

Be yourself, always

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

Show you care

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

Succeed together

Co-operating is what makes us different; we're better and stronger when we work together.

Detail of actions needed with timescale

1: A stable careers programme

Priority : Every academy should have a CRL programme that covers EYFS through to Y6 that is shared with all stakeholders.		
Success Criteria: <ul style="list-style-type: none"> • CRL programme in place, on academy's website and reviewed annually in line with needs of cohort & feedback received • Shared at SLT - SLT minutes • Share and understood by all staff • A member of SLT leading CRL • Working towards QinC standard • Skill development implicitly embedded into programme • Evidence of student, parent, teacher and employer feedback with evaluations • Building in essential skills as defined by Skills Builder 	Milestones: <ul style="list-style-type: none"> • CRL program for 24-27 in place by HT1 2024 inline with Trust template • CRL program on academy website by HT1 2024 • To complete QinC by July 2027 • Feedback gathered from all events from Term 1 2024 onwards & evaluated • All evaluations to be acted upon, and evidenced, and programme amended / developed 	
Resourcing	<ul style="list-style-type: none"> • To use Trust CRL program & policy template and use as a working document • To use Trust CRL Development Plan to ensure there are key milestones to achieve success criteria 	
Monitoring	<ul style="list-style-type: none"> • Academy CRL lead will monitor via regular feedback /evaluations form a range of stakeholders after all events • QA of all events 	
Evaluation	<ul style="list-style-type: none"> • Analysis of feedback received from all stakeholders after key events to inform next academic years programme 	
Action	Timescale	Key staff
<ul style="list-style-type: none"> • Develop programme to ensure it shows progression though all KS and is age appropriate 	<ul style="list-style-type: none"> • HT1 2024 	<ul style="list-style-type: none"> • AH
<ul style="list-style-type: none"> • Programme to incorporate events/activities from key work sectors based on local and national LMI 	<ul style="list-style-type: none"> • HT2 2024 	<ul style="list-style-type: none"> • AH
<ul style="list-style-type: none"> • Plan and execute of World of Work Week with resources and sponsors from Circana 	<ul style="list-style-type: none"> • HT4 2025 	<ul style="list-style-type: none"> • AH

2: Learning from career and labour market information

Priority All pupils in KS2 have opportunities to learn about the labour market opportunities.	
Success Criteria: <ul style="list-style-type: none"> • Delivery by external partners or done internally via assemblies / workshops / drop down day etc • Pupils understand LMI in their local area and national trends 	Milestones: <ul style="list-style-type: none"> • LMI delivered on a rolling programme annually in KS2

<ul style="list-style-type: none"> Local businesses support your academy CRL offer Annual career fair (access for parents 3 -4pm) Staff have a clear understanding on LMI LMI embedded into PSHE curriculum 				
Resourcing	<ul style="list-style-type: none"> Use of LMI website / local websites Local growth business sectors 			
Monitoring	<ul style="list-style-type: none"> CRL lead to ensure LMI is in line with changing landscape Targeted pupil voice / staff voice Annual review of notice boards to ensure they take account of changing landscape and LMI 			
Evaluation	<ul style="list-style-type: none"> Analysis of feedback received from pupils 			
		Action	Timescale to move towards green / stay at green / move beyond	Key staff
		<ul style="list-style-type: none"> LMI embedded into PSHE curriculum 	<ul style="list-style-type: none"> HT2 2024 	LW
		<ul style="list-style-type: none"> Annual career fair 	<ul style="list-style-type: none"> HT6 2025 	AH
		<ul style="list-style-type: none"> Identify skills gaps in local area and integrate these into focussed CRL lessons 	<ul style="list-style-type: none"> HT4 2025 	AH
		<ul style="list-style-type: none"> Introduce local hero displays / alumni displays / key employers near to academy displays 	<ul style="list-style-type: none"> HT4 2025 	AH

3. Addressing the needs of each pupil

Activity	The CRL programme actively seeks to challenge stereotypical thinking and raise aspirations.			
Success Criteria:	<ul style="list-style-type: none"> External partners delivery to challenge stereotypical thinking, for example, local Engineering companies, Armed forces, NHS PSHE SoL covers and challenges stereotypical thinking (PSHE / CDI framework) The academy is aware of pupils aspirations Pupils are exposed to careers they have not heard of Use of Primary Futures volunteers 		Milestones:	
			<ul style="list-style-type: none"> Engaging with relevant external partners by end of Term 2 2024 Review of CRL element of PSHE curriculum by end Term 2 2024 Aspiration audit completed and evaluated in Term 2 2024 Register with Primary Futures in Term 3 2025 (before end of this academic year) 	
Resourcing	<ul style="list-style-type: none"> Guest speakers from key sectors & providers / PSHCE SoL / PSHCE staff CPD to support T&L / Carry out aspiration audit at start, and end, of KS2 			
Monitoring	<ul style="list-style-type: none"> PSHE targeted learning walks in line with SoL Pupil voice following the above events 			
Evaluation	<ul style="list-style-type: none"> Analysis of pupil voice and amendment of programme 			
		Action	Timescale to move towards green/stay at green / move beyond	Key staff
		<ul style="list-style-type: none"> Introduce an annual careers fair linked to local LMI (parents can attend from 3pm onwards) 	<ul style="list-style-type: none"> HT6 2025 	AH
		<ul style="list-style-type: none"> Plan and execute of World of Work Week with resources and sponsors from Circana 	<ul style="list-style-type: none"> HT4 2025 	AH

4: Linking curriculum learning to careers

Priority			All teachers link curriculum learning with careers when opportunities present themselves, this includes skills development		
Success Criteria:		Milestones:			
<ul style="list-style-type: none"> The development of CRL is part of your academy's self evaluation and improvement plan Curriculum planning / SoL demonstrate and explore a range of career opportunities / skills development both implicitly and explicitly Employer links to support aspects of your curriculum Notice boards / displays promote career opportunities / challenge stereotypes 		<ul style="list-style-type: none"> SoL by end of Term 3 2025 Notice boards by Term 2 2025 			
Resourcing	<ul style="list-style-type: none"> Review of CRL element of SoL led by subject leads 				
Monitoring	<ul style="list-style-type: none"> QA of SoL led by SLT in line management meetings Pupil voice 				
Evaluation	<ul style="list-style-type: none"> Analysis of QA / pupil voice with feedback and agreed action plan to enable future development 				
Action		Timescale to move towards green / stay at green / move beyond		Key staff	
<ul style="list-style-type: none"> Develop local employer links to specific subjects to help bring curriculum to life 		<ul style="list-style-type: none"> HT3 2025 CPD (see below) 		AH	
<ul style="list-style-type: none"> Review curriculum to ensure CRL is explicitly embedded and evidenced 		<ul style="list-style-type: none"> HT3 2025 		AH & Class teachers	
<ul style="list-style-type: none"> Calendar a CPD planning session for staff with termly 'top ups.' 		<ul style="list-style-type: none"> HT4 2025 		AH	
<ul style="list-style-type: none"> Half termly skills focus - link to Skills Builder 		<ul style="list-style-type: none"> Rolling programme 		AH & MS	

5: Encounters with employers and employees

Priority			Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Students should participate in at least one meaningful encounter with one employer in KS1 and two in KS2		
Success Criteria:		Milestones:			
<ul style="list-style-type: none"> By the end of KS2 students have had at least 3 meaningful encounters Evidence of students feedback following encounters At least 1 encounter with someone self-employed / entrepreneur Record of all business contacts 		<ul style="list-style-type: none"> KS1 to have at least 1 meaningful encounter and KS2 to have a least two by end of Term 3 2025 By the end of KS2 students have had at least 3 meaningful encounters 			
Resourcing	<ul style="list-style-type: none"> Online platform / spreadsheet to record all encounters Business portfolio 				
Monitoring	<ul style="list-style-type: none"> Termly review of online encounters report Pupil voice - how 'meaningful' are the encounters? 				
Evaluation	<ul style="list-style-type: none"> Analysis of reports / student voice with action plan to develop range of encounters for next academic year 				

Action	Timescale to move towards green / stay at green / move beyond	Key staff
<ul style="list-style-type: none"> Use local and national LMI information to build employer links 	<ul style="list-style-type: none"> HT3 2025 	AH/LW & Class teachers
<ul style="list-style-type: none"> Start to link local employers to subject areas in line with BM4 	<ul style="list-style-type: none"> HT4 2025 	AH/LW & Class teachers
<ul style="list-style-type: none"> Review assembly schedule and see where employers/ees can add value 	<ul style="list-style-type: none"> HT2 2024 	AH
<ul style="list-style-type: none"> Plan and execute of World of Work Week with resources and sponsors from Circana 	<ul style="list-style-type: none"> HT4 2025 	AH

6: Experiences of workplaces

Priority	Every pupil in KS2 should have at least one meaningful experience of the workplace through either work visits, VWEX, trips, shadowing, to develop their understanding of the world of work.		
Success Criteria:	Milestones:		
<ul style="list-style-type: none"> 1 experience of work logged for each pupil by age of 11 Materials available to prepare pupils for their experience of the workplace Evidence of pupil feedback following experience 	<ul style="list-style-type: none"> 		
Resourcing	<ul style="list-style-type: none"> Online platform to record all individual experiences (as for previous) 		
Monitoring	<ul style="list-style-type: none"> Annual review of online experiences report Pupil voice - feedback on experiences 		
Evaluation	<ul style="list-style-type: none"> Analysis of reports / Pupil voice with action plan to develop range of experiences for next academic year 		
Action	Timescale to move towards green / stay at green / move beyond	Key staff	
<ul style="list-style-type: none"> Ensure all trips/visits include an employer insight Q&A - preparation needed for pupils and employees 	<ul style="list-style-type: none"> HT2 2024 	AH & Class teachers	
<ul style="list-style-type: none"> Introduce an internal work shadowing day for students which incorporate hands on tasks 	<ul style="list-style-type: none"> HT5 2025 	AH	
<ul style="list-style-type: none"> Investigate virtual work experience opportunities 	<ul style="list-style-type: none"> HT5 2025 	AH	
<ul style="list-style-type: none"> Plan and execute of World of Work Week with resources and sponsors from Circana 	<ul style="list-style-type: none"> HT4 2025 	AH	

7: Encounters with Further and Higher Education

Priority	Every pupil in KS2 should have an opportunity to visit a FE / HE establishment to learn about post 16 / 18 options. They should learn about academic and vocational opportunities and the different routes into employment		
Success Criteria:	<ul style="list-style-type: none"> By the end of Y6 every pupil has had a meaningful encounter with a provider from a range of learning providers (Apprenticeships, Sixth form, FE, HE and other training providers). Pupils have the opportunity to learn about the full range of learning opportunities that are available to them (apprenticeships, T levels, vocational qual v academic qual, traineeships, employment with training). Materials to available for pupils to prepare them for their encounter Evidence of pupil feedback following encounter Engagement with The Brilliant Club (if available) 	Milestones:	<ul style="list-style-type: none">
Resourcing	<ul style="list-style-type: none"> Online platform/spreadsheet to record all encounters 		
Monitoring	<ul style="list-style-type: none"> Termly review of online encounters report Pupil voice - how 'meaningful' are the encounters? 		
Evaluation	<ul style="list-style-type: none"> Analysis of reports / Pupil voice with action plan to develop range of encounters for next academic year 		
	Action	Timescale to move towards green / stay at green / move beyond	Key staff
	<ul style="list-style-type: none"> Contact local University/FE providers to explore taster days, campus tours and mock lessons 	<ul style="list-style-type: none"> HT5 2025 	AH
	<ul style="list-style-type: none"> Invite past students into your academy that have had different post 16/18 experiences 	<ul style="list-style-type: none"> HT6 2025 	AH

8. Personal guidance

Priority	Every pupil should have the opportunity to have "career conversations." Their aspirations and personal development progress should be recorded and shared with parents / carers, as well as the transition leaders of the next place of education.		
Success Criteria:	<ul style="list-style-type: none"> Pupils are encouraged to learn about, and evaluate, their own skills and strengths Character education is built into lessons across the curriculum Pupils have a career conversation with their teachers Teachers are aware of each students aspirations Aspirations are recorded centrally and shared appropriately 	Milestones:	<ul style="list-style-type: none">
Resourcing	<ul style="list-style-type: none"> Aspiration audit (one provided by Trust) / curriculum / overview of visits & trips 		
Monitoring	<ul style="list-style-type: none"> Annual review of aspirations 		
Evaluation	<ul style="list-style-type: none"> Analysis of aspirations to enhance CRL programme 		
	Action	Timescale to move towards green / stay at green / move beyond	Key staff
	<ul style="list-style-type: none"> Explore opportunities with Secondary Co-op Academy Career Advisors (Priesthorpe) 	<ul style="list-style-type: none"> HT3 2025 	AH

<ul style="list-style-type: none"> • Link findings of audit to employer encounters to challenge perceptions and broaden knowledge i.e a students that want to be a doctor - explore a range of other opportunities in the NHS /a pupil that wants to be a footballer - explore all of the different jobs available within a football club 	<ul style="list-style-type: none"> • HT4 2025 	AH & Class teachers
<ul style="list-style-type: none"> • Plan and execute of World of Work Week with resources and sponsors from Circana 	<ul style="list-style-type: none"> • HT4 2025 	AH