

Academy Improvement Plan 2024-2025

Our School Vision

Making a difference; for good, with each other, everyone, in our community.

Our vision, 'Making a difference a difference; for good, with each other, everyone, in our community.' is rooted in the biblical foundation of, 'Let all you do, be done in love.' which is found in 1 Corinthians 16:14. This underpins our whole school Christian ethos. Making a positive difference is at the heart of everything we do. Our vision threads through every aspect of school life and is also supported by the 'Starfish Story' which is reflected across the school with the sea theme and links to our own class names. The Starfish story is anchored to the Bible through the theological scripture, 'Let all you do, be done in love.' This helps the children to visualise what it can mean to, 'Let all you do, be done in love.' (1 Corinthians 16:14) when the boy makes a positive difference to each starfish that he helps. Through God's unconditional love, and knowing we are loved, we are inspired and motivated to act in making a difference. Our vision incorporates the aspiration to make a positive difference (for good), to work collaboratively (with each other), to embrace diversity (everyone) and reach out across our school and beyond (in our community). We put God's love into action through living out our school values of kindness, respect, responsibility and resilience.

Our Biblical Foundation

Our school motto is **#makeadifference** and 'Let all you do, be done in love' which is found in 1 Corinthians 16:14 is its theological underpinning.

This is taken from the letter the Apostle Paul wrote to the church in Corinth where he gave instructions for living God's way. In the last few lines of his letter, Paul reminds us that all our actions, however big or small, should be an expression of our love for others.

Our Values

KINDNESS - Being friendly, considerate, and generous towards ourselves, others, and the world around us.

RESILIENCE - Being able to bounce back or withstand challenges, as well as to be able to reflect on something that has been difficult, and use it to help us learn to improve or make changes

RESPECT - Being able to understand and celebrate differences between ourselves and others, and show care and concern for ourselves, each other and the world.

RESPONSIBILITY - Being able to take charge of our actions and accepting our accountability over what we do. This can be in our learning, behaviour or how we care for each other and the world.

Strategy 2030

Our Trust has set out its [Strategy 2030](#), identifying the direction of travel between now and then, based on the needs of our children, families and staff. Our school leaders have worked with our Academy Standards and Ethos Committee (ASEC – governors) and others to identify on one page, what this might look like for our school.

📌 Long-term Strategic Priorities 📌

Our children are enabled to fly high

- We meet ambitious targets for educational outcomes - every child in our school is a fluent reader by the time they leave Year 6.
- By the end of EYFS, the majority of children are KS1 ready. On entry deficits are eradicated.
- Outcomes for children experiencing disadvantage are at least as high as other children.
- High quality provision means children with SEND make rapid and sustained progress.
- All children access and experience an intentional, innovative, exciting and diverse co-curricular offer that is responsive to the community we serve and focuses on securing rich cultural capital.
- Our children access the latest in technological advancements and exploit this to support their learning and lives.

Our children flourish through having a strong moral and spiritual code

- Children's behaviour is exemplary at all times. Our behaviour curriculum is known and enacted by all.
- Our children live out our vision and values both in school and in the community as courageous advocates.
- Our children have high levels of self efficacy and can articulate aspirational ambitions for their future.
- Children leave our school with a strong moral compass; they respect diversity and difference and take responsibility for their actions.
- Children are well prepared for life in modern Britain; they know how to keep themselves healthy and safe.
- Children are equipped to manage their mental health and well-being.

We are the school of choice for families in the local community

- Our reputation in the community is positive; the number of children on roll consistently meets our published admission number.
- High quality pastoral support for parents and families negates the impact of societal challenges on children.
- Our high expectations with regard to school attendance are shared by families and there are no children who are severe or persistent absentees.

All our staff flourish

- Our strategic marketing of the school attracts candidates of the highest calibre.
- The impact of continuous professional learning is evident in pedagogy, practice and outcomes for children.
- Coaching is embedded as our model for developing our staff.
- The strength of leadership and practice in the school is recognised in the category of Excellence in the Trust Improvement Model.
- Our staff are widely deployed to add capacity for improvement in other Trust schools.
- There is a clear career pathway for every member of staff; staff are ambitious for their future and are part of a wider succession plan within the Trust.

Priority 1: Leadership and Management	Priority 2: Quality of Education
<p>Success Criteria:</p> <p>1.1 To ensure that leadership actions and CPL has intended impact through rigorous M&E, as a result the quality of teaching and standards in Phonics, Reading, Writing and Maths rise.</p> <p>1.2 To induct, support and enable all subject leaders, across the curriculum, to have impact on TLA and curriculum development.</p> <p>1.3 Reading, Writing and Maths curriculum is ambitious and designed to give pupils, particularly disadvantaged and SEND pupils, the core knowledge they need to take advantage of opportunities, responsibilities, and experiences.</p> <p>1.4 Leadership of SEND will ensure that all children are accessing the curriculum with appropriate provision, leading to improved outcomes for learners.</p> <p>1.5 Governors offer robust support and challenge through both ASEC meetings, and meeting with leaders in school.</p>	<p>Success criteria:</p> <p>2.1 To improve the TLA of phonics so that standards are at least in line with National standards across key assessment points.</p> <p>2.2 To improve TLA in early novice reading so that standards are at least in line with National standards across EYFS and KS1.</p> <p>2.3 To improve TLA in writing, especially early writing, so that standards are at least in line with National standards across Key Stage 1 and 2.</p> <p>2.4 To improve TLA in Maths, especially fluency, so that standards are at least in line with National standards.</p> <p>2.5 To improve QFT so that all teaching staff draw upon consistent pedagogy (Walkthrus) reinforced through mastery lesson design.</p>
Priority 3: Behaviour and Attitudes	Priority 4: Personal Development
<p>Success Criteria:</p> <p>3.1 Ensure that attendance and punctuality is at least in line with National benchmarks to give children the best possible chance of successful learning outcomes,</p> <p>3.2 Ensure that the behaviour curriculum is fully embedded and that effective learning behaviours are evident across the school in every lesson.</p> <p>3.3 Ensure PSHE curriculum, with a focus on emotional regulation, impacts upon all children, including those with SEND.</p> <p>3.4 To build upon the children’s resilience and self-regulation skills by working with them, and their families, on emotional management through a whole school approach (Trickbox)</p>	<p>Success criteria:</p> <p>4.1 To ensure that curriculum subjects - citizenship, RE, PSHE collectively contribute to pupils’ personal development.</p> <p>4.2 To develop pupils’ confidence, resilience, and knowledge so that they can keep themselves mentally healthy and gain self-awareness to support choice behaviour.</p> <p>4.3 To ensure that CSF (Church School Flourishing) underpinned by the school’s V&V develops pupils’ character, so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</p> <p>4.4 Effective structures and SEMH/nurture provision supports children with significant deficits and complex needs – be ready for learning, social relationships, and formal schooling. These support reintegration after dysregulation.</p>
Priority 5: EFFECTIVENESS OF EARLY YEARS PROVISION–QUALITY AND STANDARDS	
<p>Success criteria:</p> <p>5.1 To raise standards in EY from the children’s starting points – systematically addressing identified deficits.</p> <p>5.2 To further raise standards in phonics and early writing.</p> <p>5.3 To improve speaking, listening and widen vocabulary for all children.</p> <p>5.4 To ensure the EY environment intentionally leads to improving regulation, risk taking, building relationships, and enriching curriculum learning.</p>	

Annual Plan 2024-25

Steps towards our long-term strategic priorities over the next year

Priority 1 – Leadership and Management

Your words here outlining the priority for your school

Success criteria

- 1.1 To ensure that leadership actions and CPL has intended impact through rigorous M&E, as a result the quality of teaching and standards in Phonics, Reading, Writing and Maths rise.
- 1.2 To induct, support and enable all subject leaders, across the curriculum, to have impact on TLA and curriculum development.
- 1.3 Reading, Writing and Maths curriculum is ambitious and designed to give pupils, particularly disadvantaged and SEND pupils, the core knowledge they need to take advantage of opportunities, responsibilities, and experiences.
- 1.4 Leadership of SEND will ensure that all children are accessing the curriculum with appropriate provision, leading to improved outcomes for learners.
- 1.5 Governors offer robust support and challenge through both ASEC meetings, and meeting with leaders in school.

Attainment targets 2024-2025

EYFS Good Level of Development Number of children (PP): 27 (2)

% of children to reach GLD	% of PP eligible to reach GLD
78%	50%

Year 1 Phonics Number of children (PP): 25 (2)

% of children to meet the expected standard	% of PP eligible to meet the expected standard
80%	100%

End of Year 2 Number of children (PP): 30 (8)

% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths
77%	27%	63%	13%	69%	10%	50%	13%	74%	27%	63%	25%

Year 4 Multiplication Timestable Check (Score of 20+) Number of children (PP): 41 (8)

% of children to meet the expected standard	% of PP eligible to meet the expected standard
80%	63%

End of Year 6 Number of children (PP): 35 (11)

% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths	% of children ARE+ combined
75%	26%	73%	18%	71%	11%	63%	18%	73%	31%	81%	36%	69%

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
1.1 To ensure that leadership actions and CPL has intended impact through rigorous M&E, as a result the quality of teaching and standards in Phonics, Reading, Writing and Maths rise.					
All core leaders are agreed and clear on revised processes to QA planning and systems are in place.	SLT RDE	Leadership time	<ul style="list-style-type: none"> New roles of SLT are fully established and new expectations for monitoring planning are enacted. All staff have a shared understanding of strong planning through repeated mentoring. 	<ul style="list-style-type: none"> Strong monitoring systems around planning are in place with weekly feedback where appropriate. Governor and Trust monitoring evidences planning is significantly improved. 	<ul style="list-style-type: none"> Strong adaptive planning is in place across core areas. Monitoring demonstrates that planning is fully enacted in classrooms and impact on core areas is seen in assessments and
<ul style="list-style-type: none"> Key targets from AIP are fully integrated into CPL cycle and modified in the light of M&E. 	SLT RDE	CPL x 10	<ul style="list-style-type: none"> CPL plan is established, covering 	<ul style="list-style-type: none"> AIM targets from Sept have been 	<ul style="list-style-type: none"> Clear, universally shared

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<p>key priorities from AIP and AIM findings.</p> <ul style="list-style-type: none"> Assessment cycle is refined to ensure timely impact for all children. Monitoring cycle is fully understood by all, and key learning is swiftly applied. CPL cycle is adaptive, addressing key needs from M&E 	<p>integrated into CPL offer, with impact seen in classrooms.</p> <ul style="list-style-type: none"> Learning from key assessment points is used formatively to adapt CPL offer. Considerable progress towards AIP targets is evident through the impact of the judicious use of CPL 	<p>understanding of successes and weaknesses, with new targets formed for the new academic year.</p> <ul style="list-style-type: none"> INSET sessions are planned and focused for the new academic year. All staff positively impacted by CPL with progress seen through PM
<ul style="list-style-type: none"> Ensure that rigorous systems of M&E are in place across Phonics, Reading, Writing and Maths to ensure children are able to make rapid progress. 	SLT SLs RDE	Leadership time	<ul style="list-style-type: none"> Monitoring schedules are clear to all staff and rapidly identify key areas for improvement. Regular learning walks, work scrutiny and pupil voice monitoring can be seen in leadership logs, with impact on learning identified. Data is used effectively in each area, to highlight individual, cohort, and staff needs with plans adapted accordingly. 	<ul style="list-style-type: none"> Monitoring schedules are fully embedded with unmistakable evidence of impact seen in each area. Leadership logs show unambiguous evidence of needs identification, followed by adapted plans and impact. 	<ul style="list-style-type: none"> Data across Phonics, Reading, Writing and Maths evidences strong improvement, with targets at key assessment points met or exceeded. Learning walks show a clear progression of effectiveness across the year including impact on standards.

1.2 To induct, support and enable all subject leaders, across the curriculum, to have impact on TLA and curriculum development.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> DHT to work alongside identified RDE to build upon curriculum overview, finalising our bespoke curriculum. 	DHT RDE HT	Leadership time NCT x 6	<ul style="list-style-type: none"> Subject overview for the curriculum finalised and published. Learning from the Trust and other Trust schools fully implemented into the curriculum. Autumn term planning finalised, applied and reviewed. 	<ul style="list-style-type: none"> Subject overview reviewed and adapted as appropriate. Spring term planning in place, reviewed for effectiveness, and adapted where appropriate. 	<ul style="list-style-type: none"> Curriculum finalised and adaptations planned for 25/26 regarding potential class structure changes. All plans in place for two-year cycle and class structure changes.
<ul style="list-style-type: none"> DHT and RDE to work alongside curriculum leaders to mentor subject development 	SLT RDE SLs	NCT x 12	<ul style="list-style-type: none"> New subject leaders successfully inducted with leadership coaching established. Long term and Autumn plans for each subject fully in place with impact seen through M&E. 	<ul style="list-style-type: none"> Review of TLA in all subjects conducted with clear plans in place for the summer term. Long term and Spring plans for each subject fully in place with impact seen through M&E. 	<ul style="list-style-type: none"> Long and mid-term planning in place for all subjects with targets formed for the next academic year. Children making clear progress in each subject area as evidenced through M&E.
<p>1.3 Reading, Writing, Phonics and Maths curriculum is ambitious and designed to give pupils, particularly disadvantaged and SEND pupils, the core knowledge they need to take advantage of opportunities, responsibilities, and experiences.</p>					
<ul style="list-style-type: none"> Curriculum for Reading, Writing and Maths is revised and implemented in line with Trust developments and key findings from AIMS. 	SLT RDE	Leadership time CPL x 10	<ul style="list-style-type: none"> Reading strategies and incentives are relaunched across the school leading to wider engagement. School to work with Trust and RDE to develop Teaching of 	<ul style="list-style-type: none"> Reading strategies and incentives are embedded. Clear impact upon reading ages is becoming evident. CPL and changes in pedagogy from Reading work with 	<ul style="list-style-type: none"> Children make better than expected progress in Reading, Writing and Maths, with targets met across key assessment points.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<p>Reading across the school.</p> <ul style="list-style-type: none"> • Writing curriculum to be fully embedded across the school with precision planning and strong editing focus. • Maths mastery curriculum is redeveloped with RDE with changes becoming embedded. 	<p>the Trust is apparent in learning walks and AIMS.</p> <ul style="list-style-type: none"> • Writing portfolios and pupil voice evidence that writing strategies are embedded. • Maths curriculum is embedded, planning is identified as strong by SLT and RDE. 	<ul style="list-style-type: none"> • The quality of the curriculum in Reading, Writing, and Maths is high and consistent across the school. (AIMs, pupil voice, work scrutiny, learning walks)
<ul style="list-style-type: none"> • Phonics programme is re-energised to ensure that any children who have fallen behind, rapidly catch up, and children receive top quality phonics teaching moving forwards. 	<p>Phonics lead SENDco SLT</p>	<p>NCT x 6</p>	<ul style="list-style-type: none"> • Interventions for children who fell behind in Year 1 to begin immediately in September. Target children to have caught up by October. • Fortnightly learning walks for Phonics in place to assure fidelity and impact. • Leadership logs to show impact on phonics standards with children making better than expected progress. 	<ul style="list-style-type: none"> • Learning walks identify significant strengths in phonics teaching. • Clear assessment profile on all children showing progress, strengths, and gaps. • Easter assessments show that children are on track to meet targets in Year 1 and Year 2. 	<ul style="list-style-type: none"> • Progress in phonics to result in better-than-expected outcomes for children, with phonics target met. • Learning walks identify that phonics and early reading is a strength of the school.
<p>1.4 Leadership of SEND will ensure that all children are accessing the curriculum with appropriate provision, leading to improved outcomes for learners.</p>					
<ul style="list-style-type: none"> • Provision map to be reviewed and updated, including procedures for supporting pupils with additional needs. All teaching of 	<p>SENDco SLT ASEC</p>	<p>CPL x 6</p>	<ul style="list-style-type: none"> • Interventions detailed on provision maps are consistent and 	<ul style="list-style-type: none"> • Specific interventions are monitored for 	<ul style="list-style-type: none"> • Learning walks demonstrate that interventions are

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
interventions is specifically targeted and efficient.			<p>specifically targeted using evidence.</p> <ul style="list-style-type: none"> • New staff carefully inducted with SEND procedures. • Refined IEPs are specifically targeted from assessment points with evidence drawn from small steps books. • Training for precision teaching and interventions is fully underway with all staff working from strategic plans. 	<p>effectiveness, adapted, and improved (IEP/EHCP progress)</p> <ul style="list-style-type: none"> • Learning programmes are delivered effectively and consistently 	<p>correctly applied and effective. Impact can be seen through small steps books and key data.</p> <ul style="list-style-type: none"> • Catch up plans are used effectively across the school with impact seen in fewer numbers needing IEP intervention
1.5 Governors offer robust support and challenge through both ASEC meetings, and meeting with leaders in school.					
<ul style="list-style-type: none"> • CPL of Governors to ensure that they can fulfil their role and drive impact for pupils. 	SLT Chair of Govs	Leadership time ASEC time	<ul style="list-style-type: none"> • Skills gaps are identified across the governing body with CPL in place. • Strong CPL engagement from governors to ensure that challenge is informed and insightful. 	<ul style="list-style-type: none"> • Initial training needs are met with impact of this seen in GB minutes. • Further training gaps are identified, and provision is in place to address needs 	<ul style="list-style-type: none"> • GB members fully up to date with all training as reflected in the minutes. • Elevated levels of engagement, support and challenge are evident from visits and minutes.

To ensure that through well-crafted and expertly modelled teaching sequences, children are engaged and enthusiastic learners who achieve standards which are in line with national expectations.

Success criteria:

2.1 To improve the TLA of phonics so that standards are at least in line with National standards across key assessment points.

2.2 To improve TLA in early novice reading so that standards are at least in line with National standards across EYFS and KS1.

2.3 To improve TLA in writing, especially early writing, so that standards are at least in line with National standards across Key Stage 1 and 2.

2.4 To improve TLA in Maths, especially fluency, so that standards are at least in line with National standards.

2.5 To improve QFT so that all teaching staff draw upon consistent pedagogy (Walkthrus) reinforced through mastery lesson design.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
2.1 To improve the TLA of phonics so that standards are at least in line with National standards across key assessment points.					
<ul style="list-style-type: none"> All staff in EYFS and KS1 are trained in SoundsWrite. 	Phonics leader	£1100	<ul style="list-style-type: none"> All staff training is booked. 	<ul style="list-style-type: none"> All staff training has been attended. 	<ul style="list-style-type: none"> Phonics leader supports newly trained staff.
<ul style="list-style-type: none"> All children in Y1 are given a baseline test using Phonics Tracker by end of September. 	Class teachers	NCT x 6-	<ul style="list-style-type: none"> Baseline completed. Planning is structured to ensure that it follows the recommended progression, but interventions are running alongside for the most vulnerable children. 	<ul style="list-style-type: none"> Monitoring of interventions is regular, accurate and feeds into next steps. 	<ul style="list-style-type: none"> Children to be screened and Y1 to have a pass rate of 80%.
<ul style="list-style-type: none"> All children in Y2 who did not pass are retested fortnightly and provided with an intervention to fill and gaps from previous year. 	Class teachers Phonics leader SENDCo	Intervention time	<ul style="list-style-type: none"> All children who need an intervention have been identified and a robust intervention program is in place. 	<ul style="list-style-type: none"> Monitoring of interventions is regular, accurate and feeds into next steps. 	<ul style="list-style-type: none"> Children to be screened and Y2 to have a pass rate of 80%.
<ul style="list-style-type: none"> All children in LKS2 who did not pass are retested fortnightly and provided with an intervention to fill and gaps from previous year. 	Class teachers Phonics leader SENDCo	Intervention time	<ul style="list-style-type: none"> All children who need an intervention have been identified and a robust intervention program is in place. 	<ul style="list-style-type: none"> All LKS2 children to have met the expected standard. 	<ul style="list-style-type: none"> -

<ul style="list-style-type: none"> • Planning to be monitored weekly to ensure in line with school expectations and offer an opportunity for leader to support teachers. 	Phonics leader	Leadership time	<ul style="list-style-type: none"> • Planning is monitored weekly for all staff. • Additional support offered to those who have been identified. 	<ul style="list-style-type: none"> • Planning monitored fortnightly for more confident staff and ongoing support for those who have been identified. 	<ul style="list-style-type: none"> • Half-termly monitoring of planning to ensure need is being met.
<ul style="list-style-type: none"> • Lesson observations to be conducted each half-term to ensure TLA is in line with school expectations and offer an opportunity for leader to support teachers. 	Phonics leader SLT	Leadership time	<ul style="list-style-type: none"> • Phonics leader and member of SLT to conduct learning walk to ensure lessons are in line with expectations, are in line with planning and are meeting the needs of all children. • Follow up observations planned as needed. 	<ul style="list-style-type: none"> • Learning walks are used to check on previous actions and to make sure progress is rapid and secure. • Follow up observations planned as needed. 	<ul style="list-style-type: none"> • Learning walks are used to check on previous actions and to make sure progress is rapid and secure against set targets. • Follow up observations planned as needed.
<ul style="list-style-type: none"> • Class-teacher to conduct all screening checks. 	Class teacher	PPA time	<ul style="list-style-type: none"> • All mock screening checks to be carried out by class teacher. 	<ul style="list-style-type: none"> • All mock screening checks to be carried out by class teacher. 	<ul style="list-style-type: none"> • Official screening check to be carried out by class teacher.
<ul style="list-style-type: none"> • Mock screening checks to be taken as specified by Trust. 	Phonics leader Class teacher	Leadership/P PA time	<ul style="list-style-type: none"> • Internal baseline tests to be conducted. 	<ul style="list-style-type: none"> • Mock screening check using 2024 papers. 	<ul style="list-style-type: none"> • Official screening check to be taken.

2.2 To improve TLA in early novice reading so that standards are at least in line with National standards across EYFS and KS1.

<ul style="list-style-type: none"> • Attend and engage in Trust led training. 	All	TBC	<ul style="list-style-type: none"> • Leader to attend and feedback to school. 	<ul style="list-style-type: none"> • TBC 	<ul style="list-style-type: none"> • TBC
<ul style="list-style-type: none"> • Planning to be monitored weekly to ensure in line with school expectations and offer an opportunity for leader to support teachers. 	Reading leader	Leadership time	<ul style="list-style-type: none"> • All staff to hand in planning by 4pm on Thursday of the week prior to being taught to enable the subject leader to review and offer support as appropriate. • Leader to work with groups to offer 	<ul style="list-style-type: none"> • Whole school training to go through expectations and check for understanding. • Leader to work with less confident staff as required. 	<ul style="list-style-type: none"> • Continued monitoring to be measured against outcomes to evaluate successes and identify next steps.

			bespoke support as required.		
<ul style="list-style-type: none"> Lesson observations to be conducted each half-term to ensure TLA is in line with school expectations and offer an opportunity for leader to support teachers. 	Reading leader	Leadership time	<ul style="list-style-type: none"> Leader uses list of expectations to use as a measure when looking at lessons. Compare planning to teaching to ensure that there is a match. Ensure that progress is seen within and across lessons. Leader to work with groups to offer bespoke support as required. 	<ul style="list-style-type: none"> Whole school training to go through expectations and check for understanding. Leader to work with less confident staff as required. 	<ul style="list-style-type: none"> Continued monitoring to be measured against outcomes to evaluate successes and identify next steps.
<ul style="list-style-type: none"> Leader to monitor reading at home expectations to ensure all parties are engaged and progress is seen as a result. 	Reading leader	Leadership time	<ul style="list-style-type: none"> Communicate with parents' expectations around reading at home. Monitor reading records and AR usage in week 3 – speak to teachers where level is not as expected. Monitor reading records and AR usage in week 6 – speak to parents where level is not as expected. Ensure rewards are given as per policy 	<ul style="list-style-type: none"> Half-termly monitoring of reading records and AR usage. Ensure teachers are using weekly slot to monitor and listen to readers. Leader to offer meetings and support for teachers/ parents who are not meeting expectations. Leader to compare test scores with reading at home engagement. Prepare an information letter to parents. 	<ul style="list-style-type: none"> Half-termly monitoring of reading records and AR usage. Evaluate reading at home against outcomes and review expectations, as necessary. Communicate outcomes to parents.

<ul style="list-style-type: none"> All children assessed using standardised tests each term as set out by the Trust. 	Class teachers	PPA time	<ul style="list-style-type: none"> Ensure all staff are clear on expectations. Support staff in marking and feedback of tests to ensure they are informing planning. Intervention groups to be decided based on outcomes. 	<ul style="list-style-type: none"> Teachers to set individual targets for pupils to support their progress based on outcomes from tests. Intervention groups to be reviewed based on outcomes. 	<ul style="list-style-type: none"> PPMs used to discuss outcomes and next steps for individuals, cohorts, and teachers.
<ul style="list-style-type: none"> To use early baseline assessments for Y6 children to plan thorough interventions to support them in achieving the expected standards. 	Class teachers Reading leader SENDCo	PPA time	<ul style="list-style-type: none"> Use previous papers for early identification of specific pupils and curriculum areas which need extra focus. Groups led by class teachers. 	<ul style="list-style-type: none"> Review progress made by intervention groups. Review February data with previous data to check for progress. Plan final weeks of boosters. 	<ul style="list-style-type: none"> Leader to evaluate data against intervention Children achieving ARE is 75%+
2.3 To improve TLA in writing, especially early writing, so that standards are at least in line with National standards across Key Stage 1 and 2.					
<ul style="list-style-type: none"> Ensure writing curriculum is adapted against key expectations for all year groups and delivering key progress 	Writing lead SLT & RDE	RDE time	<ul style="list-style-type: none"> Writing leader to work with RDE to ensure curriculum content and GPS expectations are aligned. Monitor weekly planning rigorously to ensure expectations are aligned to year groups and planning is effective. 	<ul style="list-style-type: none"> Staff articulate planning procedures thoroughly in M&E with year group expectations clear and evident in learning walks. Monitor weekly planning rigorously to ensure expectations are aligned to year groups and is effective. 	<ul style="list-style-type: none"> All planning is correctly pitched in all year groups. Teacher expertise in writing planning is seen in learning walks and AIMS

<ul style="list-style-type: none"> • Ensure writing curriculum, TLA and year group expectations are aligned and driving better than expected progress. 	Writing lead SLT	RDE time 6 x CPL	<ul style="list-style-type: none"> • Mentor planning through rigorous M&E and feedback • Continuous professional development for teachers in assessing writing against agreed milestones. 	<ul style="list-style-type: none"> • Monitor weekly planning rigorously to ensure expectations are aligned to year groups and is effective. • Moderation events are clear that there is continuity and rigor throughout the school. 	<ul style="list-style-type: none"> • Children make better than expected progress across the school in writing. • Early Writing has led to increased accuracy throughout the school (work scrutiny and AIMs)
2.4 To improve TLA in Maths, especially fluency, so that standards are at least in line with National standards.					
<ul style="list-style-type: none"> • Attend and engage in Trust led training. 	All	NCT x 12	<ul style="list-style-type: none"> • Leader to attend and feedback to school. • Actions in place 	<ul style="list-style-type: none"> • Leader to attend and feedback to school. • Actions in place 	<ul style="list-style-type: none"> • Leader to attend and feedback to school. • Actions in place.
<ul style="list-style-type: none"> • Planning to be monitored weekly to ensure in line with school expectations and offer an opportunity for leader to support teachers. 	Maths leader	Leadership time	<ul style="list-style-type: none"> • All staff to hand in planning by 4pm on Thursday of the week prior to being taught to enable the subject leader to review and offer support as appropriate. • Leader to work with groups to offer bespoke support as required. 	<ul style="list-style-type: none"> • Whole school training to go through expectations and check for understanding. • Leader to work with less confident staff as required. 	Continued monitoring to be measured against outcomes to evaluate successes and identify next steps.
<ul style="list-style-type: none"> • Lesson observations to be conducted each half-term to ensure TLA is in line with school expectations and offer an opportunity for leader to support teachers. 	Maths leader	Leadership time	<ul style="list-style-type: none"> • Leader uses list of expectations to use as a measure when looking at lessons. • Compare planning to teaching to ensure that there is a match. 	<ul style="list-style-type: none"> • Whole school training to go through expectations and check for understanding. • Leader to work with less confident staff as required. 	<ul style="list-style-type: none"> • Continued monitoring to be measured against outcomes to evaluate successes and identify next steps.

			<ul style="list-style-type: none"> • Ensure that progress is seen within and across lessons. • Leader to work with groups to offer bespoke support as required. 		
<ul style="list-style-type: none"> • Leader to work with DSAT schools to ensure the teaching of fluency is fit for purpose and offer joint training to staff as required. 	Maths leader	Leadership time	<ul style="list-style-type: none"> • Meet with Hub maths leaders to review what each school are using for number fluency and multiplication recall. • Share resources as appropriate. 	<ul style="list-style-type: none"> • Meet with Hub maths leaders to review data at the mid-year point to see if any policy changes need to be made. • Identify if any further training is needed. 	<ul style="list-style-type: none"> • Meet with Hub maths leaders at year-end to review what policy changes might need to be implemented based on end of year outcomes.
<ul style="list-style-type: none"> • To fully embed the use of Number Sense across KS1 and Y3. 	Class teachers	-CPL x 6	<ul style="list-style-type: none"> • Leader to deliver Number Sense training to all staff to ensure they are confident with the new scheme. • Leader to monitor to check for fidelity. 	<ul style="list-style-type: none"> • Leader to monitor teaching of Number Sense to check for fidelity and quality of teaching. • Identify if any further training is needed. 	<ul style="list-style-type: none"> • Leader to monitor teaching of Number Sense and check against pupil outcomes on the effectiveness of the program.
<ul style="list-style-type: none"> • All children assessed using standardised tests each term as set out by the Trust. 	Class teachers	PPA time	<ul style="list-style-type: none"> • Ensure all staff are clear on expectations. • Support staff in marking and feedback of tests to ensure they are informing planning. • Intervention groups to be decided based on outcomes. 	<ul style="list-style-type: none"> • Teachers to set individual targets for pupils to support their progress based on outcomes from tests. • Intervention groups to be reviewed based on outcomes. 	<ul style="list-style-type: none"> • PPMs used to discuss outcomes and next steps for individuals, cohorts and teachers.

<ul style="list-style-type: none"> To use early baseline assessments for Y6 children to plan thorough interventions to support them in achieving the expected standards. 	Class teachers Maths leader SENDCo	PPA time	<ul style="list-style-type: none"> Use previous papers for early identification of specific pupils and curriculum areas which need extra focus. Groups led by class teachers. 	<ul style="list-style-type: none"> Review progress made by intervention groups. Review February data with previous data to check for progress. Plan final weeks of boosters. 	<ul style="list-style-type: none"> Leader to evaluate data against intervention. Children achieving ARE is 73%+
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2.5 To improve QFT so that all teaching staff draw upon consistent pedagogy (Walkthrus) reinforced through mastery lesson design.

<ul style="list-style-type: none"> Deliver staff training on aspects of Walkthrus that focus on modelling, checking for understanding and guided practice to support QFT from all. 	AHT	Staff meeting time Leadership time	<ul style="list-style-type: none"> SLT to decide which Walkthrus will be the focus of the term. AHT to map out training and retrieval cycle. Monitoring of the use of Walkthrus through teacher meetings and learning walks. 	<ul style="list-style-type: none"> Review the training and implementation of Walkthrus to identify what impact it is having on QFT. Decide next focus of the term. 	<ul style="list-style-type: none"> Review the training and implementation of Walkthrus to identify what impact it is having on QFT. Decide next focus of the term.
<ul style="list-style-type: none"> All staff are effectively planning and teaching using a mastery lesson design. 	SLT	PPA Leadership time	<ul style="list-style-type: none"> Recap expectations. Use staff as good examples for others to observe. Monitoring will highlight any teachers who need further support – additional training/coaching may be required. 	<ul style="list-style-type: none"> Weekly monitoring to check for consistency and understanding. Additional support package in place for those have been identified. 	<ul style="list-style-type: none"> All teachers are effectively planning and teaching using a mastery lesson design.
<ul style="list-style-type: none"> Feedback is thorough and timely to ensure improved outcomes for all. 	DHT	Leadership time	<ul style="list-style-type: none"> Recap expectations. DHT to monitor in all subjects once per half-term. 	<ul style="list-style-type: none"> Staff to bring a core subject book to staff meeting each week to share and discuss the impact 	<ul style="list-style-type: none"> Whole staff training on feeding back verbally to move learning on within a lesson.

			<ul style="list-style-type: none"> • Key stage leaders to monitor all subjects once per half-term. • Additional coaching for those who have been identified. 	<ul style="list-style-type: none"> • of feedback within a lesson. • DHT continue to monitor. 	<ul style="list-style-type: none"> • DHT continue to monitor.
<ul style="list-style-type: none"> • Deliver a robust induction for all new teaching staff. 	DHT	Leadership time ECT time	<ul style="list-style-type: none"> • Write induction programme. • Meet fortnightly with new staff to follow induction. 	<ul style="list-style-type: none"> • All new staff to observe strong teachers to see a good example in practise. • Follow up with any support needed based on monitoring of new staff. 	<ul style="list-style-type: none"> • Meet with new staff to go through any support packages in place. •
<ul style="list-style-type: none"> • Ensure careful mentoring and support is offered to all ECTs alongside their programme of study. 	DHT	Leadership time ECT time	<ul style="list-style-type: none"> • Work with pre-approved bodies to support ECTs through their programme of study. • Run ECT programme alongside school induction. 	<ul style="list-style-type: none"> • ECTs are settled and making good progress towards meeting Teaching Standards. • Additional support is offered where required. 	<ul style="list-style-type: none"> • ECTs are adequately prepared to enter their final phase of induction. • Additional support is offered where required.
<ul style="list-style-type: none"> • Weekly learning walks carried out to ensure TLA is in line with school expectations and provides opportunities for leaders to support staff in a timely and personalised way. 	SLT	Leadership time	<ul style="list-style-type: none"> • Share expectations. • SLT to monitor weekly. • Support plans are introduced early. 	<ul style="list-style-type: none"> • SLT continue to monitor. • Support plans are followed through, and further action taken where necessary. 	<ul style="list-style-type: none"> • All staff are secure and confident in the expectations around TLA, and pupil outcomes reflect this.
<ul style="list-style-type: none"> • Foundation subjects are all well sequenced, building on prior knowledge to ensure that children know and remember more. 	DHT	PPA Leadership time	<ul style="list-style-type: none"> • DHT to work alongside Trust staff to ensure all foundation subjects are at a high standard. 	<ul style="list-style-type: none"> • Action plan in place and being followed for each curriculum area. 	<ul style="list-style-type: none"> • All subjects are managed to a high standard and pupil outcomes reflect this.

			<ul style="list-style-type: none"> DHT to create a heatmap to highlight areas of strength and development. 		
<ul style="list-style-type: none"> The use of medium-term plans in all subject areas support planning and enrichment opportunities across the school. 	Subject leaders	PPA NCT x 6 Leadership time	<ul style="list-style-type: none"> DHT to work alongside Trust staff to create an action plan to see which subjects needed more development. 	<ul style="list-style-type: none"> Monitoring of T&L to see impact of medium-term plans. DHT to monitor enrichment opportunities to check they add value to learning. 	<ul style="list-style-type: none"> All subjects have medium term plans in place and are effective. Pupil outcomes reflect this.

Priority 3 – Behaviour and Attitudes

Your words here outlining the priority for your school

Success criteria:

- 3.1 Ensure that attendance and punctuality is at least in line with National benchmarks to give children the best possible chance of successful learning outcomes.**
- 3.2 Ensure that the behaviour curriculum is fully embedded and that effective learning behaviours are evident across the school in every lesson.**
- 3.3 Ensure PSHE curriculum, with a focus on emotional regulation, impacts upon all children, including those with SEND.**
- 3.4 To build upon the children’s resilience and self-regulation skills by working with them, and their families, on emotional management through a whole school approach (Trickbox)**

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
3.1 Ensure that attendance and punctuality is at least in line with National benchmarks to give children the best possible chance of successful learning outcomes.					
<ul style="list-style-type: none"> Work with parents and children to ensure that the importance of regular attendance is understood, valued, and rewarded. 	HT and SLT	1 x CPL	<ul style="list-style-type: none"> Introduce House system across the school and link competition to attendance. Introduce weekly updates to the children with half-termly group rewards 	<ul style="list-style-type: none"> Impact seen upon attendance with 3% target viable. House system and attendance rewards embedded. 	<ul style="list-style-type: none"> Attendance has risen by at least 3% on the previous academic year (92.5%) and is in line with National average.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Re-introduce the position of Family Liaison Officer to work with families experiencing difficulties with attendance etc 	HT and SLT	£12,000	<ul style="list-style-type: none"> Job description agreed and recruitment process completed with candidate in post. Families working with FLO as appropriate. 	<ul style="list-style-type: none"> Impact seen upon attendance with 3% target viable. FLO role embedded and families report successful intervention through feedback. 	<ul style="list-style-type: none"> Attendance has risen by at least 3% on the previous academic year (92.5%) and is in line with National average.
3.2 Ensure that the behaviour curriculum is fully embedded and that effective learning behaviours are evident across the school in every lesson.					
<ul style="list-style-type: none"> Behaviour curriculum is fully embedded, ensuring learning routines are followed with precision across the school 	HT and WLT	3 x CPL 1 x part INSET	<ul style="list-style-type: none"> Re-introduce and fully embed behaviour blueprints. Worships to focus on positivity and resilience. SLT monitoring shows implementation is precise. Children who are struggling have robust plans in place, agreed with family. 	<ul style="list-style-type: none"> Behaviour blueprints are fully embedded. Pupil voice demonstrates understanding and agreement. Behaviour log shows continued reduction of low level and challenging incidents 	<ul style="list-style-type: none"> Behaviour is consistently good, and children can articulate and demonstrate positive choices. Behaviour log shows a 30% reduction in incidents from 23/24 introduction of blueprints.
<ul style="list-style-type: none"> Pupil attitudes to learning are positive. Pupils are motivated to learn across the curriculum. 	All staff	£200 rewards	<ul style="list-style-type: none"> Pupil voice articulates expectations and impact clearly. Learning walks and AIMS demonstrate a continued improvement in positive learning behaviours 	<ul style="list-style-type: none"> Parent questionnaires show increase in confidence in the school. 	<ul style="list-style-type: none"> Learning walks and AIMS highlight that pupil behaviour and learning attitudes is becoming a strength of the school.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
3.3 Ensure PSHE curriculum, with a focus on emotional regulation, impacts upon all children, including those with SEND.					
<ul style="list-style-type: none"> Trickbox scheme is integrated into the PSHE system, giving children and families the ability to build greater emotional resilience. 	SLT	£1400 resources 4 x CPL	<ul style="list-style-type: none"> Trickbox aspects are built into PSHE structure for the children. PSHE planning is revised to dovetail with Trickbox. 	<ul style="list-style-type: none"> Trickbox planning is fully integrated and demonstrating impact as below. 	<ul style="list-style-type: none"> Pupil and parent voice report that Trickbox is a valuable aid and is having a positive impact upon their family.
<ul style="list-style-type: none"> Audit of contextual safeguarding issues is completed with PSHE curriculum refocused on ensuring children remain safe and healthy in their context 	SLT	£250 resources	<ul style="list-style-type: none"> Audit of contextual safeguarding issued is revisited and recalibrated. Planning is revised in the light of contextual safeguarding elements. Probable topics for rapid intervention on local issues are formed to include when required. 	<ul style="list-style-type: none"> Spring term planning revision is completed in the light of contextual developments. Pupil voice questionnaire is devised and completed in order to develop summer planning for potential gaps. 	<ul style="list-style-type: none"> Summer term planning revision is completed in the light of contextual elements. Pupil voice reports that children are able to identify local risk factors and adjust their behaviours accordingly.
3.4 To build upon the children's resilience and self-regulation skills by working with them, and their families, on emotional management through a whole school approach (Trickbox)					
<ul style="list-style-type: none"> Introduce the Trickbox scheme for building emotional health and resilience amongst children and families. 	HT and AHT	£1400 resources 4 x CPL	<ul style="list-style-type: none"> Trickbox scheme is introduced in the school and staff are all trained in its use. Trickbox is rolled out to children and families. Staff feedback reports confidence in the use of Trickbox 	<ul style="list-style-type: none"> Trickbox scheme is fully rolled out with all relevant staff trained. Trickbox is fully rolled out with families and is an impactful intervention where applied 	<ul style="list-style-type: none"> Pupil and parent voice report that Trickbox is a valuable aid and is having a positive impact upon their family.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Worship assemblies repeatedly focus on building positive mental health and emotional resilience 	HT and AHT	£200 resources	<ul style="list-style-type: none"> 'Being brilliant' scheme fully revisited. Pupil voice articulates 'Being brilliant' principles for life 	<ul style="list-style-type: none"> 'SUMO' scheme implemented with the children. Pupil voice articulates 'SUMO' principles for life. 	<ul style="list-style-type: none"> Pupil voice and learning walks demonstrate that the children are living the principles of #makeadifference

Priority 4 – Personal Development

Your words here outlining the priority for your school

Success:

4.1 To ensure that curriculum subjects - citizenship, RE, PSHE collectively contribute to pupils' personal development.

4.2 To develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally healthy and gain self-awareness to support choice behaviour.

4.3 To ensure that CSF underpinned by the school's V&V develops pupils' character, so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

4.4 Effective structures and SEMH/nurture provision supports children with significant deficits and complex needs – be ready for learning, social relationships, and formal schooling. These support reintegration after dysregulation.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
4.1 To ensure that curriculum subjects - citizenship, RE, PSHE collectively contribute to pupils' personal development (including spiritual development).					
Spiritual development is promoted within the school	Curriculum leader RE leader PSHE leader Collective Worship leader	Leadership time Planning time Lesson time	Opportunities for pupils to reflect on what they have been learning and what they think are evidenced in planning.	When pupils have experienced spirituality moments/ when these have happened in lessons this year, they have been recorded and	Opportunities for spirituality are planned into subjects. Notes are added to planning from this year's teaching.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<p>The Spiritual Garden is made safe and fit for purpose so that pupils can use this.</p> <p>All pupils name a pebble and place this into the Spiritual Garden so that they have a connection.</p>	<p>are noted for future planning.</p> <p>Pupils are using the Spiritual Garden as place that they can go for peace and reflection.</p> <p>Pupils are gardening in the Spiritual Garden.</p> <p>A Spirituality group is explored.</p>	<p>A whole school Spiritual development book is created.</p> <p>Some Class Worships are taking place in the Spiritual Garden.</p> <p>A spiritual reflection space is available for pupils at lunchtime.</p> <p>A Spirituality group is meeting.</p>
<ul style="list-style-type: none"> Planning contributes to developing pupils' personal development (including spiritual development). 	<p>Curriculum leader RE leader PSHE leader Collective Worship leader</p>		<p>Medium term plans demonstrate planned opportunities for developing pupils' personal development.</p> <p>Planning for citizenship, RE and PSHE contribute to pupils' personal development by celebrating diversity and democracy, linking to the British Values, and celebrating 'everyone' in 'our community' within our school vision.</p>	<p>Planning promotes developing pupils' understanding and awareness of Christianity and they know there are other religions and beliefs.</p> <p>Governors have met with subject leaders and feedback that planning is contributing to pupils' personal development.</p>	<p>Some PSHE lessons are taught outside in the summer term.</p> <p>Leaders monitoring planning feedback to SLT that opportunities for pupils' personal development is evidenced in planning and lesson observations.</p>
<ul style="list-style-type: none"> Collective Worship planning contributes to developing pupils' personal development (including spiritual development). 	<p>Class Worship Leader and AH</p>	<p>NCT x 3</p>	<p>Collective worship planning is carefully linked to the school's vision and values.</p>	<p>More collective worships are being planned and led by pupils. These promote</p>	<p>Governors have carried out pupil voice which evidences the developments in pupils' personal development.</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<p>Pupils are involved in Collective worship.</p> <p>The School Worship Council for this academic year is set up.</p> <p>Reflection opportunities are planned as part of Collective Worship.</p>	<p>the school's vision and values.</p> <p>The School Worship Council for this academic year is set up has been meeting and is feeding back on how worships are supporting personal development.</p> <p>Class Collective Worship Books are being used to capture and record pupils' reflections and thoughts.</p>	<p>Class Collective Worship Books are being developed further to capture evidence of the impact of personal development.</p>
4.2 To develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally healthy and gain self-awareness to support choice behaviour.					
<ul style="list-style-type: none"> Pupils supported to keep themselves mentally healthy and to gain self-awareness 	<p>PSHE leader CW leader MH leader SENDCo Healthy Schools leader</p>	<p>Collective Worship</p> <p>PHSE lessons</p> <p>MHST visits</p>	<p>#helloyellow Mental Health Awareness Day (10th Oct) recognised and celebrated in school.</p> <p>Pupils know who the MH leader is.</p> <p>Pupils can identify things they can do to help them feel more positive if they are feeling low.</p> <p>Pupils take part in walk and talk sessions regularly.</p> <p>In collective worships, resilience has been identified as the value for</p>	<p>KS2 Pupils have attended (or are booked in to attend) MHST class sessions.</p> <p>Pupils know that eating a healthy, balanced diet can have a positive impact on their health.</p> <p>Pupils' conversations are developing when they take part in walk and talk sessions regularly.</p>	<p>Resilience has been identified as the value for Summer 2 as this has been identified as what our pupils need before transition. Pupils will be able to share examples of when they have been resilient.</p> <p>Pupils have more in-depth conversations when they take part in walk and talk sessions regularly.</p>

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			Autumn1 as this has been identified as what our pupils need. Pupils will be able to say ways in which they can be more resilient in Autumn 2.		
<ul style="list-style-type: none"> Pupils develop more confidence, resilience, and knowledge to help them keep mentally healthy and develop self-awareness to support choice 	PSHE Leader MH leader Curriculum leader Teachers English leader	Time Planning Lessons	Behaviour blueprints shared with staff and pupils. Behaviour blueprints followed consistently. Pupils know behaviour expectations and are making good choices. Pupils are enabled to keep editing and improving their written work. They are recording a +- or = for each piece of written work in their English books.	Pupils have embedded good behaviour for learning in their lessons. Pupils are more confident and resilient in lessons. Teachers plan and teach lessons that build on pupils' knowledge and confidence. Pupils are consistently and regularly making purple-pen improvements to their writing.	Pupil voice demonstrates when pupils have shown resilience and that they have grown in confidence. Pupils understand and value the importance of being challenged and developing as resilient learners. Lesson observations and book looks show pupils' confidence and resilience has developed.
4.3 To ensure that CSF underpinned by the school's V&V develops pupils' character, so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.					
<ul style="list-style-type: none"> The School's Christian Vision and Values develop pupils' character – in school 	CW leader & AH	Leadership time Planning time	Collective worships are planned carefully and linked to the school's Christian V&V. CW leader works closely with religious leaders to provide a varied range of worships across the school week and school year.	Pupils have taken more of an active role in worships. The Worship Council have shared ways in which we can help each other to flourish in our society.	The Worship Council can talk about their achievements.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			The Worship Council are selected.		
<ul style="list-style-type: none"> The School's Christian Vision and Values develop pupils' character – in the community 	CW lead & AH	Social Media lead time Leadership time	<p>The school councillors are elected.</p> <p>Charity events are booked in for the autumn term. E.g. Harvest</p>	<p>The school council meet regularly.</p> <p>The school council select community and charity events they want to support.</p>	<p>The school council can talk about ways in which they have lived out the school's Christian V&Vs.</p>
4.4 Effective structures and SEMH/nurture provision supports children with significant deficits and complex needs – be ready for learning, social relationships, and formal schooling. These support reintegration after dysregulation.					
<ul style="list-style-type: none"> Nurture provision in the school to be enhanced to support pupils' needs: <ul style="list-style-type: none"> Soft start breakfast club (having breakfast and TLC) from Day 1. Cove break-time club (playing) Lunch club (eating lunch) from Day 1. Cove Lunchtime club (playing) from Week 2. Nemo (Sandcastles) Room set up as a sensory space that meets pupils' individual needs. 	MH leader SENDCo Site Manager	<p>£3,800 grant money to be used to support and enhance nurture provision for pupils.</p> <p>SENDCo time for training.</p> <p>Site Manager's time to create the Tide Room and Nemo (Sandcastles) Sensory Room</p>	<p>Cove Room is a known, safe, nurturing space and is being used to support pupils+ in building social relationships and to be ready for learning. (e.g., soft start breakfast club, Cove break club, lunch club, Cove lunch play club).</p> <p>Tide Room has been created. Children can access this space if they are dysregulated to help them return to a 'ready for learning' state.</p> <p>Nemo (Sandcastles) Room will begin to be developed as a sensory room.</p>	<p>Nemo (Sandcastles) Room will be further developed as a sensory room.</p> <p>Teachers/TAs will be able to communicate the impact on pupils' readiness to learn when they return to their classes.</p> <p>Pupils' end of term assessments are showing progress as a result.</p>	<p>Pupils are working successfully in lessons, in their classrooms.</p> <p>Pupils are achieving well and most of their end of term assessments are showing age-related attainment.</p>

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			Pupil voice will demonstrate a positive impact on them.		
<ul style="list-style-type: none"> Pupils to access ELSA sessions when needed to support their individual SEMH needs 	ELSAs	ELSA time	Identified pupils attending ELSA sessions. ELSA pre- and post- session assessments show impact.	Pupils who have attended/ who are attending ELSA are using their taught strategies when needed.	
<ul style="list-style-type: none"> All pupils to access MHST whole class sessions, and to be referred for individual MHST sessions, when needed, to support their individual SEMH needs Staff to have CPL training in SEMH through the MHST (NHS) 	MHST SENDCo/ MH leader	<p>MHST time and SENDCo/MH leader time</p> <p>SIM time</p>	<p>Year group visits booked in.</p> <p>MHST CPL booked in as appropriate.</p> <p>MHST and MH leader/SENDCo making regular contact and meetings, as necessary.</p>	<p>More classes benefitting from MHST visits.</p> <p>Further MHST CPL booked in as appropriate.</p> <p>MHST and MH leader/SENDCo continue to make regular contact and have meetings as necessary.</p> <p>Success with individual children and families can be seen.</p>	<p>KS2 Classes who have not yet received MHST sessions benefitting from MHST visits.</p> <p>Year 6 having extra transition</p>

Priority 5 - Early Years
Your words here outlining the priority for your school
Success criteria: 5.1 To raise standards in EY from the children’s starting points – systematically addressing identified deficits. 5.2 To raise standards in phonics and early writing. 5.3 To improve speaking, listening and widen vocabulary for all children. 5.4 To ensure the EY environment intentionally leads to improving regulation, risk taking, building relationships, and enriching curriculum learning.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
5.1 To raise standards in EY from the children’s starting points – systematically addressing identified deficits.					
Ensure that baseline assessments are robust and immediately identify initial deficits individually and within the cohort.	EYFS Lead SLT	3 x NCT	<ul style="list-style-type: none"> Curriculum statements have been used effectively to create an accurate picture of each child. Internal and cross hub moderation has ensured that starting points are accurately measured. 	<ul style="list-style-type: none"> Initial data has been clearly used to set an ambitious flightpath for each child. Key deficits have been correctly identified and clear progress made against these. Cross hub moderation conducted to verify accuracy and plan ahead. 	<ul style="list-style-type: none"> Children’s EYFS endpoints reflect strong progress against their flightpaths. Interventions have been effective in ensuring strong progress in deficit areas.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
Ensure that cohort speech and language deficits are identified, and impactful intervention leads to rapid improvement	EYFS Lead SLT SENDco	S&L input	<ul style="list-style-type: none"> • Cohort and individual S&L deficits are identified from baseline and feeder provision data. • Specialist S&L advice is sought for all identified individuals and programmes are formed. • Direct work with families is completed to ensure understanding and outside input. 	<ul style="list-style-type: none"> • Spring assessments highlight progress made against cohort and individual targets with strong progress evident. • Key gaps have been targeted through intervention and individual progress is evident. • Parent voice reports partnership is strong. 	<ul style="list-style-type: none"> • GLD data shows clear progress across language areas. • IEP and individual speech plans indicate positive progress. • Phonics data shows the impact of speech and language input.

5.2 To raise standards in phonics and early writing.

Soundwrite is fully embedded in EYFS with all adults trained and effective interventions allowing children to be phonically Year 1 ready.	EYFS Lead SLT	£2000 - Soundwrite training	<ul style="list-style-type: none"> • All adults within the EYFS (and KS1) who deliver any phonics intervention are Soundwrite trained and confident. • Autumn assessments for phonics are completed with sounds and gaps 	<ul style="list-style-type: none"> • Initial intervention groups have demonstrated accelerated progress in their data. • Spring assessments completed with sounds and gaps identified for intervention. 	<ul style="list-style-type: none"> • Assessments show most children are phonically ready for Year 1. • Interventions have demonstrated efficacy with accelerated progress evident.
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Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<ul style="list-style-type: none"> identified for intervention. Learning walks and AIMs find children are engaged in phonic sessions. Phonics sessions are conducted with total fidelity to our agreed approach. 		
Ensure that the DSAT writing curriculum is fully embedded in the EYFS ensuring early writing principles guide all practice.	Writing Lead EYFS Lead	6 x CPL	<ul style="list-style-type: none"> Autumn training for early writing is completed by all relevant staff. Learning walks and work scrutiny highlight quality of appropriate editing and increased accuracy in writing. Areas of deficit are identified, and intervention and specific teaching are beginning to demonstrate impact 	<ul style="list-style-type: none"> Spring training for early writing is completed by all relevant staff. Learning walks and work scrutiny highlight quality of appropriate editing and increased accuracy in writing. Specific teaching and intervention are demonstrating that key gains are made. 	<ul style="list-style-type: none"> 24/25 training for early writing is completed by all relevant staff. Learning walks highlight that children are engaged with writing. Work scrutiny highlights great accuracy and the building of key editing skills.
5.3 To improve speaking, listening and widen vocabulary for all children.					
Ensure that target language and vocabulary is understood by all adults and is live within all EY interactions.	EYFS Lead SLT	2 x CPL	<ul style="list-style-type: none"> Training provided to all key staff around target language and vocabulary. 	<ul style="list-style-type: none"> Learning walks highlight continued drive on language 	<ul style="list-style-type: none"> Language development has had a clear impact upon GLD.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
			<ul style="list-style-type: none"> Planning reflects the importance of vocabulary and speech development 	<ul style="list-style-type: none"> development from key staff. M&E highlights that language development is alive within all interactions. Planning for language is embedded with key opportunities evident. 	<ul style="list-style-type: none"> Progress on speech and language is better than expected for all children from respective baseline starting points.
Ensure that speech and language deficits receive swift intervention enabling children to access the EYFS curriculum.	EYFS Lead SLT SENDco	S&L input	<ul style="list-style-type: none"> Key cohort and individual S&L deficits are identified from baseline and feeder data. Specialist advice is sought for all identified individuals and programmes are in place. Direct work with families is undertaken to ensure understanding and outside input. 	<ul style="list-style-type: none"> Ongoing assessments highlight progress made against cohort and individual targets with strong progress evident. Key gaps have been targeted through advised intervention and individual progress is strong. Parent voice reports liaison is strong. 	<ul style="list-style-type: none"> GLD data shows strong progress across language areas. IEP and individual speech plans indicate strong progress. Phonics data shows the impact of speech and language input through strong individual progress.
5.4 To ensure the EY environment intentionally leads to improving regulation, risk taking, building relationships, and enriching curriculum learning.					
To ensure that the EYFS learning environment engages and supports children	EYFS Lead SLT	£5000 CPL x 2	<ul style="list-style-type: none"> Learning resources specific to each 	<ul style="list-style-type: none"> Monitoring indicates 	<ul style="list-style-type: none"> Learning environment is

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
with their learning, particularly those with special needs	RDA		<p>element of learning are researched, purchased and used to enhance learning.</p> <ul style="list-style-type: none"> • Environment always reflects the current learning. • Children are carefully taught how to use the learning environment to support each aspect of learning. 	<p>learning environment is purposeful and set up to address the forgetting curve.</p> <ul style="list-style-type: none"> • Learning walks show children's use of the learning environment is increasingly effective 	<p>evidentially purposeful and directly impacts learning opportunities.</p> <ul style="list-style-type: none"> • Levels of GLD reflect the effectiveness of learning in the environment, showing better than expected progress